TRAINING REPORT ON MASTER TRAINERS AND TRAINER OF TRAINERS APPROACH

Prepared By:
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Participants of the NELK Master Training pose for a photograph
1. Introduction

Background: Through the collaboration of GFRAS, DLEC, AFAAS and Country Fora, the sensitisation, testing and training workshops on the new Extensionist modules were conducted in Benin, Cameroon, Ethiopia, Ghana, Madagascar, Malawi, Nigeria and South Africa between 2015 and 2018. Despite this effort, the coverage continues to be very low against the demand. Therefore, concerted effort and actions are required through Training of Master Trainers (TMTs) to roll out of NELK. In view of this, a regional Master training was organised around the NELK and it was held in the University of Pretoria, South Africa.

Training methodology: The approach used follows training of core group of champions/ambassadors who were identified by AFAAS who can lead/coordinate rolling out of the NELK in Africa. This core group of Master Trainers will be “mentored” by experienced global facilitators. This core group will also be closely linked to the GFRAS Consortium on Education and Training, and the GFRAS ambassador programme1, which serve a similar purpose worldwide. It is expected that, the Master Trainers shall be supported to further design the training courses, based on NELK, in collaboration with the CFs. It is envisaged that through this initiative, ways for mobilisation resources will be thought to further translate the training materials and contextualization based on specific country or sub region demands. With support from GFRAS, DLEC, AFAAS and other partners, the MTs shall be fully equipped to facilitate different courses for AEAS actors, who preferably would be members of the CF or staff of AEAS organisations that are members of the CF.

Implementing Partners: The key partners implementing the programme include:

i) AFAAS: responsible for overall coordination and assist trainers in rolling out of NELK; ii) DLEC: supported by GFRAS and AFAAS is responsible for training of Master Trainers and mentoring at country level; iii) GFRAS: responsible for linking Master Trainers in mobilizing resources and coordinating the overall capacity development program; and iv) All partners will do joint resource mobilisation and use their networks for roll out of the NELK.

Duration and Date: The Training was conducted for five days, from 3-8 December 2018.

2. Welcome and setting the scene

The participants were welcomed by Dr. Davis Kristin and Mr. Olupot Max, who were the main organisers of the training. They provided experience from similar initiatives including the farmer field schools whose foundation is rooted in the quality of master trainers. Dr. Davis and Prof. Fanie Terblanche took the participants through a brief orientation on the university.

Max Olupot, highlighted the objectives and rationale for the training. The overall objective of the first training is to build the capacity of the first cohorts of champions who can roll out the training at regional, sub regional and national level. The specific objective is to establish a core group of Master Trainers in Africa using a sustainable approach to strengthen capacities in the delivery of advisory services which, in the end, contribute to the GFRAS ambassador programme. It is further aimed at strengthening

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1 The GFRAS ambassador programme will train people who are experienced, interested, and motivated to promote the GFRAS message in their sphere of influence. GFRAS ambassadors will both represent GFRAS generally, as well as have a specific expertise within one or several of the GFRAS strategic fields and content work.
capacities of AEAS actors in Africa through rolling out of the NELK and ensuring follow up for application of knowledge acquired.

Ms. Hlami, shared the overview of the kit and how to use it; she highlighted the following as key activities carried out;

- Dissemination a continuous process
- Testing of the modules
- Sensitization at global, regional and national levels
- Trainings
- Mainstreaming

Participants were requested to share progress on NLEK training including regional training done in Durban, Korea and Uganda during regional meetings. Additionally, national trainings had been done, thus need for scaling the approach. It was noted that, there is growing interest in the use of the NELK and therefore need for better tracking of the outcomes of both the trainings and use.

Updated were provided by Country representatives, including:

- Malawi – where the NELK is rolled out in the University, NELK used as advocacy tool, training on Monitoring and Evaluation;
- Uganda- trainings were done at national and cascaded to district level,
- Madagascar – NELK training was done and testing with stakeholders;
- South Africa- integration in the university teaching materials but there are no appropriate people to teach it, lack of soft skills,
- Cameron – training and testing of the modules was done;
- Zambia- use of the modules in the University of Africa as teaching materials among others.

The results of the online pre meeting results were presented as summarised in figure below.
Please rank the following New Extensionist Learning Kit (NELK) modules in order of preference, with one being your most preferred and 16 being the least. Think about your own needs, as well as that of your country forum or regional network. If you need mo
3. Training Content, recommendations and Way forward

Overview and instruction
The five-day Training was intensive with participants most of the time doing self-directed learning, sharing, reflections. While setting the scene, the master facilitators reiterated on:

- A global view of extension clearly articulating and reinventing its expanded role within agricultural innovation systems. The view goes beyond strengthening individual skills to look at organizations and systems and their capacities.
- Extension includes actors from public, private, and civil society who support rural dwellers in many ways.
- Similarly, development efforts are increasingly complicated because of challenges such as natural resource depletion and climate change. Globalization, rural-urban migration, insecurity and terrorism all present new challenges to extension in addition to age-old problems.
- We can no longer operate in the Linear approach, top-down, hierarchical – “treadmill”, which came out of the Green Revolution. They assumed that farmers behave rationally – “rationalistic bias” - Belief that individuals are guided by reason; therefore just need to present it rationally & they will accept. Extension’s role is only to communicate “expert” research to farmers who are to adopt. Assumes innovations come from research and does not acknowledge role of farmers, extension, private sector, etc. in innovations. Indeed, it’s complex than this and needs different capacities.
- Therefore, Agricultural development frameworks have moved from a linear to a more complex systems perspective. Many scholars today use the AIS framework as a conceptual model. This framework has three basic elements: all of the actors in the system that brings about agricultural innovation, their interactions, and the institutions and policies governing their interactions.

Participants were taken through hands on training on different tools and methods. Some of which included the following:

- Collaborative calendar (Tool google calender); These allow master trainers to use a collaborative calendar to plan, inform and remind other members on group activities. How: [Link](https://digibites.zendesk.com/hc/en-us/articles/200299863-How-do-I-share-my-calendar-with-someone-else-Google-Calendar-or-Outlook-com-Application); Agreed and practised; Starting a collaborative calendar for NELK Master Trainers (NELK MST).

- Collaborative Mind- Mapping (Tool – MindMeister.com); This allows master trainers to use a collaborative mind map tool to share ideas, thoughts and reflections in a visual way How: [Link](https://support.mindmeister.com/hc/en-us/articles/210390528-Create-Your-First-Mind-Map). Application: Starting a collaborative Mind Map to brainstorm on hot topics (ex: online NELK improvements, upscaling NELK training …) [www.freemind.com](http://www.freemind.com)

- Distant meeting / webinar (Tool: Zoom.us). The objective is to allow master trainers to organize distant meetings, trainings, experience sharing, coaching sessions using webinar tool.

- Examination (Tool: Classmarker); This allows master trainers to master a testing tool allowing serious evaluation of NELK trainees in future. How: Google Forms / Quiz; [www.classmarker.com](http://www.classmarker.com)
Recommendations
Participants made the following recommendations for the roll out and use of the NELK;

- Master Trainers should be linked to GFRAS Consortium
- Development of Decision-making matrix by GFRAS
- Work with educational institutions to group modules – which are basic? Which are intermediate? Which are advanced? Type of learner – field agent, manager, subject matter specialist...
- Carry out advocacy on NELK to key partners. Hold regional NELK launches that include module 1
- The Consortium + MT + CF/Champions
- Key institutional at Regional level include; AFAAS, SARFAAS, RESCAR
- Regional launch of NELK
- Formation of Master Trainer CoP
- Carry out MT competency inventory
- Master Trainers are assigned a module and one other
- Agree and design standard process for MT certification
- Set up committee to roll out NELK (editing, translation, modification, validation, certification)
- Continue self-training punctuated by webinars and face-to-face meetings

Way forward
The following shall be focal persons in the process of the NELK rollout:

i. GFRAS: Hlami
ii. AFAAS: Max Olupot
iii. RESCAR: Patrice Djamen
iv. SARFAAS: Andry
v. East Africa: Samson

Agreed follow up actions

i. Webinars shall be conducted among and between the MTs and other extension professionals
ii. Internal exam 1 week before webinar
iii. Possibility of face to face meeting during other events like; Uganda March 2019; Cote d’Ivoire Nov 2019 and RESCAR meeting in West Africa 2019
iv. Key Terms of Reference for MTs; Master the module via online
   a. Recruit additional experts
   b. Review existing assessment tools
   c. Supplement + revise if assessment tools necessary
v. Profile of Master Trainer
   a. Mastering modules
   b. Knowledge of all modules and master at least 3
   c. 5 modules at the beginning
   d. 2 new modules per year
   e. At least module 1, 2, 3, 5, 6, 10, 11, i.e. minimum 6 modules
   f. Basic Intermediary Advance + NE position paper
   g. Mandatory: 2, 10, 11, 5/8
vi. **Skills**

a. Should master Andragogy & Delivery Pedagogy  
b. Lobbying & Advocacy  
c. Resource mobilization  
d. Sensitization  
e. Facilitate networking  
f. Sensitization, advocacy, promotion  
g. Should master basic relevant ICT tools for those modules  
h. Monitoring  
i. Reporting  
j. Master basic and relevant ICT tools for those modules  
k. Mobilize, link up with other experts around the modules  
l. Coordination Skills

vii. **Other suggestions for MT**

a. Analytical  
b. Constructive  
c. Capacity to document experiences & progress  
d. Interacting with peer  
e. Mobilize funds for rolling out  
f. Mentoring of new MT to upscale & reach critical mass  
g. Include field level practical experience  
h. GFRAS & AFAAS should support the training of the MT  
i. Capacity to be analytical and to provide constructive suggestions  
j. Capacity to interact with peers  
k. Master trainer CoP - Resource mobilization

viii. **Profile**

a. Willingness to learn & adapt to new environment (new culture, situation)  
b. Think in systems and strategic  
c. Coordination skills  
d. Leader  
e. Facilitator  
f. Team Player  
g. Open minded  
h. Interest  
i. Availability  
j. Ready to volunteer  
k. Experience, credibility authority  
l. Adhere to a code of conduct  
m. Communicator  
n. Ethical conduct  
o. Interest and passion to champion NELK  
p. Empathy  
q. High level of adaptive capacity & flexibility  
r. Social skills including networking and negotiation  
s. Innovator, open for new ideas, creative

ix. **Qualification**

a. MSc Agri or Social Science
b. Experience on organization, facilitation, training of at least 5 years

c. Post Graduate

d. 5 years’ experience minimum

e. 5 years professional experience

f. BSc level in Agric + Social Science

g. Qualification in business

h. University graduate: BSC - agri/Biological Sc - Social Sc / Business

i. Continuous Professional Development

x. The Webinars initially shall be structured as follows;

a. Feedback on learning

b. Update on activities

c. Expert coaching

d. Expert input for next session

xi. Resource mobilization

- AGRA
- IFAD
- SASAKAWKA
- KAFACI
- Local NGOs and companies
- Projects such as DLEC, INGENAES, MEAS
- TAAT
- CTA?

xii. Carry out Sensitization and Needs assessment

Module assessment – needs marking or scoring

<table>
<thead>
<tr>
<th>Module</th>
<th>Level and audience</th>
<th>Learning mode</th>
<th>Duration</th>
<th>Lead Master Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the new extensionist</td>
<td>Basic</td>
<td>Short</td>
<td>Kristin</td>
<td></td>
</tr>
<tr>
<td>2. Extension approaches and methods (understand major approaches and</td>
<td>Basic Field agents</td>
<td>Short</td>
<td>Patrice and Samson</td>
<td></td>
</tr>
<tr>
<td>tools in extension)</td>
<td>Managers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Extension program management (program management theories, leadership, action planning, human resource management, coordination, M&amp;E)</td>
<td>Intermediate Managers including field managers</td>
<td>Long</td>
<td>Mercy and Mary</td>
<td></td>
</tr>
<tr>
<td>4. Professional ethics (understand what a)</td>
<td>Basic</td>
<td>Short</td>
<td>Zanele and Fanie</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Facilitator(s)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
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<tr>
<td>5. Adult Education for Behavior Change</td>
<td>Basic</td>
<td>Intermediate</td>
<td>Mercy and Kristin</td>
<td></td>
</tr>
<tr>
<td>(behavior change theories and how adults learn)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Knowledge Management for RAS</td>
<td>Basic</td>
<td>Intermediate</td>
<td>Andry and Mary</td>
<td></td>
</tr>
<tr>
<td>(basics of knowledge management, types of communication media, understand different types of knowledge)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. Facilitation for Development</td>
<td>Basic</td>
<td>Intermediate</td>
<td>Hlami and Samson</td>
<td></td>
</tr>
<tr>
<td>(how to facilitate change, how to broker, methods and tools for facilitation)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>8. Community Mobilization</td>
<td>Intermediate</td>
<td>Long</td>
<td>Johan</td>
<td></td>
</tr>
<tr>
<td>(understand, culture, diversity, gender and youth roles, livelihood assessments, problem-solving approaches)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Farmer Organizational Development</td>
<td>Intermediate</td>
<td></td>
<td>Hlami and Mercy</td>
<td></td>
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<tr>
<td>(types of farmer organizations, developing capacity, sustainability)</td>
<td></td>
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<tr>
<td>10. Value Chain Extension</td>
<td>Advanced</td>
<td>Long</td>
<td>Max and Verona</td>
<td></td>
</tr>
<tr>
<td>(importance of marketing, what are value chains, market analysis tools, use of ICTs in value chains)</td>
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<tr>
<td>11. Agricultural Entrepreneurship</td>
<td>Advanced</td>
<td>Long</td>
<td>Paul Fatch and Patrice</td>
<td></td>
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<tr>
<td>(what is agripreneurship and what are key skills for running a business, financial management, record keeping)</td>
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<tr>
<td>12. Gender in Extension and Advisory Services</td>
<td>Basic</td>
<td>Short</td>
<td>Evelyne Ndipondjou and Hlami</td>
<td></td>
</tr>
<tr>
<td>(gender issues in rural livelihoods, how to apply a gender lens)</td>
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<tr>
<td>(what is risk, uncertainty, resilience and adaption; climate change; risk management tools)</td>
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<td></td>
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<tr>
<td>14. NELK+- Evaluation of Extension Programmes</td>
<td>Advanced</td>
<td>Intermediate</td>
<td>Andry and Patrice</td>
<td></td>
</tr>
<tr>
<td>(monitoring and evaluation of RAS)</td>
<td></td>
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<td></td>
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<tr>
<td>15. NELK+ - Policy advocacy of rural advisory services (how to analyze policies, how to use data for advocacy, advocacy tools)</td>
<td>Advanced</td>
<td>Intermediate</td>
<td>Paul Fatch and Kristin</td>
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<tr>
<td>16. NELK+ - Nutrition-sensitive extension (what is a nutritious diet, how does malnutrition affect society, promoting practices to access healthy foods)</td>
<td>Advanced</td>
<td>Intermediate</td>
<td>Verona</td>
<td></td>
</tr>
</tbody>
</table>
4. ANNEXES

List of participants

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Institution</th>
<th>Country</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tr>
<tr>
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</tr>
<tr>
<td>7.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td>Evelyne Ndipondjou</td>
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<td>11.</td>
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<tr>
<td>12.</td>
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<td><a href="mailto:makeredolu@winrock.org">makeredolu@winrock.org</a></td>
</tr>
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**Trainers**

<table>
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<tr>
<td>13.</td>
<td>Hlamalani Ngwenya</td>
<td>Consultant</td>
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<tr>
<td>14.</td>
<td>Davis Kristin</td>
<td>DLEC</td>
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<td><a href="mailto:K.Davis@cgiar.org">K.Davis@cgiar.org</a></td>
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<tr>
<td>15.</td>
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<td>University of Pretoria</td>
<td>South Africa</td>
<td><a href="mailto:Fanie.Terblanche@up.ac.za">Fanie.Terblanche@up.ac.za</a></td>
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Draft working program for New Extensionist Learning Kit Training Week

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>8:30 – 10:30</th>
<th>10:30 – 11:00</th>
<th>11:00 – 1:00</th>
<th>1:00 – 2:30</th>
<th>2:30 – 4:30</th>
<th>4:30</th>
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<tbody>
<tr>
<td>1</td>
<td>Dec 3</td>
<td>Mon</td>
<td>Plenary</td>
<td>Tea Break</td>
<td>Lunch Break</td>
<td>Self-study</td>
<td>Tea</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Introduction and purpose</td>
<td>Facilitators set up for training on module 1</td>
<td>Plenary Overview of the kit and how to</td>
<td>Adlers Restaurant</td>
<td></td>
</tr>
</tbody>
</table>
Learning styles
(Max, Kristin, Hlami)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Dec 4 Tues</td>
<td>Sharing session from day 1 (60’) Plenary key messages and start next module</td>
<td>Adlers Restaurant Self-study</td>
</tr>
<tr>
<td>3</td>
<td>Dec 5 Wed</td>
<td>Sharing session from day 2 (60’) Plenary key messages and start next module</td>
<td>Adlers Restaurant Self-study (free time)</td>
</tr>
<tr>
<td>4</td>
<td>Dec 6 Thur</td>
<td>Sharing session from day 3 (60’) Plenary key messages and integrating ICTs in NELK</td>
<td>Adlers Restaurant Self-study &amp; coaching</td>
</tr>
<tr>
<td>5</td>
<td>Dec 7 Fri</td>
<td>Experience with the kit Individual and regional needs &amp; strategies</td>
<td>Adlers Restaurant Group coaching</td>
</tr>
<tr>
<td>6</td>
<td>Dec 8 Sat</td>
<td>Sharing session from day 5 M&amp;E of the Kit (Hlami)</td>
<td>Adlers Restaurant Wrap up</td>
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</tbody>
</table>

Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O’Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never applies to me.</td>
<td>Sometimes applies to me.</td>
<td>Often applies to me.</td>
<td></td>
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</tbody>
</table>

SECTION ONE:

1. _____I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____I remember something better if I write it down.
3. _____I get lost or am late if someone tells me how to get to a new place, and I don’t write down the directions.
4. _____When trying to remember someone’s telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____If I am taking a test, I can “see” the textbook page and where the answer is located.
6. _____It helps me to look at the person while listening; it keeps me focused.
7. _____Using flashcards helps me to retain material for tests.
8. _____It’s hard for me to understand what a person is saying when there are people talking or music playing.
9. _____It’s hard for me to understand a joke when someone tells me.
10. _____It is better for me to get work done in a quiet place.

Total _____

SECTION TWO:

1. _____My written work doesn’t look neat to me. My papers have crossed-out words and erasures.
2. _____It helps to use my finger as a pointer when reading to keep my place.
3. _____Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____I remember things that I hear, rather than things that I see or read.
6. _____Writing is tiring. I press down too hard with my pen or pencil.
7. _____My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____When I read, I mix up words that look alike, such as “them” and “then,” “bad” and “dad.”
9. _____It’s hard for me to read other people’s handwriting.
10. _____If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

Continue with Section Three on the reverse side

SECTION THREE:

1. _____I don’t like to read directions; I’d rather just start doing.
2. _____I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____Studying at a desk is not for me.
4. _____I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____Before I follow directions, it helps me to see someone else do it first.
6. _____I find myself needing frequent breaks while studying.
7. _____I am not skilled in giving verbal explanations or directions.
8. _____I do not become easily lost, even in strange surroundings.
9. _____I think better when I have the freedom to move around.
10. _____When I can’t think of a specific word, I’ll use my hands a lot and call something a “what-cha-ma-call-it” or a “thing-a-ma-jig.”

Total _____

SCORING:
Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: _____ (Visual)
Section Two score: _____ (Auditory)
Section Three score: _____ (Kinesthetic)
EVALUATING THE LEARNING STYLE QUESTIONNAIRE

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

<table>
<thead>
<tr>
<th>MODALITY</th>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>KINESTHETIC (Hands-on)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFERRED LEARNING STYLE</td>
<td>Learns by seeing or watching demonstrations</td>
<td>Learns through verbal instructions from self or others.</td>
<td>Learns by doing and direct involvement.</td>
</tr>
<tr>
<td>SPELLING</td>
<td>Recognizes words by sight; relies on configurations of words.</td>
<td>Uses a phonics approach has auditory word attack skills.</td>
<td>Often is a poor speller; writes words to determine if they “feel” right.</td>
</tr>
<tr>
<td>READING</td>
<td>Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.</td>
<td>Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.</td>
<td>Prefers stories where action occurs early; fidgets while reading; not an avid reader.</td>
</tr>
<tr>
<td>HANDWRITING</td>
<td>Tends to be a good, particularly when young; spacing and size are good; appearance is important.</td>
<td>Has more difficulty learning in initial stages; tends to write lightly.</td>
<td>Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.</td>
</tr>
<tr>
<td>MEMORY</td>
<td>Remember faces, but forgets names; writes things down; takes notes.</td>
<td>Remembers names, but forgets faces; remembers by auditory repetition.</td>
<td>Remembers best what was done, but not what was seen or talked about.</td>
</tr>
<tr>
<td>IMAGERY</td>
<td>Vivid imagination; thinks in pictures; visualizes in detail.</td>
<td>Sub-vocalizes; imagines things in sounds; details are less important.</td>
<td>Imagery not important; images that do occur are accompanied by movement.</td>
</tr>
<tr>
<td>DISTRACTABILITY</td>
<td>Unaware of sounds; distracted by movement.</td>
<td>Easily distracted by sounds.</td>
<td>Not attentive to visual or auditory presentation so may seem distracted.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>PROBLEM SOLVING</td>
<td>Deliberate; plans in advance; organizes thoughts by writing them; lists problems.</td>
<td>Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.</td>
<td>Attacks problem physically; impulsive; often selects solution involving greatest activity.</td>
</tr>
<tr>
<td>RESPONSE TO PERIODS OF INACTIVITY</td>
<td>Stares or doodles; finds something.</td>
<td>Hums, talks to self, or talks to others.</td>
<td>Fidgets or finds reasons to move.</td>
</tr>
<tr>
<td>RESPONSE TO NEW SITUATIONS</td>
<td>Looks around or examines structure.</td>
<td>Talks about situation; discusses pros and cons of what to do.</td>
<td>Tries things out; touches, feels or manipulates.</td>
</tr>
</tbody>
</table>

**New Extensionist Learning Kit Training of Master Trainers**

We value your honest feedback. Your perspectives are crucial in helping us continuously improve. Please reflect on your experience of the event and provide your candid opinions here.

**How likely is it that you would recommend the DLEC community of practice forum to a friend or colleague?**

<table>
<thead>
<tr>
<th>NOT AT ALL LIKELY</th>
<th>EXTREMELY LIKELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

What is the most important reason for your rating?

**On a scale of 0-4, what is your level of agreement with the following statements concerning the training?**
<table>
<thead>
<tr>
<th>0</th>
<th>= Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>= Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dialogue was rich and thought-provoking.</td>
<td></td>
<td></td>
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<tr>
<td>The presentations were relevant.</td>
<td></td>
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<tr>
<td>Novel and/or interesting approaches and technologies were featured.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please include any additional feedback below:

Did anything surprise you? Are you walking away with any new insights or action items?

What topic was not addressed by this training?

What other topics would you like to see meetings organized on?

May our team follow up with you directly if we have additional questions? If yes, please indicate your email or phone number where you would like to be reached?

Are you a member of the DLEC Community of Practice? If not, we invite you to join at https://dlec.hivebrite.com/

- This is what we chose through https://goo.gl/forms/hGkyJPPXJ3MMVtpA2