# Capacity development toolkit

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# 1.    Introduction

The Livestock and Irrigation Value Chains for Ethiopian Smallholders (LIVES) project aims at supporting the Government of Ethiopia in transforming the smallholder agriculture sector. It is aligned with the Growth and Transformation Plan (GTP) and is implemented jointly by International Livestock Research Institute (ILRI), International Water Management Institute (IWMI), Ministry of Agriculture (MoA) and Ethiopian Institute of Agricultural Research (EIAR) at federal, regional, zonal and district levels. The project uses a value chain development approach and works with public and private sector partners to develop selected livestock and irrigation value chains.

The LIVES project works to increase adoption of value chain interventions through use of improved knowledge and capacity by value chain actors and service providers. Knowledge management and capacity development are important components of the project to fill gaps in knowledge and capacity of value chain actors and service providers.

Capacity is defined as the capabilities (knowledge, skills, experience, values, motivations, organizational processes, and linkages) that determine how well value chain actors and service providers utilize resources, market opportunities, and relationships. Capacity development is the process of facilitating change through strengthening the capacities and relationships of value chain actors and service providers to develop sustainable livestock and irrigation value chains. It is the process of strengthening the abilities of individuals, organizations and systems through a variety of engaged knowledge and learning processes to perform value chain development functions sustainably and to continue to improve and develop over time. Change happens through facilitation of strategic linkages and exchange of experiences among value chain actors and service providers as well as transfer of improved knowledge and skills through training, coaching and mentoring activities.

It is necessary to develop a capacity development toolkit to provide a structure and guidance for the planning, implementation and documentation of LIVES capacity development and knowledge management interventions. The toolkit provides a general step-by-step guidance as well as links to resources for further reading. It is intended to be used by project and partner staff.

# 2.    LIVES capacity development approaches and interventions

LIVES capacity development interventions are determined by gaps in knowledge, skills and attitudes of value chain actors and service providers to adopt value chain development approaches and interventions. LIVES uses participatory processes to assess knowledge and skills gaps of value chain actors and service providers and identify capacity development and knowledge management interventions.

The project uses a combination of capacity development interventions to allow flexibility to fit to specific contexts and priorities of intervention districts and peasant associations (PAs). Depending on local contexts, resources available, and institutional arrangements, LIVES designs and implements capacity development interventions in different ways with a plurality of approaches and methods (see Fig. 1). Training, coaching and mentoring, and knowledge management activities are used to develop capacity of value chain actors and service providers. The project is testing different capacity development approaches and methods, such as Training of Trainers (ToT) training, mixed group training, couples training, training coupled with coaching and mentoring, and group household coaching and mentoring.

Figure 1: LIVES capacity development scaling out strategy.



## 2.1.   Capacity development on production interventions

The targets for adopting market-oriented production interventions are farm households and a few specialized households or groups, which produce agricultural inputs. LIVES project staff are "hands on" involved with partner staff (development agents (DAs),  Subject Matter Specialists (SMSs), focal persons) in introducing production interventions through training, coaching and mentoring of intervention households. In the process of coaching and mentoring of

intervention households and groups, the institutional partner staff are also coached and mentored. Intervention households also increase their knowledge and skills as a result of other LIVES knowledge management activities, such as field days, study tours, commodity platform meetings, demonstrations, and audio visual viewings.

The intervention households are used for scaling out within intervention PAs and domain PAs in the project districts. Coached and mentored producers transfer skills and knowledge to domain households in intervention PAs as well as domain PAs within intervention districts through a spontaneous dissemination process. The project also facilitates formation of learning circles of trained/coached producers to facilitate farmer-to-farmer dissemination and scaling out of knowledge and skills within and beyond project PAs and districts.

LIVES uses training, coaching and mentoring, self-learning as well as participation in knowledge management events, such as study tours, field days, demonstrations, and platform meetings to develop capacity of public extension staff on production interventions.

Scaling out skills and knowledge to domain households in intervention and domain PAs in the project districts is the responsibility of the public extension system, which has benefitted from TOT training complemented with coaching/ mentoring and knowledge management activities. Domain households in the intervention PAs will be targeted by the DAs based in the PAs, who can use the knowledge and skills gained by the hands on coaching/mentoring and training by LIVES staff. Domain households will also benefit from training and knowledge management activities organized with the help of the project.

## 2.2.  Capacity development on input/service interventions

Inputs and services provided to intervention households producing inputs and outputs are supplied by the public sector, community/group management structures, the privately or cooperatively owned businesses and credit institutions.

LIVES capacity development strategy for intervention input/service providers focuses on businesses and services, using training and coaching and mentoring activities. Public institutional staff take part in the training and coaching/mentoring activities of intervention businesses and services. Knowledge and skills obtained by the institutional staff will contribute to continued support to intervention input/service providers as well as scaling out of knowledge and skills in the project areas and beyond.

## 2.3.  Capacity development on processing/marketing interventions

LIVES facilitates linkages between businesses and producers and/or institutional buyers. For small scale agro processors like dairy cooperatives and honey extraction, LIVES also focuses on the introduction of small scale processing technologies and/or establishing new businesses.

The strategy for capacity development of intervention processing and marketing businesses focusses on coaching and mentoring complemented with direct training of selected businesses. Public institutional staff take part in the training and mentoring activities to contribute to the scaling out of knowledge and skills in the project Districts and Zones as well as beyond project areas.

# 2.4.  Capacity development on approaches and methods

The institutional mandate to develop capacity of households/groups on input and output production interventions lies within the Ministry of Agriculture and its regional, zonal and district structures. Since market-oriented development is a relatively new development strategy, the public sector extension staff needs to develop its own capacity to support market-oriented input and output producers and other value chain actors.

Capacity development of public sector staff for market-oriented agricultural development approaches and methods aims to support project implementation, scaling out of project results and lessons, and ensure sustainability of successes. It focuses on market oriented extension approach, value chain development approach, results-based monitoring and evaluation, business skills development, gender mainstreaming, and knowledge management.

The market oriented extension service approach, as opposed to the technology and production oriented extension service, aims to provide producers with support in market oriented production planning, market information, creating linkages with input suppliers and output buyers, and creating and sustaining collective action for marketing agricultural produce. The extension agents need to be trained in basic agricultural marketing and business concepts and in facilitating linkages and collective action. The training on market oriented extension services aims at developing such capacity among the extension agents and subject matter specialists.

The value chain development approach has gained significant popularity in agricultural research and development in the past decade. The popularity stems from the fact that the approach provides a systemic framework to analyse commodity value chains. Benefits to producers and other value chain actors can be enhanced if the system in which they operate can be improved. Since the value chain development approach is new to the Ethiopian professionals working in agricultural development, the LIVES project aims at developing the capacity of subject matter specialists to analyse, plan and implement development programs in a systemic framework.

Monitoring and evaluation (M&E) is a key learning tool. Results-oriented M&E draws particular attention to the extent of how results are achieved. Complementary to the implementation-focused M&E, results-based M&E focuses on outputs, outcomes and impacts. Capacity to conduct results-based M&E is limited among the staff working in agricultural development in Ethiopia. Thus, the LIVES project provides ToT workshops to build such capacity among the subject matter specialists at federal, regional and district levels.

To increase knowledge and skills of public extension staff on market oriented development approaches and methods, LIVES uses different methods, such as ToT approach, coaching and mentoring, and self-learning. LIVES organizes ToT training sessions for public extension staff on approaches and methods, which will be cascaded down to front line development agents to support market oriented producers. LIVES also introduces the use of e-readers and agricultural knowledge centers to increase access to new information and knowledge resources and develop self-learning capacity of public extension staff, since a lot of personal development happens through reading self-study materials.

The project also aims to influence regular public training approaches and methods through coaching and mentoring of public extension staff in adult learning principles and methods, and needs-based knowledge and skills transfer approaches and methods. LIVES is hands-on with public extension staff in terms of reviewing regular public training plans for content and helping make necessary adjustments based on a value chain perspective; providing resource persons/training facilitators; designing appropriate learning transfer strategies, and provision of training resource materials.

The responsibility for the organization and expansion of knowledge and skills transfer activities rests primarily with the public extension staff. It is expected that the public extension staff will increasingly adopt participatory training and coaching and mentoring approaches and methods to scale out LIVES interventions and results beyond the project sites.

# 3.   Tools for capacity development interventions

Training in the context of capacity development is the development of knowledge, skills and attitudes in an interactive, practical and structured learning environment. It is a planned learning process aiming to improve the competency of individuals so as to positively change their behaviors. A typical training cycle involves assessment, design, delivery, follow-up and evaluation of training events.

## 3.1.  Training needs assessment

Training needs assessment is the starting point of any training event, as it determines the relevance and applicability of training interventions. Involving trainees, mandated institutions, and support systems in training needs assessment and in discussions regarding training goals, preferred training approaches and methods, and expected utility of the training is a key strategy to enhance learning performance and training application. Bringing training utility upfront can help broaden understanding regarding likely enabling and constraining factors for training application in order to design and implement effective learning transfer strategies before, during and after training events.

LIVES project adopts an incremental approach to conducting capacity gap assessment of value chain actors and service providers. Different participatory processes, such as document reviews, commodity platforms, stakeholder workshops, field days, study tours, and coaching and monitoring visits are used to assess knowledge and skills gaps of value chain actors and service providers and identify capacity development interventions.

Training is only one form of capacity development intervention. A set of capacity development interventions, such as coaching and mentoring, study tours, field days, demonstrations, platform meetings, self-study materials, e-learning materials, and knowledge centers are used to address capacity needs of value chain actors and service providers.

Training needs assessment in LIVES project follows the following steps:

- Summarize gender differentiated performance problems of value chain actors and service providers by value chain commodity from participatory processes

- Identify value chain development issues, performance problems, and causes of performance problems through a variety of ways, including interviews, observations and source documents

- Specify learning goals related to the gaps in skills, knowledge and attitudes

- Identify major tasks and essential knowledge and skills related to performance problems

- Review training content (essential knowledge and skills) with experts to ensure relevance and adequacy

Summary sheet: Capacity development needs and interventions from participatory processes

| Assessment mechanisms<br><br>(Platform meetings, stakeholder workshops, monitoring and coaching visits, observations, group discussions, etc.) | Key value chain development issues discussed/observed by commodity component/ value chain actors | Key gender disaggregated capacity development needs identified by commodity component/value chain actors | Key gender disaggregated capacity development interventions identified by commodity component/value chain actors |
| --- | --- | --- | --- |
| | | | |

Example template: Training needs assessment for dairy producers and service providers

| Dairy value chain development issue | Performance problem | Desired capacity related to performance problem | Major tasks related to desired capacity | Essential knowledge and skills related to major tasks |
| --- | --- | --- | --- | --- |
| Animal feed | Limited knowledge and skills on feed resources and production | Apply improved production, feed treatment and conservation practices | Produce irrigated fodder<br><br>Treat feed using different techniques<br><br>Conserve feed using different conservation strategies | Improved varieties of fodder crops<br><br>Irrigation techniques for fodder crops<br><br>Small scale silage making techniques<br><br>Urea treatment<br><br>Use of essential micro-organisms<br><br>Silage making<br><br>Hay making and bailing |

# 3.2.  Planning training events

Use the following checklist to develop training proposals. It is a checklist, not a sequence. Do things your own way, in whatever order makes sense to you.

1. Training title: describe the overall thematic area of the planned training.

2. Problem situation/training needs assessment: briefly describe knowledge, skills and attitude gaps that the training will address, and how the gaps were identified, disaggregated by gender.

3. Training objectives: A training goal is a statement that describes in broad terms what the learners will gain from a training activity. A training objective is a statement in specific and measurable terms that describes what the learners will know or be able to do as a result of engaging in a learning activity.

   Formulate training objectives (expected level of learning) based on learning needs and work context of trainees in terms of tasks that they would perform in the work environment. Use action verbs. Each learning objective should be **specific** (should state exactly what the trainees will perform at the end of the training), **measurable** (learning gain should be reflected in the actions of participants after the training), and **achievable** (learning outcomes are practical targets, realistically possible within the timescale and scope of the training event) to allow systematic follow-up and monitoring and evaluation of training events.

Training outputs: are knowledge and skills gains as well as products of training activities, such as training reports, follow-up action plans, training materials, etc. Training outcomes are application of knowledge and skills gained from training in the work environment – desired end/effect of learning experience.

State learning outcomes (desired level of performance improvement) in terms of changes as the result of the application of trained knowledge and skills. What will participants be able to perform as a result of the training? What will get improved as the result of application of the learning? It is vitally important to get the expected learning outcomes right! They should not be composed quickly or lightly, but should be re-worded and re-formulated several times during the planning of a training event, until they have become a clear and unambiguous way of describing exactly what trainees can realistically be expected to achieve during and after the training event.

4. Training participants: The criteria for the selection of trainees are crucial for achieving the desired training results. Specify the selection criteria, profile/composition and number of participants by gender. Consider scaling out when you select trainees. Select trainees who are really motivated, willing and capable to transfer gained knowledge and skills to fellow producers and who really love sharing knowledge and skills with others. Involve both female-headed households and women in male-headed households. Consider couples training, whenever is possible.

The training size will have to be defined depending on the topic, the type and chosen methodology of the training as well as the number of trainers/co-trainers. Due consideration must be given that the training size should not be too big in order to allow active participation. As a rule of thumb, 30 trainees per training session should not be exceeded.

5. Trainer(s): Specify selection criteria and trainer profile (qualification, training experience).

Role of the trainer:

- Create a training topic outline. Break down topics into specific lesson titles.
- Design lessons. Include in the training plan a list of lessons complete with lesson objectives, specific activities and assessment plans, which may include pre- and post-training knowledge and skills assessments, discussions or group activities.
- Determine appropriate training modality. Choose training methods based on the objective of the training.
- Develop a training evaluation form. Ask participants to rate the training on various aspects, including instructional delivery, training environment, knowledge gained, and other relevant factors.
- Document training process and outputs – including action/follow-up plans, training report.

6. Training approach and methodology:

- Description of curricula/training content – briefly provide training content and scope of the training.
- Timing, location and duration of training – consider differences of male and female trainees. The duration of the training should be adequate to cover the planned topics and impart the desired skills and knowledge.
- Methods and learning resources – training tools and materials (training packages, presentations, exercises), training methods, monitoring and evaluation plan (pre-and post-training knowledge and skills assessment, evaluation questionnaire) and follow-up action/learning transfer strategy.
- Practical sessions/field visits – describe how practical sessions/field visits will be organized (learning tasks, reflection questions, reporting back in plenary, etc.).
- ToT cascading strategy – Although the ToT approach is effective in reaching large numbers of people quickly, there are important drawbacks associated with it. The main one is loss of integrity in terms of content, context and method while cascading down from the first to the last training. Eventually, distorted messages could reach the final trainees. It is also possible that, regardless of the quality, the training may not be cascaded down up to the destined final trainees as planned. It is important to develop mechanisms to minimize these disadvantages of the approach.

- Monitoring and documentation of training process – briefly describe how the training process and outputs will be documented.

7. Training follow-up action plan: It is important that trainees develop action plans at the end of a training to ensure a meaningful follow-up of the training program, to coach and mentor trainees, and to monitor and document transfer of knowledge and skills. Establish a time frame for coaching and mentoring and documentation of learning transfer. It is also important to plan how training results will be evaluated and documented based on the described expected training results in order to consecutively improve training quality and increase training impact.

8. Budget and logistical arrangements:

- Budget – refreshments, meals, per diem, travel, materials/supplies, equipment, trainer fees and venue rent.
- Training materials – folders, pens, markers, flip charts, masking tape, name badges, sign-in forms, payment sheets, completion certificates, and evaluation forms.
- Equipment and supply – registration tables, LCD projector, digital camera, and flip chart stand.

# 3.3.  Training delivery

Before you start the training, write training objectives, training agenda, expected outputs, and ground rules on flip chart papers and display them on the wall of the training room. Writing on flip chart papers provides a visible reminder of what participants hope to gain from the training. This can help focus the training and give participants a baseline from which to evaluate the training once it is complete.

**Room layout – creating an active learning environment**

The physical environment in a classroom can make or break active training. No setup is ideal, but there are many options to choose from. Chairs and tables can be easily rearranged to create different setups. If you choose to do so, ask participants to help move tables and chairs. That gets them "active" too (see http://www.snsfethiopia.org).

**Participant introduction**

A variety of techniques can be used to create interaction among participants and establish rapport with training facilitators. Depending on physical space, time and composition of the participants, training facilitators need to use appropriate and interactive participant introduction methods (see Silberman, 2005). The purpose of participant introduction is to create a relaxed learning atmosphere where participants find it easier to interact among themselves and with the training facilitators.

**Expectations and concerns**

Identifying expectations at the beginning of the training helps focus the experience, attunes trainers and participants to each other, and provides an opportunity for trainers to identify which participant expectations can realistically be met.

There are a variety of questions you can ask to find out the needs, expectations and concerns of participants so that you can gear instruction appropriately. You can obtain answers through open discussion, a go-around, response cards, fishbowls, polling, panels and games.

Write expectations and concerns of participants on a flip chart and display it on the wall of the training room. Ask participants to review their expectations as the training progresses.

**Overview of training program**

An overview of the training program lets participants know what to expect. Use the training objectives, agenda and expected results written on flip chart papers to introduce the training program. Review expectations of the

participants to identify which expectations will and will not be met during the training. Tell participants that the training objectives will be revisited at the end of the training to make sure that all have been met.

Ask participants whether they would like to add to the ground rules written on the flip chart. Record additions and tell participants that these rules will guide group interaction for the duration of the training.

**Emphasize personal benefits of the training**. Adult learners need to know how the training relates to their immediate work (perceived relevance of the training to the requirements of the work task) and will help them reach personal and professional goals.

Techniques:

• Have each participant develop learning goals (expected learning achievements) for the training to direct their attention and action. Trainees are likely to apply training when they have a clear understanding of what knowledge and behaviors are required after the training to improve work performance.

• Encourage participants to write down specific actions (learning responsibility and intention to apply learning) they will take in response to the training.

**Create a supportive environment**. Convey respect for individuals and the belief and value in the learning process. Draw on previous experiences of participants.

Techniques:

• Call each trainee by name throughout the training.

• Listen to each person's questions and viewpoints.

• Always be courteous and patient.

• Assure individuals that mistakes are part of the learning process.

• Encourage trainees to support one another in learning endeavors.

• Ensure that the physical space is as comfortable as possible.

**Make course content coherent and relevant**. Begin with the basic and build on each part in sequential order when presenting training content. Learning activities and materials are designed based on learning objectives and work context of trainees and should address their needs and expectations for the training. Be sure that content and exercises can be applied to real-life situations of the trainees.

Techniques:

• Provide overview of training with objectives.

• Relate each new component to previous component.

• When presenting new material, present overall concept first.

• Provide examples of concept that are relevant to trainees' work.

**Use a variety of training methods**. Not all people learn the same way. There are many different learning styles. Individual learning styles are influenced by: personality, education, experience, culture, and sensory and cognitive preferences.

Engage participants in the training activity by accommodating a variety of learning styles. To engage all learners, it is best to vary the methods in which information and knowledge is communicated. Puzzles, problem-solving exercises, questions and writing activities are ways to keep trainees focused on tasks. Watching video demonstrations (seeing), listening to audio (hearing) and participating in hands-on exercises (doing) are ways to diversify activities.

Choice of training methods depends on the focus of learning (knowledge, awareness/attitudes and skills), social/ cultural environment, and learning environment. Train people in small groups for tasks requiring interaction using, for example, role-play and problem-solving activities. Delivery of information and overviews can be done in large groups. Break the large group into smaller groups, if necessary.

Training methods:

- Group discussion (small and large)

- Brainstorming

- Interactive/illustrative talk

- Field practical/study tours

- Skill practice (role-play)

- Case study analysis

- Panel/guest expert

- Demonstration

- Interactive audio-visual materials

## Training follow-up action planning

Follow-up to a training event helps provide trainees with support and encouragement to implement the knowledge and skills acquired during the training event, continue the learning process by bringing out new learning needs, and assess the training event and its impact on the trainees, their work and their organizations/community. It helps identify any further training needs that may have come up as a result of the utilization of the learning in the work place.

**Action planning by trainees**. Trainees should develop action plan to put the knowledge and skills gained from the training into action. It is important to identify opportunities and constraints for knowledge and skills application and devise strategies that support trainees to apply the training. Action planning also helps provide mentoring support to trainees and evaluate knowledge and skills application – the training outcome.

Allocate sufficient time for action plan development, presentation, and feedback. It is a good practice to have leadership (managers, supervisors, department heads and focal persons) attend presentations and discussions of action plans to signify recognition and follow-up of the action plans.

Sample 1: Action planning

| What did I learn? | How can I use it? | The outcome I want to achieve | The actions I will carry out to achieve them | The people I need to involve | The support I will need | By when do I hope to achieve the outcome? |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | | | |

## Sample 2: Action planning

1. I want to implement the following upon my return to my work place …

2. Obstacles that might prevent me from implementing the above are …

3. Ideas to overcome anticipated implementation problems are …

4. I will need the following resources to accomplish my plan …

5. I would use these indicators to consider my plan is successfully implemented:

6. I see the timeframe for the plan to be operative as follows:

7. I will need the assistance of these individuals to implement the plan:

8. I intend to follow-up and evaluate the plan by doing the following:

# 3.4 Training documentation, monitoring and evaluation

Training and evaluation are bound by a strong linkage system. Frequent review during ongoing training and final evaluation after the completion of a training program are essential components of training activities. To make sure participants' expectations are met and to improve your own skills as a trainer, evaluate the training process regularly.

Depending on the length of the training, include evaluations daily, half way through, and at the end. Use the following techniques to monitor and document the training process and outputs.

- Prepare and display learning objectives and agenda for each training day.

- Use feedback groups, recap sessions, and satisfaction rating charts to monitor and document learning progress and get quick feedback from trainees.

- Check-out/check-in session – quickly summarize what has been covered during each day of the training. Review daily objectives and agenda written on the flip charts. Ask participants to mention key learning points from the first day of the training.

- Review feedback of trainees and address major issues raised in the morning of each training day.

- Display flip chart results on the wall of the training room. Date and number the flip charts for easy documentation.

- Take pictures of presentations, flip chart results, group discussions and practical sessions to illustrate the training process and outputs in the training report.

**Learning log: reflection on learning process and achievement**

A learning log is a self-management tool that facilitates reflection of the learning experience by trainees themselves. Trainees are given questions to reflect on their daily learning experience and journal new insights, observations, lessons learned, and actions that they would take.

Purpose:

- Helps trainees see a reason for learning and internalize the learning process by relating training objectives and content to their own work context.

- Encourages trainees to take responsibility for their own learning and application of the learning.

- Encourages trainees to monitor their own learning progress throughout the training process.

Sample learning log

| Learning objectives | What I have learned | What improvement do I still need to make? | What specific actions/activities will I do? | What more do I need to learn to do this? | How will I know when I acheive the changes desired? |
|---|---|---|---|---|---|
| | | | | | |

**Learning evaluation**

During the training, evaluation consists of two levels of assessment:

• The learning that took place as a result of the training

• The reaction of participants to the conduct of the training

Different learning assessment methods, such as written tests, learner interview, learner questionnaire, observation, learner action plan, etc., can be used to measure learning based on training objectives. Depending on the type of learners and the learning activity, training facilitators should use a combination of learning assessment methods. In any case, the post-training level of knowledge and skills should be compared with the level identified during assessment as well as with the learning objectives.

Use the following self-assessment tool to assess the level of knowledge and skills of participants before and after the training. Whenever possible, written tests, observations, and competency-based skills assessment checklists can also be used to assess learning performance.

Tell participants that they will conduct self-assessments before and after the training to measure their level of knowledge and skills in the training course. Pass out copies of pre-training knowledge and skills assessment tool for all participants and ask them to take a few minutes to fill it out.

Write the purpose of the self-assessment on a flip chart. It is important that participants understand the purpose and become objective as much as possible.

Purpose:

• Provides training participants with an idea of the level of knowledge and skills they already have in the training content before the training and how well they have performed in each training content at the end of the training.

• Provides trainers/facilitators with an idea of the different levels of knowledge and skills among training participants and devise ways to cater for individual learning differences.

• Establishes a baseline to measure the level of learning achievement of training participants at the end of the training event.

Training title:

Training dates:

Training venue:

Gender:

Type of participant (Producer, public input/service provider, private input/service provider, processing and marketing business):

Please evaluate your level of knowledge, skills and attitudes in the training content (1 = Low, 2 = Sufficient, 3 = High, 4 = Very high).

| Training content | Level of knowledge, skills and attitudes | | | |
| --- | --- | --- | --- | --- |
| (Essential knowledge, skills and attitudes based on desired learning objectives) | 1<br>Low | 2<br>Sufficient | 3<br>High | 4<br>Very high |
| 1. … | | | | |
| 2. … | | | | |
| 3. … | | | | |
| Overall Assessment | | | | |
| Overall, how would you rate your level of knowledge, skills and attitudes in the training course? | | | | |

Analysing results of learning measurement by <u>gender and type of participant</u> can provide useful information to design training follow-up activities, such as mentoring and reinforcement training.

**Reaction evaluation**

Observation, questionnaires and interviews can be used to evaluate reaction of participants to the conduct of the training. However, reaction evaluation is inadequate in providing information to determine if the training was successful and the learning objectives have been met. Evaluating what individual learning the training resulted in is an important step in evaluating the outcomes of the training. One way of doing this is to include both affective and utility/ learning assessments in reaction evaluation questionnaires.

Pass out copies of the reaction evaluation questionnaire and give participants a few minutes to fill it in.

Training title:

Training date(s):

Training venue:

Training facilitator(s):

Gender:

Type of participant (Producer, public input/service provider, private input/service provider, processing and marketing business):

Please evaluate your level of satisfaction and learning in the training course on a 1 to 4 rating scale (1 = Dissatisfied, 2 = Somehow satisfied, 3 = Satisfied, 4 = Highly satisfied).

| Training elements | Rating scale | | | |
| --- | --- | --- | --- | --- |
| | 1 Dissatisfied | 2 Somehow satisfied | 3 Satisfied | 4 Highly satisfied |
| **Training objectives** | | | | |
| The training objectives were relevant, realistic and clearly defined. | | | | |
| **Training content** | | | | |
| The training content was relevant, adequate, well organized and easy to follow. | | | | |
| The training event was flexible to accommodate the learning needs/ expectations of participants. | | | | |
| **Training process and methods** | | | | |
| The training process and methods helped me better understand the training content. | | | | |
| The balance between presentations and practical sessions was good. | | | | |
| Training facilitators provided helpful comments, feedback and examples. | | | | |
| **Training materials** | | | | |
| Training materials were relevant, well-organized, adequate and easy to read. | | | | |
| I will refer to the training materials at my work. | | | | |
| **Training time and duration** | | | | |
| The timing of the training was appropriate. | | | | |
| Adequate time was allotted for practical sessions and discussion. | | | | |
| **Learning satisfaction and intention to apply learning** | | | | |
| I have gained adequate knowledge and skills from the training program. | | | | |
| I can apply the knowledge and skills gained in my work context. | | | | |
| **Overall Assessment** | | | | |
| Overall, how satisfied are you with the training course? | | | | |

What did you like most about the training?

What aspects of the training methodology did you like? Why?

What aspects of the training methodology did you NOT like? Why?

What aspects of the training could be improved?

**Four levels of training evaluation**

The most commonly used training evaluation model is Kirkpatrick's four levels of evaluation: reaction, learning, behavior and results.

At **reaction level**, learners comment on the adequacy of the training, the approach and perceived relevance. The goal at this stage is to identify glaring problems – not to determine whether the training has worked.

The **learning level** is more formal, requiring a pre- and post-training knowledge, skills and attitude assessments/tests. This allows trainers to identify those who had existing knowledge and skills as well as those at the end who missed key learning points. It is designed to determine whether the learners actually acquired the expected knowledge and skills as a result of the training.

At the **behavioral level**, we measure the transfer of the learning to the job environment. Behavioral evaluation can include an immediate evaluation after the training and a follow-up after a couple of months.

The **results level** looks at improvement in the organization/business process. The challenge is to identify which organizational key performance indicators (KPIs) are most relevant and then establish a link to uptake of learning.

Level and focus of training evaluation

| Level of training evaluation | Focus of evaluation | Methods |
| --- | --- | --- |
| Reaction evaluation | Satisfaction of trainees with content and delivery of the training event | Training evaluation questionnaire |
| | | Daily participant feedback (oral or written) |
| | Quality of the training during the training itself | Daily steering team meeting |
| | | Observation, informal discussion |
| Learning evaluation | Learning outcome (knowledge, skills and attitudes acquired) | Pre- and post-training knowledge and skills self-assessment/tests |
| | | Competency-based skills assessment checklists |
| Behavior evaluation | Performance of trainees (application of trained knowledge and skills) | Action planning |
| | | Work review/behavior observation checklist |
| | | Action learning |
| | | Competency-based skill assessment |
| Results evaluation | Impact of training in improving performance | User satisfaction surveys |
| | | Impact studies |

Overview of training monitoring and evaluation

| When | What | How | Process |
| --- | --- | --- | --- |
| Daily | Content, process, session flow, logistics | Mood meter | Monitoring |
| | | Recap sessions | |
| | | What worked? / What did not work? / Suggestions for tomorrow | |
| | | Steering team | |
| Mid-training | Pace of learning | Participatory rapid evaluations | Monitoring and evaluation |
| | Content, process and methods of training | Learning logs | |
| | | Open space feedback | |
| | Group dynamics | | |
| End of training | Achievement of objectives | Evaluation questionnaire | Evaluation |
| | Knowledge, awareness and skills developed | Feedback process in individual and small group meetings | |
| After sometime | Impact of training | Field visits | Evaluation |
| | Attitudinal and behavioral change | Organizing meetings | |
| | | Performance and progress reports | |
| | Follow-up support | Diary (maintained by the learners during and after training) | |
| | | Impact assessment study | |

## Writing a training report

Training report writing is a basic tool, which provides information about the event, the objectives, content, process and methodology. Report writing is important as it helps maintain records of an event and can later give rise to new ideas on reflection. Reports are also a part of the organizational memory and follow-up strategy.

Use the following checklist to write training reports

## Summary

Provide a brief overview of the purpose and results of the training: what you did (training activity), how (training approach and methodology), for what purpose (knowledge and skills gaps that the training aimed to address), and with what results (outputs and outcomes of the training).

## Introduction

- Describe the problem situation (knowledge, skills and attitudes gaps identified, how training needs were assessed, who were involved) to which the training is designed to address.

- State the learning objectives: training outputs and outcomes (expected performance improvement in the work environment as the result of the training).

- Give a brief overview of the training: training venue and duration, number/gender disaggregated and composition/ type of participants, training content, profile of the training team, training approach and methodology (including monitoring and evaluation methods used).

## Training process and results

- Brief description of the introductory session – methods of participant introduction, expectations and concerns, overview of training program, monitoring and documentation methods used.

- Thematically summarize main ideas, issues and insights from group discussions and plenary presentations, including results of field visits/practical sessions.

- Participant feedback and reflections: briefly summarize results of feedback sessions (steering groups, recap sessions, mood meters, etc.) and training evaluations (pre- and post-training knowledge and skills assessment, reaction evaluation). Analyse and present results of training evaluations (number and percentage of participants rating their learning level as "High" or above) by gender and type of participant (producers, public input/service providers, private input/service providers and processing and marketing businesses) to inform training follow-up interventions.

- Analysis of key learning points, outcomes and issues: What key knowledge/skills have trainees gained? Summarize key learning points from learning logs of trainees, flip chart outputs, feedback sessions, and results of learning measurements.

- Overall reflection on the training approach and methodology – observations, reflections and lessons on the training approach, methods and process used (mixed group training, TOT training, couples training, adult learning techniques used, etc.).

**Follow-up action plans**

- Trainer action plan: give a brief overview of training follow-up action plan (coaching/mentoring, cascading, documentation, etc.).

- Trainee action plan: summarize key points from action plans of trainees (planned activities, anticipated challenges, strategies to address these challenges, support needed, etc.).

**ANNEXES**

- Training program – agenda with topics and time allocations

- List of participants by gender, position/organization and with contact information

- Training evaluation data and results (Excel data, graph or statistics of pre- and post-training knowledge and skills assessments, reaction evaluation)

- Training follow-up action plan/summary of participant action plans

- Training materials (PPT presentations, participant workbook, training manuals, etc.)

- Pictures with captions to illustrate process and outputs of the training event

# 3.5.  Coaching and mentoring

LIVES uses coaching and mentoring in combination with training and knowledge management activities to transfer knowledge and skills to value chain actors and service providers. Coaching is about asking a lot of open-ended questions and providing encouragement and mentoring is about sharing one's experiences. When mentoring, individuals share their own experiences and life learning. Unlike coaching, mentoring is more about directing or telling a person what to do rather than creating a space for the individual to discover solutions for him or herself.

## Coaching and mentoring methods

LIVES uses household-based coaching and mentoring to facilitate knowledge sharing and skills transfer. It is particularly designed to address gender gaps in male-headed households. Both individual households and household groups are coached and mentored to adopt value chain development interventions.

## Coaching and mentoring planning and reporting forms

A coaching and mentoring plan sets a course for consistent coaching and mentoring efforts. Learning objectives (desired level of performance) should be tied to requirements of developmental activities (function/work task) of value chain actors and service providers.

**Coaching and mentoring planning form**

Use the following form to plan coaching and mentoring activities. When training is coupled with coaching and mentoring, use individual action plans of participants to plan coaching and mentoring activities.

If coaching and mentoring is conducted without or before training sessions, it is important to assess the coaching and mentoring needs of value chain actors and service providers to plan relevant learning activities.

Steps to use the planning form:

• Identify the work function – job tasks that value chain actors and input/service providers are trying to accomplish/ perform.

• Assess initial capacity to establish a baseline to evaluate results of coaching and mentoring activities.

• Precisely formulate learning outcomes (desired level of performance) that producers and service providers will be able to perform as a result of coaching and mentoring activities.

• Define desired capacity level within a certain timeframe.

• Identify the learning needs.

• Develop learning activities to meet the learning needs.

Example coaching and mentoring plan

Value chain actor/household/group: <u>Dairy producer</u>

Value chain development intervention: <u>Feed preparation</u>

| Function/ job task | Current level of capacity (date) | Target level of capacity in next 6 months | Learning needs | Strategies to build capacity/ learning activities | Time frame/ by when | Learning outcomes | Person responsible |
|---|---|---|---|---|---|---|---|
| Ration formulation | Producers feed straw only | Producers are able to use mixed (nutritionally balanced) feed | Knowledge on nutritional values of feed<br><br>How to prepare nutritionally balanced ration | Coaching on feed resources<br><br>Demonstration of preparation of mixed ration | 1-2 weeks after training | Improved animal production | Producers<br><br>LIVES staff<br><br>Partner staff |

**Coaching/mentoring progress report form**

To know if your coaching and mentoring approach is effective, if you are accomplishing what you plan to do, and if value chain actors and service providers are getting what they expected, it is important to document and reflect on your coaching and mentoring activities.

Use the following form to report performance improvement of value chain actors and service providers as a result of your coaching and mentoring activities.

Value chain actor/household/group: _____

Number of participants by gender: _____

| Function/job task | Starting level of capacity (date) | Level of capacity after 6 months (date) | Level of capacity after 12 months (date) |
|---|---|---|---|
| | | | |

# Coaching and mentoring monitoring and evaluation

A coaching review process can help value chain actors and service providers reflect on their learning, identify their achievements, address areas for improvement, and plan the development of their learning. It is important to produce evidence to establish whether value chain actors and service providers who engage in coaching and mentoring relationship have really experienced a positive impact.

Three types of review:

• An initial review, which provides a baseline against which you can make future reviews

• Formative (or continuous) reviews, which enable you to keep track of the learning progress

• The summative (or final) review, which provides a summary of learning achievements.

A wide range of tools can be used for monitoring and evaluation of coaching/mentoring process and outcomes.

**Coaching and mentoring log**

Recording contacts with a select of value chain actors and service providers is important to evaluate learning progress against the number and duration of coaching and mentoring sessions. A coaching log records the history of coaching/ mentoring activities for each value chain actor and service provider. It helps review learning progress and reflect on coaching and mentoring practices.

Reflection and journaling is a key tool for a deeper level of learning. Coaching logs are key to reflect on the learning experience and see how learning progresses. A quick and simple way for value chain actors and service providers to see themselves moving forward is to keep a diary. The diary will help you see what you are achieving. For many we are so busy that we do not actually see what we have achieved in the day.

Value chain actor/household/group: _____

Number of participants by gender: _____

| Date | Duration | Learning activities (Issues discussed/demonstrations made) | Observations made (Learning progress) | Next step/action plan | When completed |
|---|---|---|---|---|---|
| | | | | | |

**Coaching/mentoring feedback sheet**

When ending coaching and mentoring sessions, provide reflective debriefing. Summarize the main learning points and next steps:

• Issues – what conversation issues were covered?

• Ideas – what creative thinking occurred?

• Insights – what did we learn?

• Intentions – what will we do as a result of our learning dialogue? Plan with value chain actor/service provider the time and purpose of the next meeting.

Feedback is a valuable information you can get from value chain actors and service providers on the learning relationship. It helps you reflect on the coaching/mentoring process and the quality of the learning relationship. A good feedback helps understand feelings and reactions of value chain actors and service providers, and accordingly adjust coaching and mentoring practices.

Prepare a feedback sheet that helps you get good feedback from value chain actors and service providers for each coaching/mentoring session. Keep feedback simple.

Feedback questions:

• How did you feel about the coaching/mentoring session?

• Did you achieve what you wanted to learn?

• Was the coaching session at the right level?

• What would you like to be different next time?

It is important that you reflect on the information in the feedback sheet.

Sample feedback sheet

Name: _____

Date: _____

Discussion agenda/issue: _____

| Feedback question | Response |
|---|---|
| What was good? | |
| What was not good? | |
| What needs to be improved for next meeting? | |
| Comment/observation: | |

**Coaching and mentoring report**

Writing a coaching/mentoring report takes a good reflection practice to synthesize and document observations, findings, insights and next steps. A coaching report helps us document progress, challenges, and lessons from our coaching/mentoring activities, which, in turn, informs future coaching/mentoring practices.

A coaching report is useful if it helps us effectively reflect and learn from our coaching experience. The focus is not only on what has been done but also a critical reflection on the process and learning change is important to continuously improve our coaching/mentoring practices.

Coaching and mentoring reports should show:

• Observations – visible and invisible (nature of interaction and methods used)

• Learning activities performed

• Reflections on process and progress

• Challenges and how they are addressed

• Next steps

Key to writing a good coaching/mentoring report is effective process documentation and regular reflection on our coaching/mentoring experience. Writing a good coaching report starts from documenting and reflecting on daily activities and experiences. Keeping a diary is an important tool for monitoring, learning and reflection on our coaching/mentoring practices.

Create a theme and turn your everyday activities into impressive achievements. What goes into a coaching report is a critical reflection and synthesis of what we did, how we did it, what we achieved, what challenges we faced, how we solved the challenges, what we learned from the process, and how we are going to use the lessons to guide future coaching/mentoring activities.

# 4.   Tools for knowledge management interventions

## 4.1.  Convening effective commodity platform meetings

LIVES supports establishment of commodity platforms to share new ideas and information and facilitate business linkages among value chain actors and service providers. Commodity platforms can help enhance confidence of producers to establish and maintain business relationships with input/service providers as well as processing and marketing businesses.

Commodity platforms are driven by knowledge and information demands of value chain actors, service providers and other stakeholders to address production and marketing challenges. They can only function if actionable knowledge and information is shared and beneficial business linkages are established. The platforms cannot decide on actions for individual or group of actors. Platform members can take actions individually or initiate actions jointly.

Characteristics of commodity platforms:

- The size and composition of commodity platforms depends on the issues at hand.

- To share knowledge and information, physical meetings and other means may be used over time, including use of social media platforms.

- Commodity platforms may not bring producers, input/service providers, and processing and marketing businesses together all the time.

- Platform meetings can be value chain stage specific, only bringing together specific actors to deal with issues of common concern around livestock and irrigation value chains. If market is an issue, market actors can come together to discuss and share information on marketing issues.

**Writing a commodity platform meeting proposal**

Use the following checklist to plan a commodity platform meeting.

1. Background/problem situation – description of the situation and context

2. Objective of the platform meeting – overall purpose of the commodity platform, outputs and outcomes of the platform meeting

3. Meeting agenda: program of activity. When creating discussion topics, consider the following questions:

    - What are the priority issues for this meeting?

    - Who will present each topic?

- What documents/information do the participants need in order to contribute to the discussion/meeting?

- How much time will each topic require/receive?

- What is the expected result of the time invested in each topic?

4.  Background material

5.  Meeting organizers/facilitators: roles and responsibilities

6.  Meeting place and date

7.  Meeting participants: description and purpose of participation/expected contribution

8.  Meeting facilitation and documentation – Who will facilitate the platform meeting? Who will document the process and outputs of the meeting?

9.  Feedback and evaluation – tools/methods to obtain feedback and evaluate the organization, process, and activities of the platform meeting.

    - Quality of the planning process: agenda setting, size and profile of participants, background information and meeting materials, funding mechanisms

    - Quality of the meeting process: interaction, information flow, identification and prioritization of challenges and action points, decision making process

    - Learning and capacity development: information and knowledge shared, linkages established, awareness created, new initiatives taken

    - Innovation in the meeting process: facilitation process, participant profile and composition, agenda setting, action decision process

10.  Follow-up plan: action items and next steps, including due dates, responsible bodies and expected outcomes.

11.  Budget and logistics.

**Planning and facilitating commodity platform meetings**

What makes for an effective commodity platform meeting? Having a purpose, preparing ahead of time, setting goals during the meeting, and making provisions for follow-through and assessment afterwards are critical.

**Clear objective:** Ask, "Why are we having the platform meeting?" Explain the objective at the beginning of the meeting, and how each person is expected to contribute to the discussion. Are you asking them to generate ideas? Provide feedback? Evaluate options? Make a decision? Without clarity about the purpose, you will not know when to end the discussion and move on to another topic – or end the meeting. Write the objective on a white board or flip chart and keep it visible throughout the meeting.

Advantages:

- Makes it easier to plan results-focused agenda

- Helps prioritize the use of time

- Ensures that the right people are at the meeting

- Keeps the discussion on track

- Increases the probability of meeting the objective

**Invite the right people**: For a commodity platform meeting to be truly successful, the right people need to participate. Explain in the invitation and at the beginning of the meeting why this particular group has been called

together and what is being required of them. Every person in the meeting should be able to answer the question "Why I am here?" Roles can shift during a platform meeting, but assigning roles in advance will lead to a more organized and productive experience for all.

Advantages:

- Justifies the investment of the participants' time

- Makes better use of the experience and knowledge of those invited

- Avoids problems that could arise later because key stakeholders were not consulted

**Begin and end the meeting on time**: Prepare the room in advance. Make sure all the needed materials are on hand before the participants arrive. Do not allow anyone to speak twice on an issue until all have had the opportunity to speak once. When arguments begin to recycle, stop the discussion and ask for proposed solutions.

Advantages:

- Builds a culture of respect for others' time

- Improves efficiency and effectiveness of platform meetings

- Allows participants to schedule follow-up activities after the meeting with greater certainty

**Prepare an agenda:** Having the agenda visible at the start of the platform meeting sends the message: "We are here to work!" Prepare an agenda in advance and share it at least 24 hours before the meeting.

The agenda provides the focusing framework for the platform meeting, puts tasks in a logical order and timeframe, and offers an outline for writing the summary report at the conclusion of the meeting. Schedule time to plan the agenda, preferably several days before the meeting. If necessary, consult with others to choose and order the priority items. Post the agenda on the wall and stick to it.

Advantages:

- Shows how the stated objectives will be reached

- Greater realism regarding use of time in the agenda can overcome reluctance to attend meetings

- Prevents detours in the conversation

- Seeing topics being addressed in a systematic way builds confidence in the process

**Summarize and take action**: Before ending the platform meeting, it is important to summarize what has been accomplished so far and define next steps, responsibilities and timelines.

Advantages:

- Saves time

- Focuses the discussion

- Keeps things moving

**Monitoring and evaluation of commodity platform meetings**

Besides monitoring and evaluation of the organization, process, activities and outputs of commodity platform meetings, it is important to follow-up and document outcomes. Methods such as participant interviews, evaluation questionnaire, participant feedback, and steering group reflection can be used to monitor and evaluate commodity platform meetings.

The structure of the evaluation should be planned carefully – how will you draw out what type of information?

Use the following methods to monitor and evaluate platform meetings:

• Pulse check: A technique where facilitators determine the level of engagement of participants, typically by observing, questioning, or any number of small or large group activities.

• Have a round where everyone sums up their feelings or ask everyone to write down comments on a large piece of paper.

• Ask everyone to call out two or three high and low points of the platform meeting.

• Draw up an evaluation questionnaire and distribute it amongst the participants for filling in.

• Ask "What are you taking away from this meeting?" This rapid review can help people notice what they have learned.

• At the beginning, ask people to write their hopes and fears for the platform meeting on post-it-notes and stick them on the wall. At the end, ask them to take down any hopes that have been fulfilled and fears that have been dealt with or proved unfounded.

**Writing a commodity platform meeting report**

The structure and content of platform meeting report follows the checklist for planning platform meetings.

1. Executive summary

2. Background and context

    • Meeting purpose and objectives

    • Meeting preparation and methodology

    • Overview of program of activities

    • Summary data of participants by type of actor and gender

    • Meeting date and place

3. Platform meeting process and outputs

    • Highlights of the platform meeting – key issues discussed

    • Key platform meeting outcomes – key decision items made, knowledge and information shared, linkages established, knowledge and capacity gaps identified

    • Platform meeting evaluation – summary of participant feedback, interview results with participants, highlight of media coverage

    • Pictures with captions to illustrate process and results of platform meeting

4. Next Steps

    • Follow-up of key decision items

    • Preliminary agenda setting for next meeting

5. Annexes

    • List of participants

    • Agenda

    • Follow-up action plan

# 4.2.  Organizing and facilitating study tours

Study tours create common understanding, commitments to new approaches and friendships as foundations for future networking and partnership. Learning visits allow travelers and hosts to focus time and attention on a topic, learning deeply, sharing ideas, and assessing the relevance of new approaches. The chance to look behind the scenes, to get acquainted with real people, and understanding their problems and achievements can create inspiration to keep working and launching new initiatives.

Effective study tours require organizational and facilitation skills. They need to be well planned in terms of objectives (expected outputs and outcomes), learning agenda, participants, facilitation and documentation, monitoring and evaluation, and reflection and action planning sessions. A clear learning agenda and set of learning activities need to be developed based on the learning needs of participants/learning objectives of the study tour.

**Writing a study tour proposal**

Use the following checklist to plan a study tour event.

1.  Background/problem situation

2.  Learning objectives – overall purpose, learning outputs and outcomes. Specifying learning objectives (indicators of learning) in terms of knowledge and behaviors to be acquired as a result of the study tour is important to measure changes in learning before and after the study tour.

3.  Learning agenda

    •   Identify topics and learning points for the study tour based on the learning needs of the visitors, learning objectives of the study tour, and in consultation with the host community/organization.

    •   The learning agenda will further be refined during a preparation meeting where visitors will be providing input and define their learning goals and intended use of the learning and networking during the study tour.

4.  Planning and organization

    •   Promotion: community announcements, media coverage, posters

    •   Participants: selection criteria, number, gender

    •   Host community/organization: identify, characterize, information materials. Identify a host community/ organization that will meet the learning objectives of the study tour/learning needs of participants. Make a visit to the host organization/community, brief them on the profile and learning needs of the study tour participants, and overview of the visit process. Develop a brief on the host community/organization to share it with the study tour participants during the preparation meeting.

    •   Budget and logistics including first aid kit

    •   Program of activity

    •   Planning meeting -  before the study tour, agree with participants on learning objectives, learning agenda, expected results, planned use of knowledge and learning, and learning role and process.

    •   Date and visit sites – identify visit sites, what to visit, and the dates of the visit in consultation with the host community/organization. The length of the study tour should be adequate to cover the planned learning activities. It should also be within a limit that allows participants to fully attend without losing too much time for fulfillment of their tasks at the given period of time (considering differences of male/female participants).

5.  Facilitation and documentation

    •   To maximize learning, participants share tasks to make introductions, take notes, make observations, give vote of thanks to the host community, and facilitate evening reflections.

    •   Daily reflections and feedback are used to draw lessons and plan for consecutive days. Diaries are also used to record observations, feelings and insights to reflect upon the learning process. Daily reflections are key learning

tools drawing upon lessons and insights. Thought provoking questions and impression/reflection forms are used to facilitate the daily reflection sessions and enhance individual learning.

- Participants share tasks in documenting outputs of daily reflection and feedback sessions.

- Organizers also document the learning process, including taking pictures and video/audio documentation. Develop registration sheets, feedback sheets and reflection questions.

6. Evaluation

Besides daily reflection and feedback sessions, for a more systematic evaluation of the learning experience of participants, the overall organization and management of the study tour can be rated on a scale of 5 ratings. This should be supported by overall impression and feedback on the organization and process of the learning visit and the learning gains of study tour participants.

7. Reflection and action planning meeting

After the study tour, organize a reflection and action planning meeting to reflect upon the lessons learned and insights gained. A dissemination meeting can be facilitated by the participants to share the lessons learned and actions planned with wider participants.

**Checklist for organizing and facilitating study tours**

**Pre-study tour activities**

**Preparation/planning**

- Identification of host community/organization. The objective of the study tour and logistical constraints determine the choice of the visit sites. Make sure that much learning time is not wasted due to long travel time.

- Definition of learning activities. Make sure that learning activities are identified and hosts are well prepared to share experience with the visitors. Brief the hosts on the profile and learning agenda of the visitors.

- Decide on the dates of the study tour. Although it may be possible to visit a nearby village and return the same day, more commonly a week is an appropriate length of time for a study tour. When deciding on visit sites and length of the visits, consider busy people and those with young children or other family obligations, if they are to participate in the learning event.

- Development of visit program. Make sure that you give enough time for introductions, visits and discussions, travel time, and evening reflection sessions. Avoid rushed study tours. Give adequate time for observation, discussion and networking.

- Background materials – information materials

- Logistics – digital camera, voice recorder, laptop, pocket notebooks and pens, field bags, first aid kits, accommodation, transportation

- Budget – travel and communication cost, food and accommodation, materials, interpreter/community facilitator, documentation, etc.

- Selection, invitation and confirmation of participants – include objectives and learning program in invitation letters. Ideal size of a study tour is less than twenty participants.

- Identifying and recruiting facilitators – development of TORs and facilitation guides

- Media coverage

**Planning meeting**

Organize a half-day planning meeting with visitors prior to the study tour event. The purpose of the planning meeting is to review the visit agenda and process in a participatory way. The planning meeting will focus on:

- Learning objectives and expected outputs of the study tour

- Learning expectations and personal learning goals of participants

- Topics/learning points, checklist of learning and reflection questions

- Briefing on local history, culture and way of life of the host community/organization – greetings and thank you in local languages

- Discuss on dietary restrictions and other special needs of travelers

- Facilitation and documentation – sharing tasks, ways to gather information and analyse learning experience/key learning. Introduce learning logs and daily reflections as tools to facilitate reflection of the learning process and outcomes. Provide visitors with questions to reflect on their daily learning experience and journal observations, lessons learned, insights and actions that would be taken.

- Ground rules within the group for how to behave and establish trusting relationships

- Forming feedback and planning team. A study tour process steering group is a mechanism for co-management of the study tour event by participants. The task of the steering group is to obtain feedback from fellow participants on the study tour process and learning activity and plan together with the facilitators the next day in the evening.

- Reporting back and sharing learning with community. Study tours should benefit not just those who travel, but also those who stay home. The expectation of having to tell colleagues back home what has been learned creates a strong incentive for visitors to pay attention and analyse what they are experiencing. Planning for reporting back builds a good foundation for productive visits.

- Travel program and logistical arrangements

**During study tour**

- Make briefings/introductions short and focused.

- Make bus rides interesting – use feedback and reflection sessions.

- Debriefing to the host community/organization and presenting gifts as a way of thanking for sharing their experience and investing in their time.

- Facilitate daily evening reflections of learning experiences. Use a check-in and check-out process to facilitate daily reflection and journaling of key learning points and insights. At the end of each visit day, give participants time to refresh and come back for the reflection session.

- Have visitors to reflect on and journal their learning experience individually and share in groups.

- In plenary, ask participants for their reflection using reflection questions written on a flip chart: What I learnt today is …, What I will like to know more is … , What was good today is …, What needs to be improved for next day is …

- Document reflections, observations and suggestions on a flip chart. Take good pictures.

**Evaluation of study tour events**

During the study tour, evaluation consists of two levels of assessment:

- The learning that took place as a result of the study tour

- The reaction of participants to the conduct of the study tour

**Learning evaluation**

Evaluating what individual learning the study tour resulted in is an important step in evaluating the outcomes of the study tour. Methods such as pre- and post-study tour knowledge and skills assessments, observation, visualization exercises, and learning logs can be used to measure learning in study tour events. It is important to develop key learning points based on learning objectives of the study tour to evaluate learning achievement (knowledge, skills and attitudes/awareness gained) and intention to apply the learning.

Participants can evaluate their learning based on their personal learning goals (developed during the planning meeting) and learning logs (documented during the conduct of the study tour). The post-study tour knowledge, skills and attitudes/awareness gain should be compared with the learning goals of the study tour participants.

Depending on the size and type of participants, different learning assessment methods can be used, such as visual evaluation of learning against set of key learning points/indicators of change in learning. It is also possible to include learning/utility assessments in the study tour reaction evaluation.

**Reaction evaluation**

Methods such as participant interviews, daily reflections, participant feedback teams, and evaluation questionnaires can be used to evaluate organization, process and outputs of study tours.

Use the following questionnaire to get reactions of participants in the organization, implementation and effectiveness of the study tour.

Please evaluate your level of satisfaction and learning in the study tour on a 1 to 4 rating scale (1 = Dissatisfied, 2 = Somehow satisfied, 3 = Satisfied, and 4 = Highly satisfied).

Study tour title:

Date(s) of study tour:

Study tour site(s):

Gender:

Type of participant (producer, public input/service provider, private input/service provider, processing and marketing business):

| Study tour elements | Rating scale | | | |
| --- | --- | --- | --- | --- |
| | 1<br>Dissatisfied | 2<br>Somehow<br>satisfied | 3<br>Satisfied | 4<br>Highly<br>satisfied |
| **Pre-study tour preparation/planning meeting** | | | | |
| Objectives, expected outputs and learning activities of the study tour were clearly defined. | | | | |
| Participants were clear on the tasks and responsibilities that they would take during and after the study tour. | | | | |
| **During study tour** | | | | |
| The learning activities were relevant, well organized and easy to follow. | | | | |
| Adequate time was allotted for discussion and networking. | | | | |
| The study tour program was flexible to accommodate the learning needs/expectations of participants. | | | | |
| **Post-study tour reflection and action planning** | | | | |
| The reflection and action planning meeting was productive and helped integrate learning and draw actions to implement experience and knowledge. | | | | |
| A clear action plan was drawn to implement learning from the study tour. | | | | |
| **Learning and intention to apply learning** | | | | |
| I have gained adequate knowledge, skills and awareness from the study tour. | | | | |
| I can apply the knowledge/experience gained from the study tour. | | | | |
| **Overall assessment** | | | | |
| Overall, how satisfied are you with the organization, management and effectiveness of the study tour event? | | | | |

What did you like most about the study tour?

What aspects of the study tour could be improved?

What are the key learning points you gained from the study tour?

**Post-study tour activities**

On return from the study tour, a reflection and action planning meeting should be conducted to reflect upon the lessons learned, insights gained, and observations and linkages made. Participants should develop action plans how they would implement the knowledge gained and identify the kind of support they would need to apply the knowledge in their work environment.

In addition, they should plan how they would share the lessons and experience in their community and the kind of materials and support they would need from the organizers. A summary report of the study tour with key lessons, action plans and pictures should be prepared and shared with the participants.

**Community sharing events**

Visitors are expected to share what has been learned with their community/organization. Posters, photographs, slides and video can enliven reporting back sessions.

**Follow-up support**

The study tour event is not the end. Based on action plans of visitors and objectives of the study tour, it is important to provide coaching and mentoring support for visitors to enable them to apply the learning experience. It may also be necessary to provide training to further develop specific knowledge and skills. It is also important to document how the study tour transfers to the work environment of the visitors.

**Writing a study tour report**

The structure and content of study tour report follows the checklist for planning study tour events.

1. **Executive summary**

2. **Background and context**

   • Study tour purpose and objectives (expected changes in learning – knowledge, skills and attitudes)

   • Overview of learning agenda/activities

   • Highlight of planning, organization and facilitation of the study tour

   • Summary data of participants by type of actor and gender

   • Brief description of the visit sites/host community

   • Date and duration of visit

3. **Study tour process and outputs**

   • Planning meeting outputs

   • Learning activities and reflection sessions

   • Key learning outcomes

   • Reflection and action planning meeting outputs

   • Study tour evaluation. Analyse and present results of evaluations by gender and type of participant (producers, input/service providers, etc.) to inform post-study tour interventions.

   • Methodological lessons – reflect on the approach used to organize and facilitate the study tour and share lessons

   • Include pictures with captions to illustrate the study tour process and results

4. **Next Steps**

   • Participant action plans

   • Follow-up action plans

5. **Annexes**

   • List of participants

   • Program of activity

   • Profile of visit sites

# 4.3.  Organizing and facilitating field days

Field days are usually opportunities to hold method or result demonstration on a slightly larger scale, and are usually run in a more informal and less highly structured manner. The purpose is often to promote a new idea, a new crop or a new technology and to stimulate the interest of as many producers, groups and service providers as possible. There is a greater chance of making an impact if the field day is held on a producer's land, and if the producer plays a part in running it and explaining the purpose.

Field days can range in size from a small group to large group events attracting hundreds of producers, input/service providers, researchers, policy makers and businesses. It is probably better not to over organize the field day but to try to create an atmosphere in which visiting participants can inspect, inquire, question, and generally get to know what is available.

**Writing a field day proposal**

Use the following checklist to write a field day proposal.

1.  Purpose of the field day – why is the field day needed?

2.  Objectives of the field day – describe the expected results (indicators of change in learning – knowledge, skills and attitudes) of the field day event.

3.  Date of field day – time and location of event

4.  Participants – identify participants based on the objectives of the field day (expected outcome of the field day event). Ensure gender issues.

5.  Topic/theme of field day – brand the field day with appealing theme.

6.  Demonstration materials and activity – prepare the necessary demonstration materials and sequence the demonstration activities properly.

7.  Promotion – fliers, T-shirts, media coverage, press releases, posters.

8.  Logistics and materials – food and drinks, vehicles, first aid kits, registration forms, feedback sheets, video and photo cameras, sound recorders, etc.

9.  Program of activity – speakers, activities with time allocations

10.  Video/sound and photo documentation

11.  Evaluation and follow-up plan

**Organizing and facilitating a field day**

**Before the field day**

•   Define purpose and expected results of the field day

•   Identify results/technologies that will be demonstrated

•   Develop background information and promotional materials

•   Develop program of activity for the field day

•   Identify, invite and conform participation of officials to make opening and closing speeches

- Plan special attraction events, such as community welcome music

- Invite and confirm participation of the media

- Arrange logistics, such as transport, food, first aid kits, awards, etc.

**During the field day**

- Opening speech/other speakers

- Special attractions – community music/drama to set the context for the field day

- Field demonstrations and discussions/networking

- Awards to exemplary producers/DAs and communities

- Plenary reflection and next step – reflections (observations, key learning points, evaluation) and next steps/way forward (panel discussions of decision makers, community leaders and experts)

- Closing – vote of thanks

**After the field day**

- Report writing including media coverage

- Follow-up of way forward actions

- Evaluation of the result of the field day

**Documentation and evaluation of field day events**

Methods such as participant interviews and organizing team reflection can be used to monitor and evaluate the organization, process and outputs of field day events. The media can be effective in documenting the views and experiences of participants. At the end of the field day event, a panel discussion can also be organized to reflect on key learning points and identify follow-up issues. It is also important to follow-up and document outcomes of field day events.

**Writing a field day report**

The structure and organization of a field day report follows the checklist for planning and implementation of field day events.

**1. Executive summary**

**2. Background and context**

- Field day purpose and expected results
- Number and composition of participants
- Organizers, date and site of field day
- Overview of organization and facilitation approach/methodology

**3. Field day event process and outputs**

- Field day activities and outputs
- Key field day outcomes
- Field day evaluation – interview results, participant feedback
- Methodological lessons and recommendations
- Pictures that demonstrate field day process and outputs

4. **Next Steps**

- Report writing

- Follow-up of key issues

5. **Annexes**

- Summary data of participants by type of actor and gender

- Field day agenda

- Media coverage

# 4.4. Demonstration of new technologies

LIVES demonstrates a range of new technologies and provides business development support for groups and businesses with the purpose of showcasing new technologies and developing service markets in support of market-oriented livestock and irrigation value chains development.

Use the following checklist to systematically plan, implement and document technology demonstration activities.

**Pre-demonstration activities**

- Define purpose and expected results of technology demonstration.

- Develop criteria for selection of potential target groups/businesses.

- Select producers, groups or businesses (5-20 people) who will take part in the demonstration and brief them on the outline of events.

- Ensure that the demonstration has been publicized and that participants know exactly when and where it is to take place.

- Identify institutions that would support the demonstration process.

- Identify appropriate demonstration sites and timing.

- Prepare a detailed plan of the demonstration – the main issues to be covered, the sequence of events, the resources needed, and the contributions required from other people.

- Collect information and material available on the new idea or practice to be demonstrated, and make sure that the topic is familiar and that questions can be answered.

- Develop information/take home materials – fliers, information pack.

- Develop tools for documenting the demonstration process and results – feedback sheets, photo documentation, interview guides.

- Check that all the support material is ready (e.g., audio-visual aids, implements).

- Visit the demonstration site beforehand to make sure that all is in order and that the site is appropriate and the technology is operational.

- Identify two people who run the demonstration activity – one to run the demonstration and the other to speak about what is being demonstrated.

**During demonstration activities**

- Welcome the participants, make them feel at ease and ensure that they have all they require to benefit fully from the demonstration.

- Provide background information. Explain the purpose of the demonstration, what it is hoped to achieve, and what are the various stages to be followed. Distribute any literature or other material which may have been prepared as a guide for the participants.

- Demonstrate the installation and operation of the technologies in question. Conduct the demonstration in person or be ready to help the demonstration technician. Proceed at a pace the participants can follow, and be prepared to explain again or answer questions from participants. Emphasize key points and explain the practice step by step in simple words.

- Encourage questions from the participants and make sure that they have had opportunity to try out or examine the technology being demonstrated. Give plenty of time for discussion and feedback. Do not promise if you are not sure.

- Document questions, concerns and feedbacks. Summarize the main issues or points.

- Conclude the demonstration with a vote of thanks to all concerned, and with a few comments about any follow-up activities planned. Obtain contacts of interested groups/businesses for follow-up.

**Post-demonstration activities**

- Report on process and outputs of the demonstration event

- Organize information sessions for potentially interested groups/businesses

- Work on feedback and questions raised during the demonstration

- Facilitate linkages between potentially interested groups/businesses with technology suppliers

- Provide business development support for potential groups/businesses

- Promote newly emerging businesses through field days and the media

It is important that any interest generated by, or decisions taken at, the demonstration be followed-up. It is also important to reflect upon the demonstration and evaluate its effectiveness. It is a good practice to write a report and prepare a record of the demonstration, noting the names of the participants, the effect achieved, and personal impressions of the usefulness of the demonstration.


# 4.5. Organizing and facilitating stakeholder workshops

A workshop is a structured event focused on having participants work together to solve a common problem or perform a task.

Use the following checklist to plan, conduct and follow-up stakeholder workshops.

**Stakeholder workshop planning**

- Clarify the scope for the workshop: Specify objectives and expected results of the workshop. What are you trying to accomplish by bringing stakeholders together into a workshop? How will you know the workshop has been successful?

- Identify which stakeholders need to participate in the workshop: Once the purpose is clear, identify participants related to the workshop focus area. To identify the right participants and clarify roles during and after the workshop, ask why participants should participate in the workshop. Consider any preparation to be done by participants.

- Decide when and where the workshop will be held: Consider participants in deciding on timing and venue of workshop. Make sure that workshop venue has enough space and syndicate rooms for group discussions and display set-up.

- Develop workshop agenda and invitation list.

- Send invitations with workshop details and take steps to confirm participation.

- Set the stage and expectations: Send the agenda and any pre-workshop preparation material at least a week ahead of the meeting, allowing ample time for review.

- Identify and invite any speakers/technical experts: Brief them on the purpose and expected results of the workshop.

- Clarify workshop roles: Facilitation, documentation, logistics (budget, workshop materials).

- Evaluation: Daily evaluation? Final evaluation? How to do it, where? Who to do it?

**Convening stakeholder workshops**

- Get to workshop room early to set up and double-check technical arrangements.

- Set up workshop check-in table where participants can sign in.

- Review and affirm the workshop agenda – program, objectives and expected outputs. State objectives of the workshop on a flipchart paper.

- Remember to thank your participants for sharing their time and knowledge, both as you begin and at the conclusion of the workshop.

- Reiterate any key findings or points captured during the meeting, and distribute a summary to all participants as a means to seek clarity and feedback on the requirements details you captured.

- Before departing, have participants fill out workshop evaluation form.

**Stakeholder workshop follow-up**

- Follow-up on workshop tasks and requirements, to generate final deliverables: After the workshop, review and summarize your notes and send them to the workshop participants for a review.

- Incorporate any feedback you receive into the final requirements deliverables you generate based on the workshop output.

- Write workshop report describing the process and outcomes, including results of workshop evaluation, participant feedback and appendixes. Share the workshop report with participants.

- Write a blog story about the workshop for publication on LIVES website.

# 5. Tools for documentation of capacity development approaches and interventions

Use the following checklists to research and document LIVES capacity development approaches and interventions.

## 5.1. Documenting LIVES capacity development approaches and methods

The LIVES project is testing different training and coaching and mentoring approaches and methods to draw lessons on design elements and effectiveness of the approaches and methods used. Systematic process documentation of the design, process and outcome of the different training and coaching and mentoring approaches and methods is useful to generate scalable knowledge and evidence.

As learning progresses and reviews made on capacity development interventions, repeated ideas, concepts and elements will become apparent to build evidence to take LIVES training and coaching and mentoring approaches and methods to scale. LIVES will document and review data to draw evidence on the design principles and elements of its training and coaching and mentoring approaches and methods.

Documentation of training and coaching and mentoring approaches involves:

- Training coupled with coaching and mentoring

- Coaching coupled with study tour and demonstration

- Couples training

- Mixed group training

- ToT training cascading down and quality assurance strategies

The following story structure can be used to document design elements, implementation and effectiveness of different training and coaching and mentoring approaches and methods.

**Problem situation**

- What was the current training practice?

- What were the bottlenecks/problems in the current training practice?

**Intervention**

- How did LIVES intervene to improve the current training practice?

- What are the design elements and implementation process of LIVES training intervention?

- What training transfer strategies were used before, during and after the training (e.g., action planning, coaching/mentoring plan, monitoring visits, discussion circles, etc.)?

- What monitoring and documentation tools (e.g., coaching/mentoring session planning forms, contact sheets, feedback sheets, reflection notes, training and coaching/mentoring reports, and evaluation meetings) are used to collect data and analyse information?

**Results and evidence**

- What feature of the training and coaching and mentoring approach was effective in facilitating knowledge and skills application? Why was it effective?

- What situations facilitate effective training transfer to the work environment?

**Lessons learned and further research**

- What are the key lessons learned on the design and implementation process of the training and coaching and mentoring approach in question?

- What conditions need to be in place to scale up the training and coaching and mentoring approaches and methods?

# 5.2. Documenting LIVES capacity development outcomes

It is important to follow-up and document training events that have transferred effectively or failed to transfer and find out the reasons for the purpose of drawing lessons in the design and delivery process of new training programs.

Training transfer is the degree to which trainees effectively retain and apply knowledge and skills from a training content to a workplace environment. A number of factors can affect transfer of knowledge and skills from training programs, including trainee characteristics, training design and delivery methods and processes, and work environment. Documenting enabling and constraining factors of training transfer can help draw lessons to better design and implement learning transfer strategies in a training process.

Use the following checklist to document LIVES training application.

**Problem situation**

- What were the functions/work tasks that the trainees were performing?

- What were the performance gaps/developmental problems that required a training intervention?

- How were the performance gaps assessed and analysed? How did relevant stakeholders participate in the assessment and analysis process?

- What essential knowledge, skills and attitudes were identified to address the performance gaps for each function/work task?

**Intervention**

- What training intervention was developed by the LIVES project? What were the intended learning outcomes of the training intervention?

- How was the training designed and implemented? Describe the steps taken. Who were involved? What was the approach? What inputs (human, financial, material or technology) was used? How many people (male and female) were reached by the training event?

- What training transfer strategies were designed before, during and after the training? How was it implemented?

**Results and evidence**

- How did trainees experience the training/coaching and mentoring intervention? What benefits did they gain from the training/coaching and mentoring?

- How did trainees apply skills and knowledge gained from the training/coaching to their work environment? What did trainees do differently? What improvements did they make to their current practices as the result of the training/coaching and mentoring? [Elaborate by providing examples of how skills and knowledge was used].

- What aspect of the training/coaching and mentoring did trainees find it useful to apply knowledge and skills? Ask trainees to tell training/coaching and mentoring value creation story.

- What support did trainees get to apply skills and knowledge, and from whom? How useful was the support?

- How effective was the training approach and methodology, including learning transfer strategies? Why was it effective?

- What opportunities support effective application of knowledge and skills from training/coaching and mentoring?

- What factors (if any) have hindered trainees from applying their knowledge and skills gained from training/coaching and mentoring? [Elaborate the nature of the challenges and explain how they were overcome].

- How did knowledge and skills application by trainees influence others? What was the feedback of others on the knowledge and skills application of the trainees?

**Lessons learned and sustainability/scalability**

- What lessons can be learned to improve the design, delivery and application of training interventions?

- What lessons can be drawn to improve design and implementation of training transfer strategies before, during and after training interventions?

- What measures were taken to ensure that training benefits are sustained?

# 5.3 Conducting training impact assessment

Use the following steps to conduct training impact assessment.

Step 1: Review training objectives → Step 2: Determine what is to be assessed → Step 3: Determine who to target → Step 4: Select assessment methods → Step 5: Conduct the assessment → Step 6: Analyze data and prepare report

**Step 1. Review the objectives of the training event**

- Training needs assessment report

- Training plan and desired behavioral objectives (knowledge, skills and attitudes)

- Training report (outputs, post-training evaluations and action plans)

**Step 2. Determine what is to be assessed**

- Utilization of trained knowledge, skills and attitudes

- Changes in performance

- Enabling and constraining conditions

- Any need for reinforcement of the training

- New or additional training needs

**Step 3. Determine who to target**

- Participants

- Supervisors

- Peers/co-workers

**Step 4. Select assessment methods and develop data gathering instruments**

- Observation

- Questionnaires

- Focus group discussions

- Key informant interviews

**Step 5. Conduct the assessment**

- Prepare budget

- Arrange logistics

- Print data gathering instruments

- Confirm meetings with respondents

**Step 6. Analyse data, prepare and present report**

- Organize, inspect and enter data into database

- Remove irrelevant data

- Analyse data

- Prepare report

- Present/disseminate report

# 6. Further reading and links to resources

Bourner, T., Martin, V. and Race, P. 2005. Workshops that work: 100 Ideas to Make your Training Events More Effective. The McGraw-Hill Training Series.

Gebremedhin, B., Jemaneh, S., Hoekstra, D. and Anandajayasekeram, P. 2012. A guide to market-oriented extension services with special reference to Ethiopia. IPMS (Improving Productivity and Market Success) of Ethiopian Farmers project. Nairobi,Kenya: International Livestock Research Institute (ILRI).

Gubbels, P. and Koss, C. 2000. From the Roots Up: Strengthening Organizational Capacity through Guided Self-Assessment. World Neighbors.

Silberman, M. 2005. 101 Ways to make training active, 2nd edition. John Wiley & Sons, Inc.

Thorne, K. and Mackey, D. 2003. Everything You Ever Needed to Know About Training, 3rd Edition. www.kogan-page.co.uk

| Links | Content description |
|---|---|
| http://www.go2itech.org/HTML/TT06/toolkit/coordination/checklists.html | The link provides useful forms such as a sample training agenda, a sign-in sheet, a training manual checklist, a training logistics worksheet and training evaluation framework. |
| http://www.lencd.org/learning | A freely available virtual resource link designed to help country and sector level practitioners expand their knowledge and skills for facilitating sustainable capacity development. |
| http://www.hiproweb.org/fileadmin/cdroms/Biblio_Renforcement/English/contenu1.htm | The link organizes various materials and web links by different topics on capacity development. |
| http://www.capacity.org/capacity/opencms/en/index.html | Link to a gateway for capacity development - offers valuable resources on capacity development. |
| http://ctb.ku.edu/en/table-of-contents | The link provides sets of practical, step-by-step guidance in community-building skills. |
| http://www.ilri.org/LearningResources | The link provides repository of training and learning materials. |
| http://www.snsfethiopia.org/index.php/resource/knowledge-products | The link provides capacity development and knowledge management resource guide. |

Livestock and irrigation value chains for Ethiopian smallholders project aims to improve the competitiveness, sustainability and equity of value chains for selected high-value livestock and irrigated crop commodities in target areas of four regions of Ethiopia. It identifies, targets and promotes improved technologies and innovations to develop high value livestock and irrigated crop value chains; it improves the capacities of value chain actors; it improves the use of knowledge at different levels; it generates knowledge through action-oriented research; and it promotes and disseminates good practices. Project carried out with the financial support of the Government of Canada provided through Foreign Affairs, Trade and Development Canada (DFATD). lives-ethiopia.org
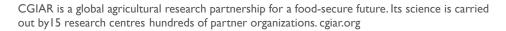
The International Livestock Research Institute (ILRI) works to improve food security and reduce poverty in developing countries through research for better and more sustainable use of livestock. ILRI is a member of the CGIAR Consortium, a global research partnership of 15 centres working with many partners for a food-secure future. ILRI has two main campuses in East Africa and other hubs in East, West and southern Africa and South, Southeast and East Asia. ilri.org

The International Water Management Institute (IWMI) is a non-profit, scientific research organization focusing on the sustainable use of water and land resources in developing countries. It is headquartered in Colombo, Sri Lanka, with regional offices across Asia and Africa. IWMI works in partnership with governments, civil society and the private sector to develop scalable agricultural water management solutions that have a real impact on poverty reduction, food security and ecosystem health. IWMI is a member of CGIAR, a global research partnership for a food-secure future. iwmi.org

CGIAR is a global agricultural research partnership for a food-secure future. Its science is carried out by 15 research centres hundreds of partner organizations. cgiar.org

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