Training and coaching plan for animal health resource centre managers

Mamusha Lemma, Hiwot Desta, Solomon Gizaw and Barbara Wieland

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CGIAR is a global partnership that unites organizations engaged in research for a food-secure future. The CGIAR Research Program on Livestock provides research-based solutions to help smallholder farmers, pastoralists and agro-pastoralists transition to sustainable, resilient livelihoods and to productive enterprises that will help feed future generations. It aims to increase the productivity and profitability of livestock agri-food systems in sustainable ways, making meat, milk and eggs more available and affordable across the developing world. The Program brings together five core partners: the International Livestock Research Institute (ILRI) with a mandate on livestock; the International Center for Tropical Agriculture (CIAT), which works on forages; the International Center for Agricultural Research in the Dry Areas (ICARDA), which works on small ruminants and dryland systems; the Swedish University of Agricultural Sciences (SLU) with expertise particularly in animal health and genetics and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which connects research into development and innovation and scaling processes.

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Introduction

The Health of Ethiopian Animals for Rural Development (HEARD) is a European Union-funded project, which is jointly implemented by the Ministry of Agriculture (MoA), the International Livestock Research Institute (ILRI), the Ethiopian Veterinary Association (EVA) and the regional governments of Amhara, Oromia and Somali regions.

The project aims to increase sustainable livestock productivity and marketing through implementation of interrelated project components. ILRI and EVA jointly implement a project component which focuses on improving the technical competencies (knowledge, skills and attitudes) and incentives for veterinary service providers to deliver better and rationalized animal health services. This project component has a strong focus on capacity development through producing training materials and implementing innovative delivery methods.

Access to new knowledge and information is vital to professionalize veterinarians and improve animal health services in Ethiopia. To increase availability and access to new knowledge and information by animal health service providers, the HEARD project supported project partners to establish and manage animal health resource centres (AHRCs) at the district level. The project has upgraded existing agricultural knowledge centres (AKCs) in Amhara and Oromia regions, which were established under the Livestock and Irrigation Value Chains for Ethiopian Smallholders (LIVES) project and established new centres focusing on animal health services at the project districts in the Somali region. It is hoped that, with application of digital technologies, animal health service providers can easily access the knowledge and information they need to improve their services.

However, effective management and utilization of AHRCs requires capacity development of AHRC managers who would play a key role in the operation and management of the resource centres and supporting animal health service providers to access, share and use new knowledge and information using digital tools. The project developed user-friendly AHRC operation and management guidelines to help institutions leading AHRCs develop mechanisms for promoting and institutionalizing the resource centres. This training and coaching program aims to strengthen the functional and technical competency of AHRC managers in the implementation of the guidelines. An effective management and utilization of the AHRCs involves people, and process and technology factors. This training and coaching plan is designed to address these factors in a practical way.

Training and coaching goal

The goal of the training and coaching program is to strengthen the capacity of AHRC managers to effectively manage the knowledge resource centres and support users in availing and accessing new knowledge and information that will ultimately help to improve the effectiveness of animal health service providers.

Learning objectives

The training and coaching program aims to equip AHRC managers with knowledge and skills that help them effectively promote the centres, provide services and handle the digital devices at the centres, and motivate and support users to increase the use of the centres. It aims to create face-to-face and virtual learning opportunities for AHRC managers to create a common frame, share experiences, and jointly problem-solve issues in the use and management of resource centres.

By the end of the training and coaching program, AHRC managers will be able to:

* Identify factors that influence the use of AHRCs.

* Identify the purpose, facilities and services of AHRCs.

* Identify the roles and required skills of AHRC managers.

* Handle and use computers, digital cameras, televisions and other audiovisual equipment properly.

* Use computer applications.

* Search and present online information.

* Assist AHRC users in using the facilities and services.

* Keep records, analyse and report on the utilization of AHRCs.

* Identify challenges and opportunities in the management of AHRCs.

* Develop action plans for promoting and managing AHRCs.

Learning content

* Overview of knowledge management concepts, process and tools.

* Characteristics of learning organizations and individuals.

* Purpose, facilities and services of AHRCs.

* Responsibilities and required skills of AHRC managers.

* Basic computer applications, networking, document sharing, file management, browsing the Internet, troubleshooting.

* Operation and handling of digital camera, LCD projector and smart TV

* Record-keeping and monitoring of AHRC utilization.

* Reporting and storytelling on the utilization of AHRCs.

Training and coaching approach

Active learning methods

The training will use participatory, experiential and practical learning activities. Learning is enhanced when the learners define their own learning objectives and expected utility of the knowledge gained. Before the training, AHRC managers will develop their personal learning plan and how they will apply the knowledge from the training in their workplace. They will be sent tasks guiding them to define their learning objectives before the training. It is expected that they will be responsible for their own learning when they know what they are expected to do and what standard they are expected to achieve.

During the training, participants will be actively involved in meeting their learning objectives. Self-management tools such as keeping daily learning logs ensure that participants work consistently and actively throughout the training to meet their learning objectives. They need to engage in the learning activities and reflect from time to time about what they have learned, and how they can apply it in the workplace.

Active learning methods will be used throughout the training and coaching process. AHRC managers are encouraged to reflect on their experiences and share how they can apply the lessons in their workplace. Time out/reflection activities will be used to make AHRC managers stop and reflect on what they are learning and relate it to their practice or experience.

The training will be followed by coaching support to enable the AHRC managers apply what they have learned, monitor the learning application, and address issues/new learning needs. Customized coaching plans will be designed based on the action plans and learning needs of each AHRC manager. The monitoring and coaching support will be provided during project field visits and virtually through telephone, email or social media platforms.

Learning monitoring and assessment strategies

Pre- and post-training knowledge assessments will be carried out to establish a baseline and evaluate knowledge gains from the training.

In addition, daily recaps and participatory monitoring activities will be used to monitor knowledge gained by participant and incorporate their feedback into the training process.

At the end of the training, a training feedback survey will be conducted to gather feedback of AHRC managers on the training process, content, methods and materials. The feedback from participants will help inform follow-up refresher training, which aims to share experiences of participants, document good practices, problem-solve issues and address new learning needs.

Learning transfer action planning

Based on the learning, AHRC managers will be encouraged to develop action plans for promoting and managing AHRCs and document and share good practices. The action plans will form the basis for providing coaching and documentation support. In addition, virtual coaching and learning platform will be created through social media platforms such as Facebook, Telegram or Google groups. These will allow AHRC managers to share experiences, address challenges, share and stories.

Training duration

The training has both theoretical and practical sessions. A complete grasp of the training content will take three to four days of training time.

Session 1. Knowledge management concepts, processes and tools

The use and management of AHRCs involves people, and process and technology aspects. In this session, AHRC managers will learn about the people and process factors that influence the management and utilization of the resource centres. They will learn about human behaviour, organizational culture, and management practices that will influence effective organizational learning and knowledge management processes.

Learning objectives

By the end of the session, participants will be able to:

- Differentiate between data, information and knowledge.

- Identify different knowledge and information sources.

- Discuss knowledge management opportunities and challenges in their organizations.

- Apply appropriate knowledge management tools.

- Explain the value and benefits of AHRCs.

- Identify different services and facilities of AHRCs.

- Explain the need for monitoring AHRC utilization.

- Keep a record of users and monitor AHRC utilization.

- Report and tell success stories on utilization of AHRCs.

Learning content

- Overview of knowledge management concepts, process and tools.

- Characteristics of learning organizations and individuals.

- Purpose, facilities and services of AHRCs.

- Factors influencing operation and utilization of AHRCs.

- Roles and required skills of AHRC managers.

- Registry and monitoring of AHRC utilization.

- Reporting and storytelling.

Methods and materials

- Brainstorming.

- Small group and plenary discussion.

- Daily learning log and reflection format.

- Monitoring and record-keeping format.

- AHRC management guidelines.

Opening and introductory session

Welcome and introductions

Write down the following activities on a flip chart. Give participants 10 minutes to interact and introduce one another

- Go around and meet a participant you do not know.

- Introduce yourself. Share your work situation as a knowledge broker and manager. What has been your exciting experience with knowledge management, and accessing and using knowledge from multiple sources?

Then in a plenary, ask participants to share what they have learned with their partners.

Learning expectations and intention to apply lessons

Write down the following tasks on a flip chart and ask participants to identify their expectations for the training and how they would apply the learning in their workplace.

- Individually, write down two to three learning expectations and one intention to apply the lessons.

- In small groups, share your learning expectations and intention to apply the lessons.

- Agree on two to three learning expectations and intention to apply the lessons as a group.

Then in a plenary session, ask small groups to share their learning expectations and intention to apply the lessons (training utility).

Write these down on a flip chart and display them throughout the training period. Ask participants to monitor their learning expectations as the training progresses.

Also refer to participants' learning expectations and intention to apply the learning during recap sessions and timeout reflection activities.

Learning responsibility

- Ask participants to name what they will do to meet their learning expectations.

- Agree on ground rules and display them throughout the training period.

- Encourage participants to keep learning logs and daily reflections to promote a deeper level of learning and insight gathering.

- Explain to participants that, throughout the training process, they will keep a daily reflection of their learning experience, key learning points, and ideas about how they will apply the learning.

- Share a learning log and daily reflection format.

Use the following questions to help you with daily reflection on your learning experience:

- What did I learn today?

- How will I use the lessons in my workplace?

- What do I still need to know more about?

Program overview

Training objectives (flip chart display): go through participants' learning expectations against the training objectives.

Read out expected training outputs.

Program of activity (flip chart display)

Display daily agenda/activities including recap/reflections and energizers on a flip chart.

Pre-training knowledge assessment

Explain to participants that, before starting the training, you want them to assess their knowledge on the training. Explain that you will also repeat the same knowledge assessment at the end of the training.

Use a PowerPoint presentation to explain the purpose of the pre- and post-training knowledge assessment.

Purpose

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

- To provide 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/needs.

- To establish a baseline to measure the level of learning achievement of training participants at the end of the training event.

Hand out the pre-training knowledge assessment tool and ask participants to indicate their level of knowledge and skills about the training content. Encourage them to be as objective as possible in their assessment.

Table 1: Please evaluate your level of knowledge and skills as objectively as possible in the training content.

Training content	Very low	Low	Medium	High	Very high
I know how to set up and use social media platforms such as Telegram, Google, Facebook or WhatsApp groups					
I know how to create and use an email account					
I know how to use computer applications such as Microsoft Excel, Word and PowerPoint					
I know how to download and install software programs in a computer					
I know how to look for and use information online					
I know basic computer troubleshooting techniques					
I know how to operate and use digital devices such as a digital camera, smart TV and LCD projector					
I know the factors that influence management and utilization of AHRCs					

Learning activities

1.   Brainstorming knowledge management terms.

In pairs, ask participants to share what they understand by the following terms or words to explore and build on their knowledge.

Brainstorming words:

- Data.

- Information

- Knowledge

- Wisdom

- Learning

Then, in plenary, ask pairs to share their responses. Write the responses on a flip chart and highlight main points.

Make a PowerPoint presentation. Ask participants if they have any question.

2.   Sources of knowledge and means of its acquisition.

In plenary, ask participants to identify their sources of knowledge and information, and how they share knowledge and information with others in their personal or work life.

Ask them the following questions:

- Where and how do you get knowledge and information in your personal or professional life?

- How do you share knowledge and information with others, as individuals or teams?

- How do you identify and select relevant knowledge and information?

- How do you process and utilize knowledge and information from different sources? Give examples from your work experience or personal life.

- How do you describe your own learning culture? What influences your motivation and ability to access and use knowledge from different sources to enhance your personal development or work performance?

- What is the value of knowledge acquisition, sharing and utilization in our personal and work life?

Write responses on a flip chart. Highlight main points. Make the point that there are different sources of knowledge, and we access and use knowledge in different ways. Information is accessed and used based on our needs.

Make a PowerPoint presentation. Ask participants if they have any question.

3.   Brainstorming knowledge management concept, process and methods.

Draw a circle on a flip chart and write 'knowledge management' in the circle.

Then ask participants to mention words or expressions that come to their mind when they see or hear 'knowledge management'.

Write their responses on the flip chart around the circle.

Create categories or themes, and then encourage a discussion.

Ask the following discussion questions:

- How do you describe knowledge management?

- How can knowledge be managed?

- What process and activities are involved in knowledge management?

- What methods and tools can be used to manage organizational knowledge? Give examples from your work experience.

- How do you describe the knowledge management practices in your organization?

- What is organizational learning? How do you characterize learning organizations?

- Can your organization be described as a learning organization?

- Would you describe yourself as a learning individual? Why?

- What are the individual and organizational characteristics supporting or constraining effective knowledge management? To what degree do these factors exist in your organization?

Encourage participants to give examples and stories from their organizational experience. This activity aims to promote the value of organizational knowledge management and, in the process, introduce AHRCs as a means to promote individual and organizational learning and knowledge management culture in organizations.

Make a PowerPoint presentation. Ask participants if they have any question.

4.   Purpose, facilities and services of animal health resource centres.

In small groups, ask participants to work on the following questions:

- What comes to your mind when you hear or see 'resource centre'?

- How do you describe the purpose of the AHRCs in your organizations?

- How do you view the relevance and role of these resource centres in your organizations?

- How do you describe the services and facilities of the resource centres? How do you think these services and facilities promote the ability of individuals and your organization to effectively manage and use knowledge?

- What factors (opportunities and challenges) can influence the management and utilization of the resource centres?

- How do you evaluate the ownership and commitment of your organization to effectively manage and utilize the resource centres?

- What is your vision of success for AHRCs in your organizations?

Then invite small groups to share their results in plenary. Highlight main points from the AHRC management guidelines.

Make a summary PowerPoint presentation. Ask participants if they have any question.

5.   Roles of animal health resource centre managers.

Tell participants that you will read out statements about the roles and skills of AHRC managers and they will indicate their agreement or disagreement with these statements.

Place papers labeled 'Agree', 'Disagree' or 'Neutral' on the floor.

Ask participants to stand on the labelled papers to indicate their agreement or disagreement with the statements that were read out. Positions are likely to be influenced by others' movements, so ask participants not to be influenced by others.

Make sure that they are clear with the task and demonstrate with examples.

Read out loudly and slowly the following statements:

• It is the responsibility of the AHRC managers to make sure that the resource centres are kept clean and tidy.

• It is not the role of the AHRC managers to properly handle, dust and cover the AHRC facilities such as computers, printers and furniture.

• It is the responsibility of the AHRC managers to mobilize and stock the resource centres with relevant reference and audiovisual materials.

• As an AHRC manager, I know what I am expected to do and how well I am expected to do it.

Ask participants to discuss among themselves why they agree, disagree with or are neutral to the statements and share their views to the whole group.

Thank participants and ask them to take their seats.

In plenary, ask participants to brainstorm their expected roles or responsibilities as AHRC managers.

Write the responses on a flip chart. Discuss responsibilities of AHRC managers described in the AHRC management guidelines.

Recap and make a summary presentation. Ask if participants have any question.

6.   Required skills of animal health resource centre managers.

Ask participants to work individually first and then in pairs.

Ask them to brainstorm competencies (knowledge, attitudes and skills) they would require for managing AHRCs effectively.

In plenary, ask pairs to share their responses. Write the responses on a flip chart by categories of knowledge, skills and attitudes.

Then facilitate a discussion based on their responses. Discuss the following if they were not mentioned. Highlight main points from the AHRC management guidelines.

• Interpersonal communication skills.

• Facilitation skills.

• Lobbying, advocacy, storytelling and influencing skills.

• Networking and relational skills.

• Record-keeping and documentation skills.

• Resource mobilization skills.

• Coaching and mentoring skills.

• Strategic planning skills.

Recap and make a summary presentation. Ask if participants have any question.

7. Registry, monitoring and reporting on animal health resource centre utilization.

In plenary, discuss the following questions, asking participants to give examples.

• Why is it important to keep a registry (record) of users and monitor the utilization of AHRCs?

• What parameters should be included in a user registry or AHRC utilization monitoring format?

• What analysis and reporting format should we use to report on AHRC utilization? What should go into this report format?

• What narrative structure should we use to tell stories about functional AHRCs?

• What challenges might we face in monitoring and reporting on the utilization of AHRCs?

Then recap and make a summary PowerPoint presentation. Ask participants if they have any questions.

Make the point that a good story has power to inspire, energize and move people to action.

Good stories can:

• Make people feel to act.

• Help you improve.

• Build a strong learning culture.

Everyone has a story to tell. But finding impactful stories takes work. It requires curiosity and a way of thinking that you must consciously work on.

Story prompts:

• What is unique about what your AHRC is doing?

• What are your significant achievements?

• What challenges have you been up against?

• How is your AHRC helping staff access new knowledge and information, improve their work, and develop their learning culture?

• What innovative ways have you used to promote the resource centre among staff, management, and other users/ sectors?

• What motivated staff and other users to regularly use the AHRC?

• What are you most proud of in your AHRC?

• What are the lessons you have learned in the management and utilization of your resource centre?

• How do staff, management and other users see your resource centre?

• How are you making a difference as a resource centre manager?

Facilitator resources

There are many types and forms of knowledge: know-what (facts and figures), know-how (skills, procedures), know-why (principles) and know-who (relationships).

A common portrayal is that of a knowledge hierarchy that goes from data (facts and figures) to information (data with context) to knowledge (information with meaning) to wisdom or intelligence (knowledge with insight).

* Data is unprocessed facts and figures without any added interpretation or analysis. It is the raw material for the creation of information.

* Information is data that has been processed and interpreted (contextualized and meaningfully explained) so that it has meaning for the user.

* Knowledge is information in action or applied information. It is information combined with experience, context, interpretation and reflection. It is a high-value form of information that is ready to be applied to decisions and actions.

Knowledge management components

Knowledge management may be viewed in terms of:

* People: the ability of an individual in the organization to influence others with their knowledge. People generate, store, and share knowledge and can help cultivate an environment that encourages knowledge sharing and use of knowledge management systems.

* Processes: the methods and tools used to capture, create and share knowledge. These formal and informal processes must be embraced and integrated into an organization's daily workflow to be most successful.

* Technology: Use of technology that is appropriate to the context can expedite knowledge storage, retrieval and exchange.

Individual and organization learning

Learning is change in knowledge, attitude and behaviour.

It can be seen as an output or a process leading to an outcome. As an output, learning has taken place when information or knowledge is acquired.

Learning is seen as a process leading to an outcome when an ability to do something is developed. Learning only takes place when the ability is used in practice.

Change in behaviour is a result of repeated experience.

Learning is the process that transforms information into knowledge and then into wisdom. Information only has value when it is converted into knowledge. Knowledge becomes useful when it is combined with experience to create wisdom which can be used to guide action (Britton 2002).

Individual learning:

* Personal growth and development

* Increasing our self-confidence and ability to solve problems

- Increasing our effectiveness

- Improving our performance and making the most of our experience.

Organizational learning is interactions between individuals and the organization. It is the individuals within organizations who learn.

Collective learning in an organization is organizational learning. It is a process of developing and managing organizational knowledge. The organizational knowledge base consists of individual and collective knowledge which the organization can use to perform its tasks and solve problems.

Characteristics of a learning organization (Britton 2002)

- Recognizes the need for change.

- Provides continuous learning opportunities to its members.

- Explicitly uses learning to reach its goals.

- Links individual performance with organizational performance.

- Encourages inquiry and dialogue, making it safe for people to share openly and take risks.

- Embraces creative tension as a source of energy and renewal.

- Is continuously aware of and interacts with its environment.

Levels of organizational learning

- Individual learning.

- Team or work group learning.

- Cross-functional learning.

- Operational organizational learning.

- Strategic organizational learning.

Session 2. Practice-based learning on the operation and handling of digital devices

In the previous session, we dealt with the people and process aspects of AHRC management. In this session, we will discuss the technology aspect of AHRC operations and utilization. Participants will learn about operation, safe handling and troubleshooting of digital devices.

Learning objectives

By the end of the session, participants will be able to:

• Access relevant knowledge and information from the Internet.

• Troubleshoot common computer application and networking problems.

• Receive and share information using the Internet.

• Properly handle and operate audiovisual materials.

Learning content

• Safety and handing of digital devices (covering, dusting etc.).

• Computer basics: applications (file management, browsing the Internet, e-mail, sharing documents, software), networking, troubleshooting, social media platforms (setting up Telegram or WhatsApp groups, using Twitter etc.).

• Operating and using a digital camera, LCD projector and smart TV.

Methods and materials

• Explanation and demonstration.

• Practice, observation, reflection and sharing feedback.

• Digital devices.

• Small group tasks.

• Tips for operating and handling digital devices.

Leaning activities

1. Introduce the topic

In the previous session, we have seen the people and process aspects of AHRC management. In this session, we will deal with the technology aspect of it. You will learn and practice how to handle and operate digital devices at the resource centres.

2. Exploring and building on participants' experience

Find out participants' level of computer skills and experience in using other digital devices. Ask them 'How many of you have some level of computer skills or experience in using digital devices'? Show me your hands.

Then ask them to mention their computer skills or experience in using digital devices such as smart TV, digital camera, DVD player, LCD projectors etc. Also ask them to mention their social media experience.

Then ask them to mention problems they faced in using computers and other digital devices and how they have tackled those problems.

Write their responses on a flip chart. Highlight main points.

Hound out troubleshooting tips for common challenges in using computers, networking computers and operating other digital devices.

Recap and make an introductory presentation, building on participants' experiences. As you present, ask participants to give examples and share their experiences.

3. Demonstration of operation and handling of digital devices.

In this learning activity, four resource persons/group facilitators will be required.

Divide the participants into four demonstration groups and assign each group to one of the four demonstration activities.

With a clear step by step process, make demonstrations on using computer applications, networking, Internet use, social media tools and handling and operating of a TV, LCD projector and digital camera.

Make sure that participants follow the process and address any question that arise.

Group 1: Computer basics – hardware, software, networking, antivirus, downloading and updating programs, file management, troubleshooting.

Group 2: Using the Internet – setting up and using email accounts, document sharing, accessing the Ethiopian Veterinary Association (EVA) website and other knowledge portals, social media tools (setting up Telegram, Facebook or WhatsApp groups, using Twitter, etc.).

Group 3: Operating and handling an LCD projector and smart TV.

Group 4: Operating and handling digital cameras (taking pictures and videos, using a tripod).

4. Practice, reflection and feedback

After the demonstration, ask participants to work in the same groups to practice what has been demonstrated and explained.

Assign practical tasks to each practice group.

Small groups practice on their own/participants learn from each other. Ask groups to refer to the troubleshooting tips handout. Give sufficient time for the practice and peer learning session.

Observe and assist small groups as needed. Make note of difficulties during the practice session and address them during the debriefing and reflection session in plenary.

In plenary, have practice groups reflect on their learning experience and make debriefing presentation demonstrating knowledge/skills gained.

Small practice group facilitators and other participants ask questions and provide feedback.

5.   Recap and make a summary presentation highlighting key learning points. Ask if participants have any question.

Facilitator resources

Simple solutions to common computer problems.

- Most of the time, problems with computer programs can be fixed using simple troubleshooting techniques, like closing and reopening the program.

- Power button will not start computer

- Solution 1: If your computer does not start, begin by checking the power cord to confirm that it is plugged securely into the back of the computer and the power outlet.

- Solution 2: If it is plugged into an outlet, make sure it is a working outlet. To check your outlet, you can plug in another electrical device, such as a lamp.

- Solution 3: If the computer is plugged into a surge protector, verify that it is turned on. You may have to reset the surge protector by turning it off and then back on. You can also plug a lamp or other device into the surge protector to verify that it is working correctly.

- Solution 4: If you are using a laptop, the battery may not be charged. Plug the AC adapter into the wall, then try to turn on the laptop. If it still does not start up, you may need to wait a few minutes and try again.

Tips for a great photography

- Use the rule of thirds: placing the subject off-centre at one of the intersecting points of the imaginary lines that divide an image into thirds (horizontally and vertically), will often create a more aesthetically composed photograph.

- Avoid camera shake: use both hands, one around the camera body and one around the lens and hold the camera close to your body for support.

- Create a sense of depth: When photographing landscapes, it helps create a sense of depth using elements both in the foreground and background; in other words, make the viewer feel like they are there.

- Use simple backgrounds: The simple approach is usually the best in digital photography, and you have to decide what needs to be in the shot, while not including anything that is a distraction.

- Do not use flash indoors: Using the on-camera flash can make images look harsh and unnatural especially for indoor portraits.

Safety and handing of digital devices

- Keep digital devices clean: cleaning your computer regularly will help you keep it working properly and avoid expensive repairs. Avoid exposing equipment to dust and moisture.

- Cleaning the monitor

- Shut down the computer.

  - Unplug the monitor from the power outlet. If you are using a laptop, unplug the laptop from the power outlet.

- Use a soft clean cloth moistened with water to wipe the screen clean.
- Do not spray any liquids directly onto the screen.

Cleaning the keyboard

- Unplug the keyboard.
- Turn the keyboard upside down and gently shake it to remove dirt and dust.
- Moisten a cotton cloth or paper towel with rubbing alcohol and use it to clean the tops of the keys.

Cleaning the mouse

- Unplug the mouse from the computer.
- Moisten a cotton cloth with rubbing alcohol, and use it to clean the top and bottom of the mouse.
- Allow all the parts to dry before reassembling and reconnecting.

Action planning, evaluation and feedback

Action planning

Review the learning process and outputs as a background to the action planning exercise.

Purpose of action planning

- To identify knowledge and skills which participants intend to apply in the workplace.

- To enhance the likelihood of learning transfer/application.

- To provide a basis for coaching and mentoring support and follow-up activities.

- To provide a baseline for learning transfer evaluation after two to three months.

Activity	Method	Time frame	Stakeholders

- Develop action plan by district/AHRC.

- Display action plan on the wall of the training room.

- Participants move and attend action plan presentations.

- Each participant presents their action plans. Other participants provide feedback and learn from the presentations.

- In plenary, ask participants to share their observations and takeaways from the action plan presentation exercise.

Post-training assessment and feedback survey

Distribute the post-training learning and reaction evaluation questionnaires.

Ask participants to evaluate their level of learning and reaction on the training methodology and process as objectively as possible.

Training feedback survey

Please evaluate your level of satisfaction with the training workshop as objectively as possible.

Training element	Dissatisfied	Somehow satisfied	Satisfied	Highly satisfied
The training objectives were relevant, realistic and clearly defined.				
The training content was relevant, practical and useful to my work as a resource centre manager.				
The training content was adequate, well organized and easy to follow.				
The training process and methods helped me better understand the training content.				

Training element	Dissatisfied	Somehow satisfied	Satisfied	Highly satisfied
The balance between presentations and practical sessions was good.				
The facilitators provided helpful comments, feedback and examples.				
I can apply the knowledge and skills gained in my workplace.				
Overall assessment				
Overall, how satisfied are you with the training?				

Reflection and feedback

- What did you like most about the training?

- What can be improved about the training?

- What are your concerns in applying the learning in your workplace?

Training follow-up and coaching plan

Action plan implementation report template

1. From your action plan, what activities have you been able to implement? What factors enabled you to implement them?

1.1. Activities performed

- …
- …

1.2. Enabling factors

- …
- …

1.3. Changes due to implementing the action plan

- …
- …

2. From your action plan, which activities have you not been able to implement? What were the reasons for not implementing them?

2.1. Activities not performed

- …
- …

2.2. Constraints/reasons

- …
- …

3. Overall, how do you evaluate your performance against your action plan? What are you most proud of and why? What do you need to consider doing more?

4. What has changed or got improved as a result of implementing your action plan? What evidence can you provide?

Changes	Evidence of change

5. How likely is your organization to sustain the AHRCs? Give examples of enabling organizational conditions.

6. What actions are required to enable your organization to sustain the changes in the management and utilization of AHRCs?

Actions by your organization	Actions by others

Next steps:

• Virtual coaching support: Google/Facebook group to share useful tips, experiences and solve challenges.

• Peer assist/mutual support: Asking and getting support from one another.

• Regular reporting on use of AHRCs and sharing stories.

• Monitoring and mentoring visits – field visits to monitor action plan implementation, provide problem-solving mentoring support and document changes.

• Follow-up refreshing training and experience sharing event.

Monitoring and coaching plan

The action plan prepared by each AHRC manager to apply the learning from the training forms the basis for the monitoring, mentoring and documentation activities.

Checklist for monitoring activities

• Progress with implementing the action plans – what has been done and what has not been done.

• Challenges faced during action plan implementation – technical, individual, organizational challenges.

• Documentation of changes due to implementation of action plans – support from organization, use rate, individual stories etc.

• Observation of handling and upkeep of the AHRCs.

• Discussion and feedback of managers and users – benefits, challenges, improvement, outlook etc.

Coaching plan and process

Clarify purpose – problem solving, discuss technical and social issues, giving advice or information.

Ask the following questions:

• What do you want to achieve?

- What would you consider as a milestone?

- What does success look like to you?

- How will you measure achievement of your objective?

Define/agree on learning points – ask the AHRC managers to define their challenges and learning needs.

Hold coaching discussion – hold interactive/reflective conversations to explore challenges and find solutions.

Reflect on and summarize coaching discussion – at the end of the coaching session, ask the AHRC managers to reflect on their learning experience.

- Issues: What conversation issues were covered?

- Ideas: What creative thinking occurred?

- Insights: What did we learn?

- Intentions: What will you do due to the learning dialogue?

Formulate action commitments – activities, expected changes, and time of completion.

Ask the following way-forward questions:

- So, what will you do now?

- To what extent does this meet your objectives?

- What will you start first?

- When will you start each step?

- What could stop you moving forward?

- How will you overcome it?

Follow-up – virtual support, progress update etc.

Ask the AHRC managers for feedback on the coaching session.

Use the following feedback questions:

- How did you feel about the coaching experience?

- Did you achieve what you wanted to achieve?

- Was the coaching session at the right level?

- What would you like to be different next time?

Further reading

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