



TRAINING REPORT ON MASTER TRAINERS AND TRAINER OF TRAINERS APPROACH

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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

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

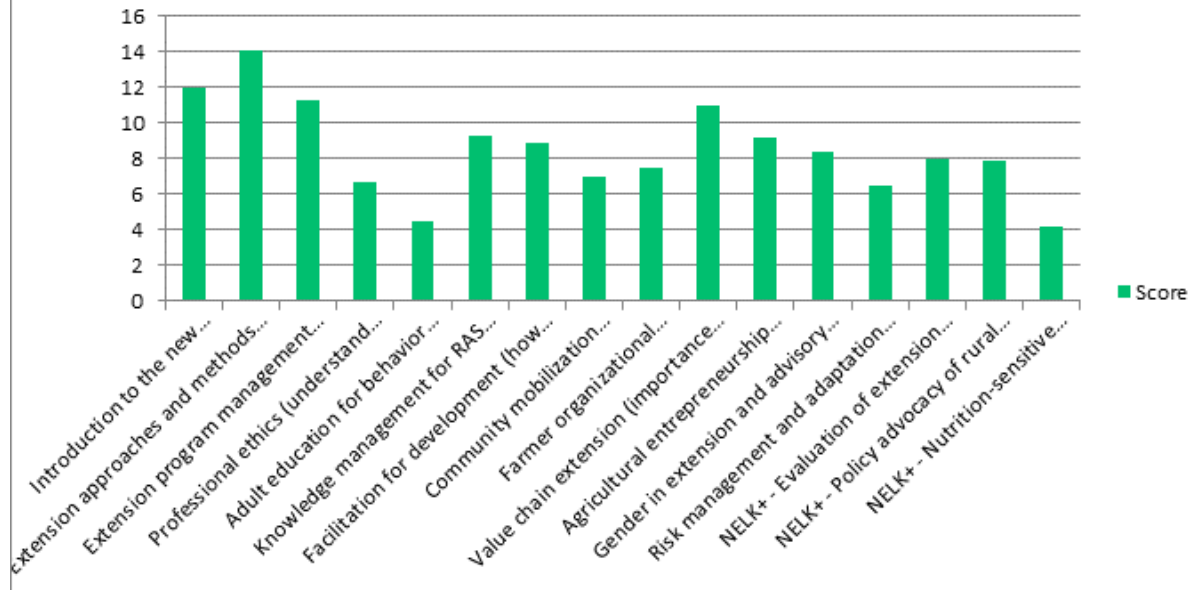
Participants were requested to share progress on NLEK training including regional training done in Durban, Korea and Uganda during regional meetings. Additionally, national trainings had been done, thus need for scaling the approach. It was noted that, there is growing interest in the use of the NELK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



Participants took some time to reflect and further ranked the modules.



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 calendar) ; These Allow master trainers to use a collaborative calendar to plan, inform and remind other members on group activities. How : <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 reflexions in a visual way How : <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
- 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



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



- h. Master 70% of the modules
- 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

	Level and audience	Learning mode	Duration	Lead Master Trainer
1. Introduction to the new extensionist	Basic		Short	Kristin
2. Extension approaches and methods (understand major approaches and tools in extension)	Basic Field agents Managers		Short	Patrice and Samson
3. Extension program management (program management theories, leadership, action planning, human resource management, coordination, M&E)	Intermediate Managers including field managers		Long	Mercy and Mary
4. Professional ethics (understand what a	Basic		Short	Zanele and Fanie



professional is, how to apply codes of conduct)				
5. Adult education for behavior change (behavior change theories and how adults learn)	Basic		Intermediate	Mercy and Kristin
6. Knowledge management for RAS (basics of knowledge management, types of communication media, understand different types of knowledge)	Basic		Intermediate	Andry and Mary
7. Facilitation for development (how to facilitate change, how to broker, methods and tools for facilitation)	Basic		Intermediate	Hlami and Samson
8. Community mobilization (understand, culture, diversity, gender and youth roles, livelihood assessments, problem-solving approaches)	Intermediate		Long	Johan
9. Farmer organizational development (types of farmer organizations, developing capacity, sustainability)			Intermediate	Hlami and Mercy
10. Value chain extension (importance of marketing, what are value chains, market analysis tools, use of ICTs in value chains)	Advanced Extension agents		Long	Max and Verona
11. Agricultural entrepreneurship (what is agripreneurship and what are key skills for running a business, financial management, record keeping)	Advanced Extension agents		Long	Paul Fatch and Patrice
12. Gender in extension and advisory services (gender issues in rural livelihoods, how to apply a gender lens)	Basic		Short	Evelyne Ndipondjou and Hlami
13. Risk management and adaptation in RAS (what is risk, uncertainty, resilience and adaption; climate change; risk management tools)	Intermediate		Intermediate	Patrice and Max
14. NELK+ - Evaluation of extension programmes (monitoring and evaluation of RAS)	Advanced		Intermediate	Andry and Patrice



15. NELK+ - Policy advocacy of rural advisory services (how to analyze policies, how to use data for advocacy, advocacy tools)	Advanced		Intermediate	Paul Fatch and Kristin
16. NELK+ - Nutrition-sensitive extension (what is a nutritious diet, how does malnutrition affect society, promoting practices to access healthy foods)	Advanced		Intermediate	Verona



4. ANNEXES

List of participants

No	Name	Institution	Country	Email
1.	Max Olupot	AFAAS Secretariat	Uganda	molupot@afaas-africa.org
2.	Samson Eshetu	ICRA/AFAAS	Ethiopia	eshetusamson@gmail.com
3.	Patrice Djamen	RESCAR-AOC	Burkina Faso	p.djamen759@gmail.com
4.	Rucibigango Mary	Rwanda CF	Rwanda	mrucibigango@gmail.com
5.	Andrianjafy Raso	Madagascar CF	Madagascar	andrew.raso@gmail.com
6.	Paul Fatch	MaFAAS	Malawi	paulfatch@gmail.com
7.	Zanele Precious Mkhize	SANFAAS	South Africa	ZaneleMk@daff.gov.za
8.	Adolphus Johnson	University/ SL CF	Sierra Leone	dibijay2003@yahoo.com
9.	Verona Parkston	AVEMA / Moz CF	Mozambique	Verona@agema.co.mz
10.	Evelyne Ndipondjou	Cameroon	Cameroon	etiague@yahoo.fr
11.	Johan Van Niekerk	University / SARAFSAAS	South Africa	vNiekerkJA@ufs.ac.za
12.	Mercy Akeredolu	Sasakawa	Ethiopia	makeredolu@winrock.org
	Trainers			
13.	Hlamalani Ngwenya	Consultant	South Africa	hngwenya22@gmail.com
14.	Davis Kristin	DLEC	South Africa	K.Davis@cgiar.org
15.	Fanie Terblanche	University of Pretoria	South Africa	Fanie.Terblanche@up.ac.za

Draft working program for New Extensionist Learning Kit Training Week

	Date	8:30 – 10:30	10:30 – 11:00 Tea Break	11:00 – 1:00	1:00 – 2:30 Lunch Break	2:30 – 4:30	4:30 Tea
Day 1	Dec 3 Mon	Plenary Introduction and purpose	Facilitators set up for training on module 1	Plenary Overview of the kit and how to	Adlers Restaurant	Self-study	



		Learning styles (Max, Kristin, Hlami)		use it (Hlami) 30' Selected module		Facilitators sit with input people	
Day 2	Dec 4 Tues	Sharing session from day 1 (60') Plenary key messages and start next module		Plenary/group work/self-study on selected modules	Adlers Restaurant	Self-study	
Day 3	Dec 5 Wed	Sharing session from day 2 (60') Plenary key messages and start next module		Plenary/group work/self-study on selected modules	Adlers Restaurant	Self-study (free time)	
Day 4	Dec 6 Thur	Sharing session from day 3 (60') Plenary key messages and integrating ICTs in NELK		Plenary on integrating ICTs in NELK	Adlers Restaurant	Self-study & coaching	
Day 5	Dec 7 Fri	Experience with the kit Individual and regional needs & strategies		Experience with the kit Individual and regional needs & strategies	Adlers Restaurant	Group coaching	
Day 6	Dec 8 Sat	Sharing session from day 5 M&E of the Kit (Hlami)		Plan for community of practice/support Resource mobilization	Adlers Restaurant	Wrap up	

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.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

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.

MODALITY	VISUAL	AUDITORY	KINESTHETIC (Hands-on)
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they “feel” right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.



DISTRACTABILITY	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

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?

NOT AT ALL LIKELY

EXTREMELY LIKELY

0	1	2	3	4	5	6	7	8	9	10
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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?



0 = Strongly Disagree 1 2 3 4 = Strongly Agree

The dialogue was rich and thought-provoking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentations were relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Novel and/or interesting approaches and technologies were featured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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](https://goo.gl/forms/hGkyJPPXJ3MMVtpA2)