


Module 7: Introduction to Facilitation for Development



LECTURER GUIDE

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Module 7: Introduction to Facilitation for Development

Pre-assessment

After reading through the module overview and introduction, complete the following pre-assessment in order to determine how experienced or comfortable you are with the topic of supporting agripreneurship. You will be asked to complete a post-assessment after you have worked through the learning content.

	Question	Self-assessment				
		Low		High		
1	How well can you explain the concept of facilitation for change as a core function in AIS?	1	2	3	4	5
2	What is your level of awareness of your cognitive, emotional and social attributes?	1	2	3	4	5
3	How confident are you in your ability to facilitate change in individuals?	1	2	3	4	5
4	How confident are you in your ability to facilitate change in groups?	1	2	3	4	5
5	How confident are you in your ability to facilitate change in organisations?	1	2	3	4	5
6	How capable are you of facilitating multi-stakeholder engagements?	1	2	3	4	5
7	How able are you to successfully broker strategic partnerships?	1	2	3	4	5
8	How confident are you in your ability to network?	1	2	3	4	5

Answer: Learner's own answer.

Study unit 1: Facilitation for development in the AIS

Session 1.1: Understanding facilitation for development

Activity 1.1 Individual activity: The relevance of facilitation for development

1. Answer the following questions by indicating whether the statement is true or false. Give a reason for your answer if false. (4)

1.1 A facilitator is always neutral in a meeting.

Answer: True.

1.2 Change can only be positive.

Answer: False. Change can be either positive or negative.

2. Answer the following in your own words. (4)

2.1 What is facilitation for development in the context of the AIS?

Answer: Facilitation for development is discovering how to unleash people's ability to learn, reflect, use their skills and potential to achieve their desired goals.

2.2 List the basic principles of facilitation for development.

Answer: Planning and preparation, create a setting where participants feel comfortable, neutrality, listening and motivation.

Session 1.2: Desired attributes of facilitator for development

Activity 1.2 Individual activity: Cognitive, emotional, and social attributes

Answer the following questions in your own words.

1. List the desired cognitive attributes that are important in a facilitator. (2)

Answer: Systems thinking, critical thinking and lateral thinking.

2. Why are cognitive attributes important for facilitation? (2)

Answer: Cognitive attributes help you understand how systems work. They allow you to see the bigger picture so that you can influence these systems effectively.

3. What does 'emotional attributes' mean? (2)

Answer: Emotional attributes are about how you deal with your emotions and how you respond to the emotions of those you interact with.

4. Mark all the relevant emotional attributes of a good facilitator below with an X. (4)

Answer:

X	Confidence
X	Self-awareness
	Shyness
	Aggression
X	Empathy
X	Self-regulation

5. Fill in the missing words from the box below. (5)

relationships	intelligence	want	positive	work with you
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Social _____ is the ability to form _____
professional _____ with others so they will
_____ to _____.

*Answer: Social intelligence is the ability to form positive
professional relationships with others so they will want to work
with you.*

Total: 15 marks

Session 1.3: Technical skills of a facilitator for development

Activity 1.3 Individual activity: Facilitation techniques and tools

1. Look at the box below and put the design process steps in the correct order. Choose the correct answer from the options (a–d) below. (2)

A	Lead the group through discussing the agenda.
B	Introduce yourself and welcome everyone to the meeting.
C	Thank everyone for coming and being part of the meeting.
D	Plan the agenda
E	Explain the agenda and the rules of the meeting.
F	Ask everyone if there is anything to add to the agenda.

- a. ADEFBC
- b. DCABEF
- c. BDACFE
- d. DBEAFC

Answer: d. DBEAFC

2. Is the following statement true or false? If false, correct the statement. Any facilitation tool will work well in all groups because every group is the same. (2)

Answer: False. Not every facilitation tool will work well in all groups because every group is different.

3. Fill in the missing words in the following sentences. (4)

To get information you need to always ask _____ questions. You can ask _____ questions to make sure a group stays focused on the topic.

To get deeper information on a topic you can ask _____ questions. To empower a group or individual to think of a solution to their problem in a positive way you can ask them _____ questions.

Answer: To get information you need to always ask open-ended questions. You can ask leading questions to make sure a group stays focused on the topic.

To get deeper information on a topic you can ask probing questions. To empower a group or individual to think of a solution to their problem in a positive way you can ask them possibility questions.

4. Briefly explain what process observation is and why it is important in facilitation for development. (2)

Answer: Process observation is observation and documentation of development as it happens over time. It is important for keeping a record to track the progress of development in the group you are facilitating.

5. Define visualisation and state why it is useful for facilitation in the AIS context. (2)

Answer: Visualisation is forming an image in your mind of something that you want to achieve and how you want to achieve it. In the AIS context it is useful for the individual or group to imagine what they want to achieve and which specific course of action will move them toward this goal.

Total: 12 marks

Summative assessment: Unit 1

Theoretical assessment

Answer the following questions in your own words.

1. List all the important questions you should ask yourself when planning an agenda for a meeting. (4)

Answer:

- *What is the goal to achieve in the meeting?*
 - *What result do you expect from the meeting?*
 - *What actions are needed to achieve the goals?*
 - *What are the best techniques to use to achieve the goals?*
2. Briefly explain all the tools you would use for successfully facilitating a meeting. (10)

Answer: Make sure you have something to write on like a flipchart with markers or a chalkboard. (1) Have a clock to manage the time allowed for each speaker (1). Start the meeting with an introduction where you introduce yourself and explain the agenda (2). Use an icebreaker to make everyone feel more relaxed and to build trust in the group. (1) Invite people in the meeting to give ideas about how to solve a problem (1). Keep the participants focused on the topic by prompting them to get back on topic (1). Use brainstorming as a problem solving method in the group, and allow the group to decide which problems or ideas they need to discuss (1). As a facilitator you remain neutral and guide them to a practical solution based on your knowledge (2).

3. Complete the following sentences.

- a) Development is change but _____ . (1)

Answer: Development is change but not all change is development.

- b) To become a facilitator for development you must master _____ attributes to _____.

(2)

Answer: To become a facilitator for development you must master cognitive, emotional and social attributes to better engage with others.

- c) The _____ of multiple actors within AIS _____ development processes.

(2)

Answer: The interaction of multiple actors within AIS enhances development processes.

- d) Facilitation _____ are essential to trigger the _____ and _____ of the different actors within AIS.

(3)

Answer: Facilitation skills are essential to trigger the level of participation and the pattern of interaction of the different actors within AIS.

- e) To be a facilitator you must be able to _____ and use different _____ to help the development of _____ or _____.

(4)

Answer: To be a facilitator you must be able to observe processes and use different tools to help the development of individuals or groups.

4. Give an example of a possibility question.

(2)

Answer: What action do you need to take to start making a change?

Total: 28 marks

Study unit 2: Facilitating change in individuals, groups and organisations

Session 2.1: Self-discovery to realise our potentials

Activity 2.1 Individual activity: The importance of self-discovery

1. Think about why you became an extensionist and answer the following questions. Mark the option you think is most true for each statement with an X.

Question	Not true	Somewhat true	Very true
I have many strengths.			
Others have pointed out my strengths.			
Others have pointed out my weaknesses.			
I have many weaknesses.			
I know my important values.			

Answer: Learner's own answer.

2. Look at your answers in Question 1. Think about what attributes you need most to be a good facilitator and answer the questions below as clearly as you can:
 - a) What do you think your strengths are as a facilitator?

Answer: Learner's own answer.

- b) What goal do you want to set for your work life?

Answer: Learner's own answer.

c) What can you do to make your work day successful?

Answer: Learner's own answer.

d) What are your values?

Answer: Learner's own answer.

e) What do you think your weaknesses are?

Answer: Learner's own answer.

3. Use the answers in Question 2 to write down a personal vision for yourself. Be as specific as you can. If there is something you would like to improve then write it in your personal vision.

For example: I am confident. I want to be able to facilitate change without conflict. I will keep daily records of everything I need to do and keep track of. I value honesty and kindness and will always be honest and kind to others. My weakness is not actively listening to people and I will work on improving that skill every day. I will record my progress in a learning journal.

Answer: Learner's own answer.

Activity 2.2 Individual activity

1. Answer the following in your own words. (3)

1.1 Name three tools you can use for self-discovery.

Answer: Learning journal, questionnaires, Socratic method.

2. Is the following true or false. If false, correct the statement. (2)

You are responsible for the change in others.

Answer: False. Each person is the responsible for their own change.

3. Briefly explain how you can use the Socratic method to facilitate individuals to take responsibility for their own development. (3)

Answer: The Socratic method uses questions to guide an individual or group to identifying their problems and then finding a solution to that problem on their own. By asking the right questions, you as facilitator can help them take ownership of their own development as they find their own solutions.

Total: 8 marks

Session 2.2: Managing group dynamics and working together

Activity 2.3 Individual activity: Human interaction and working together

Read through the given scenarios, then answer the questions that follow in your own words.

Scenario 1: Imagine you are facilitating a group of 10 people. When you walk into the room you notice the chairs in the room are set up in rows and there are more chairs than people attending. There are a few empty seats in the room and a small group of people sitting together talking quietly and laughing. Others are sitting on their own in different parts of the room. There are some sitting on their own with their arms crossed over their chests. You notice some people sitting in the front row, with a few empty chairs between them. There are some people sitting at the very back of the room. Everyone is there and you may begin the meeting when you are ready.

Refer to Scenario 1 and answer the following questions in your own words.

1. With your understanding of the dynamics of human interaction, do you think all the people in the room are comfortable with each other? Briefly explain your answer.

Answer: No, not all the people are comfortable with each other. The people sitting together are comfortable with each other because they are close to one another, talking softly and laughing. The people sitting with their arms crossed are not comfortable. All the people sitting on their own most likely do not know others in the room. The people sitting in front are confident and comfortable being there. The people sitting in the back are not comfortable being there.

2. You are about to start the meeting. What will you do before you introduce yourself?

Answer: Ask all the people sitting far apart to move closer to the front and closer together so everyone can hear and be part of the meeting.

Scenario 2: You have introduced yourself and asked everyone to introduce themselves too. You have written down everyone's ideas after brainstorming and together you have identified the problems that need to be addressed in this meeting. You ask everyone to take a turn to give an idea of a solution. Person A is a representative of an organisation who was invited to share their expertise with the group. Person A is telling the group their idea but is suddenly interrupted by Person B, who is sitting in the front row. Person B is an important member of the community. Person A ignores the interruption and does not stop talking. Person B is getting angry because they are not being heard. Person C and Person D agree with Person A and this makes Person B even more upset.

Refer to Scenario 2 and answer the following questions in your own words.

3. There is conflict in this meeting. As the facilitator, what things should you consider when trying to resolve this conflict? Explain your answer.

Answer: Person B is a powerful member in the community and feels they have the right to interrupt when other people speak. This person has great influence on what is decided in this meeting and so they should be kept happy if you want them to cooperate. Person A is also a powerful member because they have knowledge and influencing power that can help the community solve their problems. Person B feels threatened because Person C and Person D have agreed with Person A. As a facilitator, it will be my job to draw focus away from the personal conflict and try discuss Person B's concerns to find a compromise. It will be my job to explain why the idea Person A has

proposed might be beneficial to the community to give Person B all the information to make the right decision.

4. List the six important things you need to build a good working relationship in a group.

Answer: Diversity, interrelatedness, trust, mindfulness, respect and good communication.

5. Name one example of a team-building tool. What is the purpose of team-building exercises in a group?

Answer: Ask a team to present their ideas about a topic as a group. Team-building exercises are needed to strengthen trust relationships between individuals who have to work together to achieve a common goal.

Session 2.3: Supporting organisational change processes

Activity 2.4 Individual activity: Organisational change

1. Fill in the missing words: Organisational _____ is how an _____ changes the _____ they use to run the organisation. (3)

Answer: Organisational change is how an organisation changes the plans they use to run the organisation.

2. Put the following steps of organisational change process in order. (4)
 - a) Results evaluation and feedback
 - b) Planning and strategy development
 - c) Needs assessment
 - d) Plan implementation

Answer: c, b, d, a

3. Is the following true or false? If false, correct the sentence. (2)
 - 3.1 Organisational learning is the way an organisation generates, stores and distributes information about the organisation that is learned as they improve.

Answer: True

4. Describe briefly how you can help enhance organisational performance. (2)

Answer: A facilitator can enhance organisational performance through motivation and mentoring or coaching.

5. In facilitating organisational change, briefly explain how you would approach the change process. (5)

Answer: Involve stakeholders and communicate the change to them by email or in person. If there is resistance to change, offer to discuss it with them and have empathy for their concerns. Give them time to think about it. Identify the details of the change process to be better prepared to mentor or coach managers and stakeholders through the transition.

Total: 16 marks

Summative assessment: Unit 2

Theoretical assessment

Answer the following questions in your own words.

1. What are the appropriate tools for influencing change at the individual level? (6)

Answer: A learning journal can be used for facilitator self-discovery (1). This allows the facilitator to keep a record of own learning progress and make improve on the way they facilitate change. (1)

Questionnaires can be used for individual self-discovery. They help individuals identify their interests, strengths, weaknesses and how they interact with the world around them. (2)

The Socratic method uses questions to lead individuals to find their problem and lead them to finding the solution on their own (2).

2. What are the questions you must ask to formulate a personal vision? Briefly explain how this can be used in the AIS context. (12)

Answer: A personal vision is a goal you have for your life which will guide your decisions towards achieving this goal. (1) The questions you use to formulate a personal vision are:

- *What are my most important values? (1)*
- *What do I need to do every day to make my day successful? (1)*
- *What goal do I want to achieve? (1)*
- *What strengths do others say I have? (1)*
- *What strengths do I see in myself? (1)*
- *What weaknesses have others pointed out in me? (1)*
- *What do I think my weaknesses are? (1)*

In the AIS context the same methods for formulating a personal vision can be used in formulating a shared vision (1), by helping individuals in a group think about what they want out of development (1) and combining these goals into shared vision that will guide the group to make decisions that will achieve their collective goal. (2)

3. List the six building blocks of good relationships as they relate to perception, feedback and conflict management in the table below. (6)

Answer:

Perception	Feedback	Conflict management
<i>Diversity</i>	<i>Truth</i>	<i>Respect</i>
<i>Interrelatedness</i>	<i>Mindfulness</i>	<i>Good communication</i>

4. Briefly explain how each one of the six building blocks is important in the AIS context. (12)

Answer: Diversity should be encouraged in an organisation because it allows people to contribute many different ideas for problem solving.

Interrelatedness is when people are aware of how everyone contributes to the common goal and how their actions will affect others.

Truth is important for people who want to work together because it will help people give honest feedback about a situation and this will help determine if plans need to be revised.

Mindfulness allows people to be open to new ideas and encourages them to give feedback without fear of being punished or mocked.

When people respect each other they will value one another's opinion and be more open to changing their opinions if it will benefit the whole .

Good communication means that information should be shared in a way that everyone understands it and there is no misinterpretation.

5. Imagine you are facilitating a meeting of a small group of actors from different backgrounds to discuss development in the community. You have introduced yourself and asked everyone to introduce themselves too. You have written down everyone's ideas after brainstorming and together you have identified the problems that need to be addressed in this meeting. You ask everyone to take a turn to suggest a solution. Person A is a representative of one of the organisations who were invited to share their knowledge with the group. Person A is telling the group their idea but is suddenly interrupted by Person B, who is sitting in the front row. Person B is an important member of the community. Person A ignores the interruption and does not stop talking. Person B is getting angry because they do not agree with the ideas. Person C and Person D agree with Person A and this makes Person B even more upset.

5.1 Briefly explain what power relations are and why are they important in a group, referring to the scenario presented above. How must you address this conflict situation for development to go forward?

(6)

Answer: Power relations are the interaction between more powerful and less powerful members in a group or organisation.

(1) Person B is the more powerful member in this situation because they are the community leader and will have the most influence on the final decision. (1) As a facilitator I will need to ask Person B what their concerns about the proposed idea are and open these concerns to discussion.(2) If I see that the idea Person A has proposed with their knowledge would benefit the community I need to help Person A explain why this idea can be a

good one (1). There needs to be good communication and respect between the members in the group for them to work together toward their common goal and I will remind them to give each other a fair chance to speak (1)

5.2 Describe what organisational learning is and why it is important in organisational change. Demonstrate your knowledge of tools for organisational change by describing how you would facilitate organisations in the change process. (8)

Answer: Organisational learning is the way organisations generate, store and distribute information about what they have learned as they improve (1). It is a continuous record of the organisational change process and will give feedback in which actions have been the most beneficial to the organisation. (1) When you involve the stakeholders in the change process, identify those with the most influence. (1) Communicate with them by email or in person, depending on what you think will be most appropriate and be mindful of how you communicate with them about the change to limit their resistance to it (2).

If there is resistance to change you can offer to discuss it with them, show empathy for their concerns and give them some time to think about everything. (1)

Identify the details of the change process so you will be better able to prepare to mentor or coach management and stakeholders through the transition.(2)

Total: 50 marks

Study unit 3: Facilitating operational level multi-stakeholder engagements

Session 3.1: Arrangement for multi-stakeholder interactions

Activity 3.1 Individual activity: The role of stakeholders

Answer the following in your own words.

1. Why is it important to identify stakeholders in multi-stakeholder engagements? (2)

Answer: Each stakeholder comes with their own individual interest. Stakeholders have interests and power and it is important to know how to influence different stakeholders to make change happen.

2. What tools can you use to identify stakeholders? (1)

Answer: A stakeholder analysis map to plot their interest and influence.

3. How would you facilitate the development of collective and shared goals? (3)

Answer: Get the different stakeholders together for a meeting where they can put together their diverse interests to form a collective and shared goal.

4. What is the key question to guide development of a shared goals? (1)

Answer: What outcome do we hope to achieve by the proposed development intervention or by addressing a development issue?

5. During which situations in a multi-stakeholder interaction is a facilitator useful? (3)

Answer: A facilitator is useful in situations where there is distrust, intimidation or rivalry which can cause conflict. A facilitator is also useful if there is no definition of the problem, if there is an emotionally upsetting situation, if there is a complex or new situation or if a timely decision is needed to move development forward.

Total: 10 marks

Session 3.2: Visualising innovation platforms

Activity 3.2 Individual activity: The relevance of innovation platforms

Answer the following in your own words.

1. Briefly describe what an Innovation Platform (IP) is. (2)

Answer: An Innovation Platform is a space for learning where stakeholders from different backgrounds (individuals and representatives of organisations) can meet to discuss and find solutions for problems or challenges faced by the stakeholders.

2. To include the farmers, which model of Innovation Platform would you choose? (1)

Answer: The Farmer-first concept.

3. Briefly explain your choice in Question 2. (2)

Answer: The Farmer-First concept includes the farmers actively in the process of creating, testing and assessing technologies that promote sustainable agriculture. It targets development of technology suited to the small-scale farmer that has few resources to increase farm productivity and farmer income.

Total: 5 marks

Session 3.3: Policy engagement platforms

Activity 3.3 Individual activity: Organising evidence and advocating for responsive policy processes

1. Choose the missing words from the box below and use them to fill in the sentences. (8)

Influence	needs	rights	evidence
attention	advocacy	policy	farmer

- 1.1 As an extension professional you can influence _____ changes by using a _____ - first approach.

Answer: policy, farmer.

- 1.2 To _____ policy makers to change policies, you must first generate _____ about the _____ of farmers in your community.

Answer: influence, evidence, needs.

- 1.3 _____ is defending the _____ of the farmers and drawing _____ to their needs for change to happen.

Answer: Advocacy, rights, attention.

Total: 8 marks

Summative assessment: Unit 3

Theoretical assessment

Answer the following in your own words.

1. Identify all the stakeholders that would be part of the policy engagement platform. (5)

Answer: Family farmers, NGOs, farmers' organisations, government departments, extensionists.

2. Use a stakeholder analysis map to identify the influence and interest of the stakeholders mentioned in Question 1 and fill in your answer in the table below. Briefly explain what this map means. (8)

Answer:

High influence, low interest <i>Government departments</i>	High influence, high interest <i>NGOs, Farmers' organisations</i>
Low influence, low interest <i>Extensionists</i>	Low influence, high interest <i>Family farmers</i>

Government departments are the stakeholders that have the ability to change policy but they have no direct benefit from it and need to be influenced through evidence that a policy change is needed. (1) The NGOs and Farmers' organisations can be encouraged to have enough interest in putting pressure on government departments to make the policy change because they will benefit from the change. (1) The extensionists are neutral and not directly affected by policy change, but they will be needed to make a difference eventually if the NGOs and Farmers' organisations cannot make the change happen. (1) The family

farmers are the ones who do not have the ability to make the government make the change in policy, but they have high interest because they are the ones who will benefit the most from the increased funding and better extension services.(1)

3. When stakeholders have been identified, what do you need to do next for the development of collective shared goals? Briefly list the six steps and state why each step is important for development. (12)

Answer:

- a. First call family farmers together for a meeting so that they can discuss their needs and work together. (2)*
- b. Ask them what their development issue is so that everyone has a clear idea what the issue or challenge is. (2)*
- c. Ask them what they hope to achieve from the proposed policy action so that everyone knows what the shared vision is. (2)*
- d. Help them decide on a shared mission so that everyone knows what their role in the development process is. (2)*
- e. Help them define collective goals that are specific, measurable, achievable, relevant and timely. (2)*
- f. Continue to engage the stakeholders to review their goals and adjust them according to the circumstances. (2)*

4. Briefly describe two different forms of multi-stakeholder engagements that promote innovations and state why they are important in AIS. (10)

Answer: The two forms of multi-stakeholder engagements are innovation platforms and policy engagement platforms. (2)

Innovation platforms are a space where stakeholders from different backgrounds (1) can meet to discuss their problems (1), find solutions (1), discuss their progress in reaching goals and find ways on how to better reach their goals together (1).

Policy engagement platforms are where stakeholders from different backgrounds (1) meet with policy makers (1) to discuss problems (1) and possible changes to policies for the benefit of the stakeholders (1).

Total: 35 marks

Study unit 4: Brokering strategic partnerships and networking

Session 4.1: Brokering linkages and strategic partnerships

Activity 4.1 Individual activity: Knowledge brokering

1. Refer to the case study of the Rondeel innovation and answer the following questions in your own words.

1.1 Identify all the strategic partners. (3)

Answer: The Venco Group, University, a farmers' organisation in South Holland (ZLTO) and TransForum.

1.2. With the new hen houses built and working, briefly name which markets you would link the egg producers to for best result. (2)

Answer: Producers can be linked to Vencomatic to specially market the eggs that come from the Rondeel system.

1.3. Briefly explain who brokers are and what their role is in the innovation platforms. (3)

Answer: A broker is a person who facilitates purposeful interactions between stakeholders. Their role is to bring actors together and they must understand the goals of the individual actors so that they can link them to partners who will help them reach their goal and the goals of the system.

Total: 8 marks

Session 4.2: Learning alliances and networking

Activity 4.2 Individual activity: Pluralism and networking

Answer the following questions in your own words.

1. What is meant by pluralistic service provision? (2)

Answer: Pluralistic service provision is different extension services, including NGOs and private extension service providers, working together to support rural farmers in their development.

2. Choose the correct answer.

- 2.1 Why is networking important in AIS? (2)

- a) Networking helps farmers work on their own.
- b) Different actors work together for the benefit of the system.
- c) Networks help the extensionist to be an expert in everything.
- d) Farmers have access to old information.

Answer: b.

- 2.2 What is a learning alliance? (2)

- a) A network of experts in a particular field.
- b) A group of farmers who work together with a common goal.
- c) A diverse group who commit to improving knowledge on a specific issue.
- d) A group of extensionists working with government.

Answer: c.

Total: 6 marks

Activity 4.3: Practical activity

1. Think about how you can bring people together to exchange ideas with what you have available to you. Write down some of the ways you can get different actors together to network.

Answer: Learner's own answer.

Summative assessment: Unit 4

Theoretical assessment

Answer the following questions in your own words.

1. Briefly explain what the importance is of a broker in building strategic partnerships in AIS. (11)

Answer: A broker will identify possible challenges of individual stakeholders and match stakeholders in a way that each partner will add value to the other in order to make a good link to benefit the whole system. (2) The stakeholders need to agree on clear roles, which can change over time and the broker should facilitate this process (2) Brokers are key actors in the innovation platforms because they have knowledge on the local context as well as some level of neutrality. (2) They are someone that stakeholders trust. (1) The broker has the responsibility of representing farmers in innovation platforms so they feel recognised and learn in the process. (2) Brokers have the role of linking the appropriate actors with the correct markets in the value chain. (2)

2. Briefly explain what is meant by pluralistic service provision and why it is important in AIS. (4)

Answer: Pluralistic service provision is extension service that includes NGOs and private extension services working together to support rural farmers in their development. (2) It is important to AIS because it makes a range of different services available to individuals or groups who need tailor-made support to reach their development goals. (2)

3. Fill in the missing words to complete the sentence:

- 3.1 A learning alliance is a _____ of _____ actors from public and _____ sectors, such as _____ organisations, development and _____ agencies, private _____ and _____ who commit to _____ knowledge on a specific issue to support development in their area. (8)

Answer: A learning alliance is a network of different actors from public and private sectors, such as research organisations, development and donor agencies, private businesses and policymakers who commit to improving knowledge on a specific issue to support development in their area.

4. Is the following statement true or false? If false, motivate your answer. (2)

4.1 In the context of AIS, to network is to make contact with actors from the same sector to exchange information and build professional relationships.

Answer: False (1). Networking is making contact with different actors and linking them for the benefit the whole system. (1)

5. Briefly explain how networking fosters innovation in AIS. (6)

Answer: A network is made up of different actors involved in research, innovation or production for a specific area of agriculture and who work together to expand the support base available to farmers for a specific part of their farming operation. (3) The extensionist can tap into the resources offered by such networks or connect farmers to the networks directly to get information on new technologies that might help in the development process.

(3)

Total: 31 marks

Post-assessment

The post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the pre-assessment to identify where knowledge has been gained and where improvements can be made. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low		High		
1	How well can you explain the concept of facilitation for change as a core function in AIS?	1	2	3	4	5
2	What is your level of awareness of your cognitive, emotional and social attributes?	1	2	3	4	5
3	How confident are you in your ability to facilitate change in individuals?	1	2	3	4	5
4	How confident are you in your ability to facilitate change in groups?	1	2	3	4	5
5	How confident are you in your ability to facilitate change in organisations?	1	2	3	4	5
6	How capable are you of facilitating multi-stakeholder engagements?	1	2	3	4	5
7	How able are you to successfully broker strategic partnerships?	1	2	3	4	5
8	How confident are you in your ability to network?	1	2	3	4	5

Answer: Learner's own answer.