

NELK Customisation Guide

Experiences from the ground



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1. INTRODUCTION

Since 2012, the Global Forum for Rural Advisory Services (GFRAS) has engaged in the process of developing the New Extensionist concept and subsequently the development of the New Extensionist Learning Kit (widely known as NELK). Between 2015 and 2021 [GFRAS developed the New Extensionist Learning Kit \(NELK\)](#) with 20 modules. This package is meant for self-learning as well as interactive group learning.

At GFRAS Level (or even regional levels) it would be practically impossible to develop learning material that are specific enough to suit every context and need. The content of NELK modules is therefore designed to be general enough (with global perspective) to allow customization to the local or regional context.

Based on the demand from various organisations, experts in the GFRAS community have delivered and supported the training of RAS stakeholders with the NELK package in several countries. Experience has shown that the use of NELK was most effective if the content was adapted to local specific conditions and realities. This customization has so far been carried out in a case-by-case basis in various countries and regions.

This document draws on the experiences generated so far, consolidates and provides a set of customization guidelines that are useful for people interested in capacity strengthening through NELK to make it suitable for their specific working environment.

2. BACKGROUND TO THE NEW EXTENSIONIST

As the New extensionist movement goes to scale, it is very crucial for everyone to understand the context within which the concept was developed. This is important as to maintain and preserve the founding principles. This section provides key information on the conceptual framework of the New extensionist concept and subsequently the learning kit.

WHAT IS THE NEW EXTENSIONIST?

The 'New Extensionist' is a concept that was developed by the Global Forum for Rural Advisory Services (GFRAS) and its networks back in 2012. The concept provides a holistic view of agricultural extension and rural advisory services in the context of Agricultural Innovation Systems (AIS) and the ever-changing agricultural landscape. It acknowledges the pluralistic nature of extension and advisory services as well as multiple and diverse stakeholders play key roles at various levels of agriculture innovation.



Develop new extensionist concept

Their interactions. EAS are critical brokers within the agricultural innovation system, linking end users to markets, science, education, etc.

The New extensionist concept therefore calls for an expanded role for RAS in agriculture and rural development, requiring investment in the development of new capacities at the individual, organisational and systems levels.

The organising principle: In 2012 GFRAS developed a [New extensionist position paper](#) that clearly details the role that extension plays in AIS and the strategies and capacities needed at individual, Organisation and System level. We view Extension and Advisory Services (EAS) from an agricultural innovation systems perspective, which considers the actors, their interactions, and the policies or rules of the game that govern



The **New extensionist** is therefore:

- A global view of extension and advisory services (EAS) clearly articulating and reinventing its expanded role within [Agricultural Innovation Systems](#) (AIS).
- The view goes beyond strengthening individual skills, but also look at organisations and systems and their capacities.
- EAS include actors from public, private, and civil society who support rural dwellers in many ways

WHAT IS THE NEW EXTENSIONIST LEARNING KIT (NELK)?

NELK ORIGINS

In 2013 the GFRAS established a [Consortium on Extension Education and Training](#), which is a voluntary platform that brought together a wide range of expertise from academic institutions, researchers, extension service providers to champion the concept of new extensionist, professionalisation and other related topics.

This consortium started a consultative process to define [New Extensionist Core Competencies](#) required at the *individual level* to fulfil the role of the new extensionist. Subsequently in 2015 the process of translating the defined core competencies into a 'New Extensionist Learning Kit began.



Identify core competencies

The core competencies: Using the New extensionist position paper, the Consortium outlined a set of essential functional skills or core competencies that are considered essential for RAS actors to fulfil their role in the changing landscape.

The New extensionist Learning Kit:

- Is the set of modules that were developed based on the core competencies that were identified.
- Focuses on the Individual level capacities aiming at equipping extension professionals to effectively function within **Agricultural Innovation System** with ultimate aim of benefiting producers and related actors.
- Is a Learning resource for individual extension field staff, as well as educational for managers, lecturers, farmer organizations, NGOs etc. who works with RAS.

HOW NELK IS DESIGNED?



Develop modules

- The [New Extensionist Learning Kit](#) comprises a series of stand-alone modules covering core **functional skills** (also known as 'soft' skills') that cut across different fields.
- In response to the demand, more **technical skills** and **theme based modules** were also produced as part of NELK.
- It is designed for self-directed, face-to-face or blended learning (which is a combination of face-to-face, self-learning and other means).
- So far, there are 11 Functional skills modules; 6 Thematic modules and 2 technical modules.

NELK TARGET AUDIENCE

- NELK functional skills are relevant for anyone providing extension and advisory service to farmers.
- NELK aimed at strengthening the capacities of individual field extension staff, managers, lecturers/facilitators.
- In a pluralistic environment, the extension service providers could be within government, farmer/producer organisations, private sector, non-governmental organisations (NGOs), training institutions. And research institutions
- Some modules are more relevant for the frontline extension agents, and some for Managers and Policy makers. When promoting NELK, there is a need to look at each module a determine the level for the trainees end user.
- Facilitators to use in Face-to-face training settings.

The profile of extension agent

- Extension Agents working at different levels – namely those who interface directly with farmers as well as their managers/ supervisors.
 - **Extension Agents** from public, private, civil society/ NGOs, and farmer-producer organisations. The present content however is more directed towards public extension services.
 - **Training: basic;** 2-3 years’ diploma (and thus more practical than theoretical focus probably little practical hands-on); little or no professional development; some countries train generalists and some specialists (many of these may work in private sector)
 - **Physical situation:**
 - Where there is little or no access to internet and electricity; rural areas; may have no office- the PDF packages can be printed and handed over to them).
 - Where there is internet connection- the online version will work.

NELK LEVELS AND TARGET AUDIENCE

- The table below shows the levels of NELK modules and proposed entry level based on basic, intermediary and advanced.

NELK Module	Level and audience	Duration
1. Introduction to the new extensionist	Basic	Short
2. Extension approaches and methods (understand major approaches and tools in extension)	Basic, Field agents, Managers	Short
3. Extension program management (program management theories, leadership, action planning, human resource management, coordination, M&E)	Intermediate, Managers including field managers	Long
4. Professional ethics (understand what a professional is, how to apply codes of conduct)	Basic	Short
5. Adult education for behavior change (behavior change theories and how adults learn)	Basic	Intermediate

6. Knowledge management for RAS (basics of knowledge management, types of communication media, understand different types of knowledge)	Basic	Intermediate
7. Facilitation for development (how to facilitate change, how to broker, methods and tools for facilitation)	Basic	Intermediate
8. Community mobilization (understand, culture, diversity, gender and youth roles, livelihood assessments, problem-solving approaches)	Intermediate	Long
9. Farmer organizational development (types of farmer organizations, developing capacity, sustainability)	Intermediary, Extension agents, farmer organisations	Intermediate
10. Value chain extension (importance of marketing, what are value chains, market analysis tools, use of ICTs in value chains)	Advanced, Extension agents	Long
11. Agricultural entrepreneurship (what is agripreneurship and what are key skills for running a business, financial management, record keeping)	Advanced, Extension agents	Long
12. NELK Thematic Gender in extension and advisory services (gender issues in rural livelihoods, how to apply a gender lens)	Basic	Short
13. NELK Thematic Risk management and adaptation in RAS (what is risk, uncertainty, resilience and adaption; climate change; risk management tools)	Intermediate	Intermediate
14. NELK Thematic- Evaluation of extension programmes (monitoring and evaluation of RAS)	Advanced Extension Managers	Intermediate
15. NELK Thematic Policy advocacy of rural advisory services (how to analyze policies, how to use data for advocacy, advocacy tools)	Advanced Extension Managers. Farmer organisations	Intermediate
16. NELK Thematic Nutrition-sensitive extension (what is a nutritious diet, how does malnutrition affect society, promoting practices to access healthy foods)	Advanced Extension agents. Community facilitators	Intermediate
17. NELK Thematic Youth Mentorship	Intermediate Extension agents and youth organisations	Intermediate
18. NELK Thematic e-Extension	Intermediate	Intermediate
19. NELK Technical- Integrated Pest Management	Intermediate Extension agents, entrepreneurs, input suppliers	Long
20. NELK Technical- Smallholder Horticulture. Empowerment and Promotion (SHEP)	Advanced Extension agents	Long

WHAT NELK IS NOT



NELK was originally developed as an additional learning kit to supplement or add value to what the extension personnel already have (more technical skills). Therefore, NELK should NOT be used as full qualification on its own.

There should be a balance between NELK modules and other technical skills such as plant production, animal production etc that are required to complete any extension qualification.

NELK MODE (BLENDED APPROACH)

The NELK kit is designed for self-directed, face-to-face or blended learning (which is a combination of face-to-face, self-learning and other means).

Each module contains a pack with a textbook, workbook, lecturer's guide and Power Point presentation that can be downloaded from the GFRAS website easily and at no cost.

Each pack also contains an interactive eLearning version that can be taken as part of the Massive Open Online Courses (MOOCs).

THE NEW EXTENSIONIST LOGO AND BRANDING



There is a specific logo for the New extensionist. That is a head showing a person thinking laterally to represent the understanding of agriculture as innovation system.

Any communicate regarding the new extensionist has this logo and it helps distinguishes it from any other GFRAS branding. For example, in a GFRAS Power Point template (PPT), one need to add this head if the presentation is about the New extensionist.

The same applies to any publication relating to the New extensionist.

NELK PACKAGES BASED ON DEVELOPMENT PHASE

There are different packages of NELK based on the stages of development and themes.



Package
modules

NELK Training Package (11)	NELK Thematic (7)	NELK Technical (2)
Eleven modules elaborated based on the envisaged role of the "New Extensionist" covering relevant capacities required at the individual level for extension workers to operate efficiently in an ever-changing rural background.	There are currently seven modules designed to address emerging trends in agriculture and rural advisory service.	This category currently covers two modules focused on specific technical knowledge and skills related to agricultural development.

Categories of NELK Modules

NELK New Extensionist Training Package

No.	Title	No.	Title
Module 01	Introduction to the New Extensionist	Module 07	Introduction to Facilitation for Development
Module 02	Overview of Extension Methods and Tools	Module 08	Community Mobilization
Module 03	Agricultural Extension Programme Management	Module 09	Farmer Organizational Development
Module 04	Professional Ethics	Module 10	The Role of Extension in Value Chains
Module 05	Adult Learning for Behavioural Change	Module 11	Agricultural Entrepreneurship
Module 06	Basic Knowledge Management and Extension		

NELK Thematic

No.	Title	No.	Title
Them. 01	Gender in Advisory Services	Them. 05	Nutrition-Sensitive Extension
Them. 02	Risk Mitigation and Adaptation in Extension	Them. 06	e-Extension
Them. 03	Developing Capacity for Evaluation of Rural Extension and RAS	Them. 07	Youth Mentoring
Them. 04	Policy Advocacy for Rural Advisory Services		

NELK Technical

No.	Title	No.	Title
Tech. 01	Smallholder Horticulture Empowerment & Promotion (SHEP)	Tech. 02	Integrated Pest Management

NELK Customized

Since 2017 many individuals, organisations and networks began to adapt NELK modules and customize it to their different context. Therefore, NELK Customized refer to the adapted (and sometime further developed) modules to suit specific context.

MODULE HIERARCHY LAYOUT AND INSTRUCTIONAL DESIGN

Each of the NELK modules follows the **hierarchy** as reflected below:

Module overview

- Make a brief overview of the module – relevance to the Field Extensionist job
- Relate the module to the whole New Extension curriculum

Learning objectives

- Statement describing a competency or performance capability to be acquired by the learner.
- Objectives are *intended* results of instruction
- 3 to 4 Objectives

Performance outcomes

- Outcomes are *achieved* (measured) results of what was learned
- Performance expected when competency is put into action

- Outcome statements must be specific, observable, and measurable
Units (I, II, III) – Reformulate the module’s learning objectives into Unit headings

For each Unit

- *Unit overview*
- *Learning objectives (up to 3)*

Sessions (Ia, Ib...) – Reformulate Unit objectives into Session headings

For each session

- *Introduction*
- *Session content (Make bullet points)*

Activities Ia-i...) – Determine for each learning objective

Further instructional design: There are many ways to design the content in order to vary how it is presented. For example, it can be

- a simple narrative mode;
- it can introduce scenarios and present fictional characters representing field extension agents as they go about their work (story-telling mode);
- animation can be used to provide more variation to the slides;
- examples will need to be highlighted in different ways - with written cases, videos or podcasts - and include summaries of the main points; also, exercises can be presented in many different ways, including as games.
- An instructional designer can build in more creativity into the educational presentation of the e-learning material.
- Ideally this can be carried out by the editors together with the graphic designer if the designer has a pedagogical background.

Illustrations: Also related to design, there needs to be a corporate identity for drawings/ illustrations for the e-learning resource.

NELK PACKAGE PRODUCTS

Each NELK Module contains a package with 6 products. That is:

- 1 x module has a manual with clear instructions
- A workbook with all the activities (To guide self-directed learning)
- A lecture guide (to be used by the facilitator in case of face to face learning)
- A power point presentation (to allow facilitation of for face-to-face in a blended approach)
- Each module is also translated into an online version with clear learners guide
- A number of YouTube videos that help explain complex concepts but also allow interactive learning.



Full package

- <http://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>

A short introduction Video (YouTube) (<https://www.youtube.com/playlist?list=PLxyw0OhIoFl0PTHerfJJqSn6MQvUlgexS>)

Online versions for all modules (nelk.g-fras.org)

CREATIVE COMMONS LICENCE



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So, all NELK Material can be downloaded freely from the GFRAS website. People are encouraged to use, adapt and further develop the material to suit their different context, without compromising the minimum quality. Proper citation and acknowledgement is required when using the NELK material.

3. NELK DISSEMINATION MODES AND ROLL OUT



Roll out kit

So far, five ways have been used roll out and disseminate NELK. That is through testing, sensitization, training, Mainstreaming and now Customization.

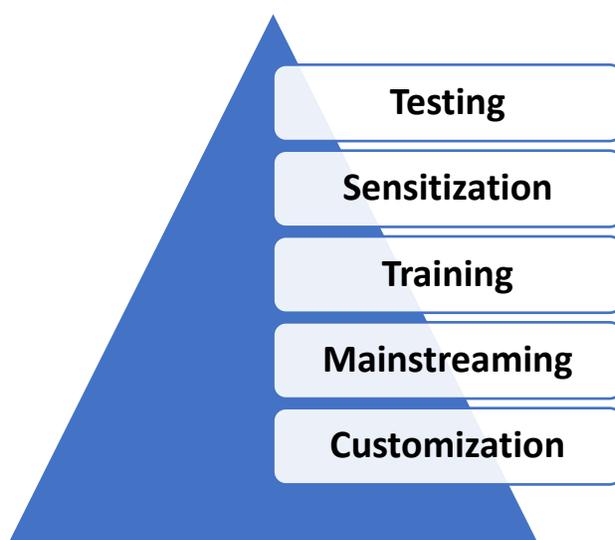


Figure 1: NELK Dissemination modes

WHAT IS NELK TESTING?

When each module is developed, it cannot be finalised before it gets tested. Learning from the process so far, getting the modules tested on the ground is an imperative step to ensure quality.

The **testing** implies getting a wide range of people go through the modules and workbook (in detail) either in a workshop set up or as self-directed learning (individually), and provide feedback in terms of content, process and other general observation and comments.

How testing can be done

Testing can be done in different ways including:

- Face to face meetings
- Self-organised focus groups (Volunteers)
- Individual volunteers

To ensure quality and triangulation, a minimum of 15 people (per module) from different backgrounds is required to test each module. The feedback then consolidates and integrated into the modules.

How testing is managed and tracked?

For quality assurance, it is important to develop some form of a tracking sheet that provides details in terms of who participates, where, how and which module. A testing form was used to guide what to look out for when going through the modules.

Each participant is required to complete the form. The participant would receive a certificate of appreciation once the form was completed and returned. The feedback should be used to revise and further develop the modules. An example of the testing form is shown in Annex 1 and it can be modified accordingly.

WHAT IS NELK SENSITIZATION?

Sensitization is about creating awareness and providing an overview of the whole New Extensionist Learning Kit. What it is, how it was developed, which modules are available, how the kit can be used and where to find what.

Sensitization can be done through workshops, presentations, online discussions, social media sharing of material. Remember to provide links where the entire learning kit can be found.

WHAT IS NELK TRAINING?

A training session is where learners are taken through an entire module. This can happen online, face-to-face, or with blended approaches. Trainings can be organized as side events alongside other meetings national, regional and global levels. Trainings can also be self-organised by individuals, country fora, regional networks, institution etc.

Modules can be used as they are or can be adapted to suit a specific context based on training needs.

WHAT IS NELK MAINSTREAMING?

Mainstreaming occurs when training institutions and organisations take up modules and integrate them into their training programs. Institutions may adopt some parts of NELK and integrate into formal program as resource material; or they can use their entire kit (adapted) as full stand-alone material. NELK can also be adapted and used as short-learning programs.

There is no standard procedure on how Mainstreaming can be done. However, this process should be informed by the rules and regulations of a given institution.

4. WHAT IS NELK CUSTOMIZATION?

Dissemination modes 3 (Training) and 4 (Mainstreaming) allow for customisation or adaptation and further development of modules for different contexts.

NELK CUSTOMIZATION therefore mean:

- a process of adapting and/or further development of the New Extension Learning Kit to suit different context.
- The material can be customized for training in a face to face setup, online or both; or it can be modified to be intergrated into mainstream programs or curricula of training institutions.

Whatever the case maybe, persons delivering the modules need to find creative ways to make the material work for their context. In some contexts, one cannot possibly anticipate in advance how the process would unfold; one need to think on their toes and make it work.

5. FACTORS TO CONSIDER IN CUSTOMIZATION OF THE NELK

Like with any other trainings, there are number of factors to be considered before Customization of NELK

INTENTION AND INTENDED TARGET

Intended objectives and expected learning outcomes: Will vary depending on the purpose and what it is used for (e.g. sensitization, training, or mainstreaming mode).

Module Experts: Select person(s) with expertise on the topic (preferably from the region) and can provide situational examples.

Target audience: Decision on the target audience is important to determine the level of Customization. For example Front-line extension officers, senior level extensionists, farmer organizations, students etc will have a bearing on the content of the customized modules.

Language translation: May be necessary if trainees speak language other than English. Check with GFRAS Secretariat or other networks to determine if materials you are interested in using have been translated already or not.

Funding: This is necessary to allow for delivery of face-to-face training over one or more days and or language translation.

LEVELS OF CUSTOMIZATION

There are three levels of use/customization that one need to consider and have implication on the intensity of the process and resources needed.

Training for general knowledge: Training maybe conducted for import general knowledge using the different modules. In this case customization can be minimal. It may involving modifying some of the activities and case studies to be more in line with the local context.

Training to address specific needs: There are cases where there is a demand for trainings to address certain needs in a specific context..

A module like Gender could easily be intergrated into specific contexts. In this case there is some considerable level of Customization that will be required in order to fit to that context. One should also supplement with other additional and relevant material.

Mainstreaming: Depending on the need, the same module could be subjected to these three different stages of customizations (like the Gender mainstreaming in value chains in Malawi and Cameroon), and the tools will always be different.

KEY ROLES IN NELK CUSTOMISATION

Like with the development of NELK, the success of any Customization process is highly depended on the availability of both Human and financial resources. There are key roles that are critical in any customization process. This included a process facilitator, local coordinator, advisory group, and subject matter specialists to modify the priority modules, packager, hosting institution.



Figure 2: Key roles in NELK Customisation process

PROCESS FACILITATOR AND LOCAL COORDINATOR

The **Process Facilitator** is commissioned to lead the entire customization process in any given context. The Process Facilitator ensures that the selected modules for customization reflect the priorities of stakeholders in a given context and the overall smooth and participatory process.

The Process facilitator is responsible for functioning linkages and effective interactions between the various partners and that the process is moving forward at the agreed pace, with the agreed degree of collaboration and up to the quality standards expected.

Specific Tasks

- Facilitate the selection of NELK modules to be customized and document key features of selection process
- Host workshops with Master Trainers and provide technical backstopping
- Manage the interaction with service provider for packaging of the training materials of the customized modules
- Organise and oversee pilot-testing of customized modules by representative actors of RAS in a given context and document main findings of the testing and feedback of participants.
- Record main steps and document the overall lessons learnt (i.e. opportunities and obstacles)

Local coordinator

- Coordinate activities at local level and work closely with the Process Facilitator who will provide oversight for the entire process. N.B. Depending on the context, the role of Process Facilitator and Local coordinator can also be carried by the same person.
- Advise on the process and on local communication procedures and protocols
- Help identify Advisory Group and the Master Trainers and liaise with them throughout the process when required
- Help identify and liaise with the technical publishing company that packages the final customized products (training materials)

ADVISORY GROUP

An advisory group could be set up consisting of experts representing key institutions and competencies related to the development of agricultural extension

Specific Tasks

- Provide high level advice on the customization process and other initiatives for improving extension and rural advisory services in a given context
- Based on the need assessments, help prioritise modules to be customized
- Help identify Master Trainers who will be responsible for customization
- Advise on ways to customize the modules for the given context (e.g. target to specific type of extension provider; translate; provide Rwandan cases, etc.)
- Give suggestions of additional resource material that could be of use during the development of the module and as resource material for the users
- Suggest activities, cases and tools that could be useful for the customization of modules
- Suggest ways for mainstreaming and further development of NELK
- Provide feedback on the customized modules

SUBJECT MATTER SPECIALIST OR MASTER TRAINERS

Master Trainers (MT) are subject matter specialists with experience in training whose role will be the actual customization of the modules to suit the different context.

Specific Tasks

- With the guidance of the Process Facilitator and Advisory Group, adapt and/ or further develop the content of the selected modules in line with local the needs (incorporate additional information and cases where necessary).
- Identify resource material to help develop the modules in terms of published and unpublished material – with due copyright permissions, training material, Internet resources etc.
- Suggest ways of testing the modules to solicit feedback
- Be available to be consulted by the Publishing Company for additional input
- Suggest pragmatic modalities for rolling out NELK into existing local institutions, including institutionalisation as well as mainstreaming in institutions of higher learning (including possibilities for accreditation processes and other factors)
- Develop ideas for monitoring of implementation of NELK

Minimum requirements for MT

- The experts must know extension and the selected module topic well and have field-level and teaching/training experience.
- Understanding of the agricultural extension and agricultural landscape in Rwanda
- Knowledge of curriculum development and training/teaching
- Ability to work under pressure
- Be available to attend technical meetings and committed to work with peers as co-authors for customizing modules
 - Access to Internet and computer for attending meetings and implementing the work
 - Be open to receiving constructive feedback and be able to incorporate it to improve the modules

PUBLISHING COMPANY OR PACKAGER

Publishing Company works closely with the Master Trainers in developing training materials suitable for blended learning (i.e. self-directed as well as face-to-face).

Specific Tasks

- Undertake structural design, layout, branding, and illustrations and artwork to make all the modules attractive and suitable for learning
- Review and/or create workbooks for each module.
- Edit the modules for language and standard styles
- Develop Workbook for each of the learning modules
- Adapt the completed modules to online learning modules, which will be shorter and more interactive and make suggestions as to suitable learning platforms
- Develop standard power point presentations for each of the module
- Translate modules to online version

HOSTING INSTITUTION



Once customized NELK need to be hosted in one of the local institutions that we enable easy access to the material by local people. This institution should have the necessary infrastructure to host the material and have them readily available.

6. CUSTOMIZATION MADE EASY

Bearing in mind that Customization of NELK is about adapting and further developing the existing modules to suit a given contexts; there are basic steps that are useful for the implementers.

STEP 1: NEED ASSESSMENT

Need assessment is important to determine which of the modules need to be customized. The need assessment can be done in different ways.

Selection of NELK module: Firstly, it could be done by giving participants the list of NELK modules and descriptions and ask them to select the ones they are interested in. The selected modules are then customized.

Identifying key challenges: This follows a rigorous needs assessment process where the locals are asked to identify some key challenges that need special attention. The identified issues (e.g. Market access, climate change etc) and then linked to relevant NELK modules. Then Customization is done to ensure that the issues are addressed.

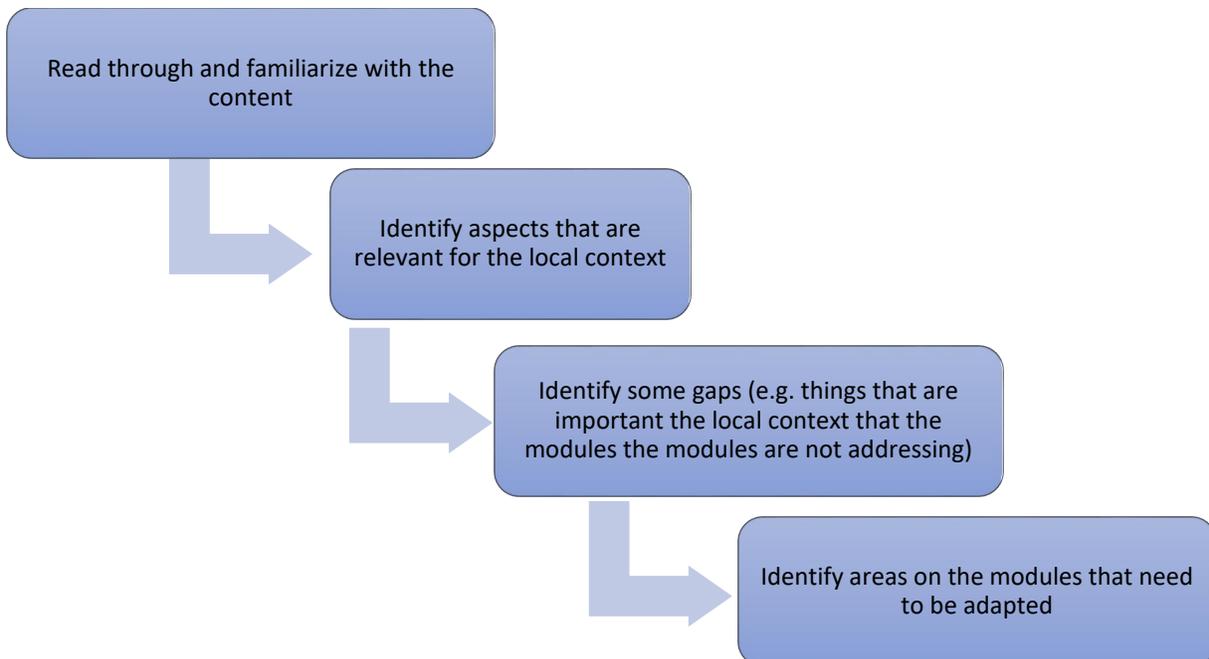


Figure 3: Steps for identifying key challenges during Customization of NELK

STEP 2: IDENTIFY RELEVANCY AND GAPS IN THE CURRENT MODULES

The table below is an example of the NELK Module Customization template

Table 1: NELK Module Customisation template

NELK Module Customisation template			
Module Title			
Authors			
	Relevancy for local context	What are the gaps	What to be adapted
Module overview			
Module introduction			
Complete the pre-assessment in your workbook.			
Study unit 1:			
Study unit overview			
Study unit introduction			
Session 1.1:			
Session outcomes			
Introduction			
Xxxx (Content, with clear subheadings)			
Complete Activity 1.1			
Session 1.2:			
Session outcomes			
Introduction			
Xxxx (Content, with clear subheadings)			
Complete Activity 1.2 in your workbook.			
Session 1.3			
Session outcomes			
Introduction			
Xxxx (Content, with clear subheadings)			
Complete Activity 1.3 in your workbook.			
Concluding remarks			
Xxxx			
Complete the summative assessment in your workbook.			

STEP 3: PEER WRITING TEAMS



It is important to have at least two persons to work on the same module. This is important in bringing different perspectives and for quality assurance. However, in some special cases, one author can be used.

7. CUSTOMIZATION OF NELK IN PRACTICE

This section presents different examples and lessons learned from actual customization of NELK in different context. Outlined are some examples of how the NELK modules have been customized across GFRAS Networks/Country Forum.

CUSTOMIZATION AT COUNTRY LEVEL

BANGLADESH CASE

Context: In early 2020, the GFRAS provided support to the Agricultural Extension in South Asia (AESA) Network and the Bangladesh Agricultural Extension Network (BAEN) to customize one of the NELK Modules to the Bangladesh Context. This exercise was part of the funding support by DLEC (Developing Local Extension Capacity) Project to GFRAS and also part of the regional support to GFRAS Regional Networks.

Purpose: The BAEN Executive Committee selected the NELK Module 7 on ‘Facilitation for Development’ for customisation. Facilitation for development is one of the capacities that was considered most relevant for RAS in Bangladesh.

Mode

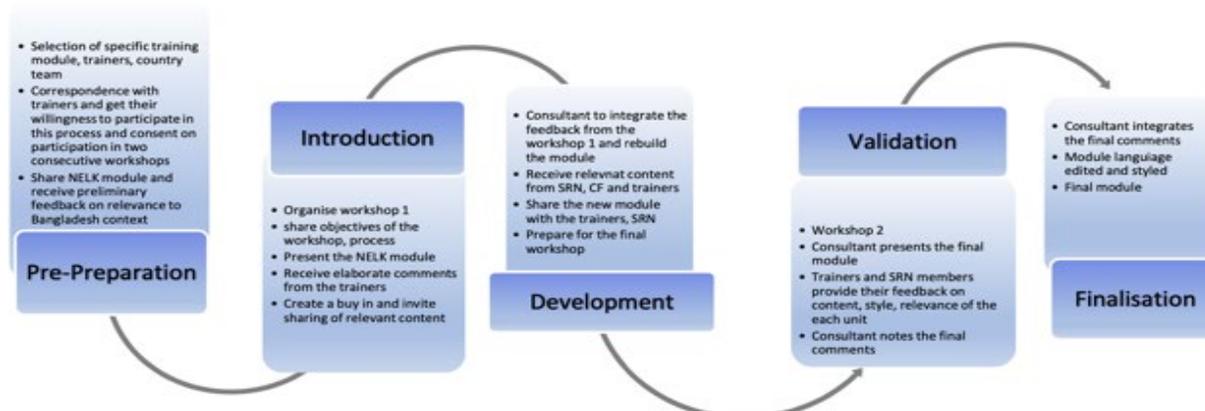


Figure 4: Process of Customisation of NELK Module in Bangladesh in 2020¹

¹ <https://www.g-fras.org/en/gfras/1119-guidance-note-on-the-customization-of-nelk-module-facilitation-for-development-in-bangladesh-aesa-and-baen-april-2021.html>

RWANDA CASE

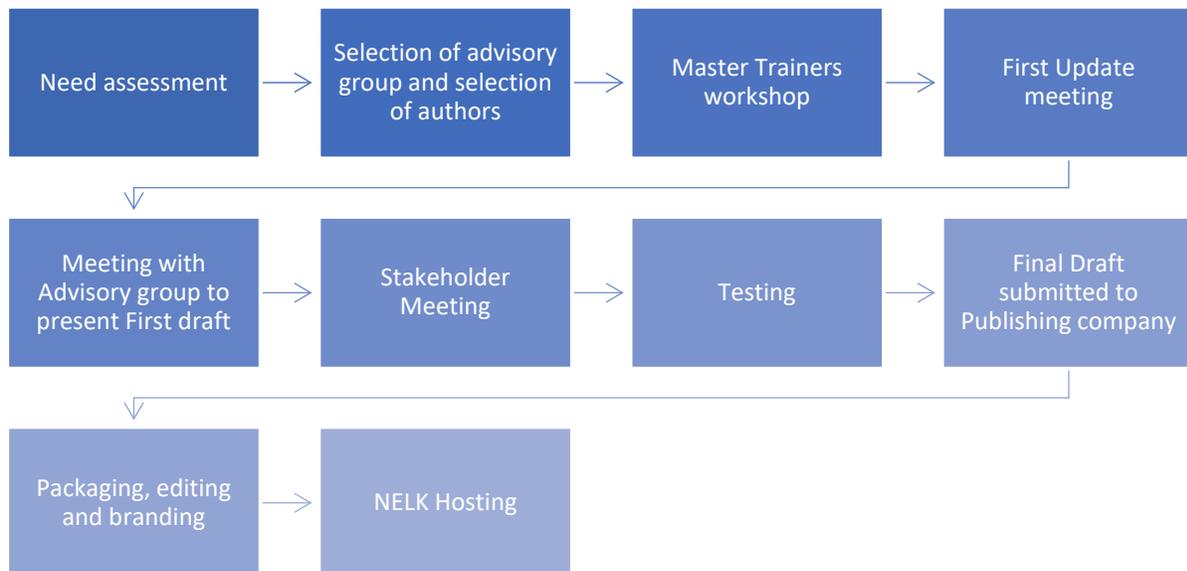
Context: Feed the Future Developing Local Extension Capacity (DLEC) and the Feed the Future Hinga Weze Activity supported the Rwandan Ministry of Agriculture and Animal Resources (MINAGRI) and other partners to provide critical information to farmers, give extension agents new resources and skills, and involve youth and the private sector more fully in agriculture. The first task was adapting the New Extensionist Learning Kit (NELK) to the Rwandan context for different audiences.

In collaboration with the African Forum for Rural Advisory Services (AFAAS) and Hinga Weze and with support from DLEC, GFRAS is supporting NELK customization in Rwanda based on a needs assessment being conducted by the International Food Policy Research Institute (IFPRI).

Purpose: To conduct need assessment and prioritise 6 NELK modules to be adapted to the Rwanda content

Mode: The following steps were followed

Table 2: Rwanda NELK Customization



CUSTOMIZATION THROUGH TRAININGS

AFAAS SPECIALISED NELK TRAININGS FOR DIFFERENT CONTEXT

Context: The African Forum for Agriculture (AFAAS) has adopted the use of NELK fully and had organised a series of trainings at different levels and context. AFAAS adopted the Training of Master Trainers as a viable way for roll out NELK in the region. So far AFAAS organised a number of specialized trainings of Master Trainers focusing on different needs. They continue to mobilize resources to conduct such trainings as stand-alone or taking advantage of AFAAS and GFRAS annual meetings.

Adaptation measure

- Need assessment is conducted before each training to determine priorities
- Each training is tailored for specific audiences

AESA SPECIALISED TRAININGS ON NELK

Context: Agricultural Extension in South Asia (AESA) has also adopted NELK and continuously innovate in promotion and customization of NELK thereof.

As indicated before AESA also engaged in the Customization of NELK Module in Bangladesh

EXAMPLE FARMER ORGANISATIONAL DEVELOPMENT MODULE IN BENIN

Context: GIZ farmer training in Benin of Farmer Organisational development. They had specific need to Strengthen the capacities of the village level producer groups for better self-organization and Improve governance and association with National Farmer Unions.

Trainer/facilitator did not speak the predominant/local language. The farmers spoken different local languages. There was a need to train more than 120 farmers in different districts and there was lack of enough time and money to bring all the farmers under one roof

Adaptation measures

- A Training of Trainers (ToT) approach was adopted. In collaboration with the GIZ Benin and Country Forum a 2-day training of trainers' workshop (with selected people 21 in total, who at least understood the basis of English) was conducted.
- Obviously taking the Farmer organisational development would not be adequate to address the specific need. The modules were adapted not only to meet the needs, but also to be presented in the Training of Trainer's mode. An alternative step-by-step training manual was developed with what the trainers need to do to facilitate the process at farmer level for this context while using the existing overall MODULE material as resource material.
- PowerPoint (PPT) presentations were adapted accordingly . French subtitles were added to the PPT to enable bilingual mode during the training.

- The trainees were organised into peer learning teams of three persons
- Immediately after the Workshop, each of Peer Team facilitated the process with the farmers (using the local language); with technical backstopping from facilitator, CF and GIZ technical team.

EXAMPLE OF GENDER MAINSTREAMING IN MALAWI AND CAMEROON

The **Gender module** is one of the most basic, by design. It was adapted for two different contexts: **Malawi** and **Cameroon** with the GIZ Green Innovation Centre(GIC) Managers. Although both cases were Gender mainstreaming in value chains, the Malawi case was more generic with diverse participants. The GIZ one was more specific with Managers who wanted to address specific existing gender issues in the value chains they were working with in different countries.

The Malawi case was organised as a side event along Malawi Forum for Agriculture Advisory Services (MAFAAS) Extension week in 2016, with local extension officers, academia, NGOs.

Gender Mainstreaming in Value Chains

Context: The Cameroon case was a 3-day workshop along the GFRAS Annual Meeting in 2016, with GIZ GIC managers from all the implementing countries.

Goal: The Workshop objectives were to:

- Develop a common understanding of gender issues in value chains, especially in the context of GIA focal countries, and set the stage for further collaboration within GIA on this topic;
- Discuss and elaborate concrete and practical recommendations—shaped to participants’ contexts, on how effectiveness and impact of GIA interventions can be enhanced through gender mainstreaming in value chains;
- Develop common understand of roles of RAS to increase chances for sustainability of these interventions and discuss how the role of RAS can be strengthened in GIA focal countries;
- Get to know tools, approaches and methods of how recommendations can be implemented;
- Define synergies and common ground for further action with representatives from RESCAR-AOC.

Target audience: The workshop was designed to address an audience with widely diverse experience and understanding of gender. Therefore, it combined a review of basic gender concepts, concrete examples from project implementation, findings of a gender in RAS scoping study, and application of gender analysis tools to relevant value chains.

In order to explicitly meet workshop objectives, activities were facilitated that led to a diagnosis of relevant gender issues by value chain and country. Participants applied gender analysis to value chains in order to identify entry points for potential interventions and next steps. Workshop participants walked away from the event with a better understanding of how to identify and approach gender issues in value chains of relevance to them in their work.

THE CARIBBEAN AGRICULTURAL EXTENSION PROVIDERS' NETWORK (CAEPNET)

Context: CAEPNet has participating members from 13 countries (Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Saint Lucia, Jamaica, Trinidad and Tobago, Bahamas, Guadeloupe, Anguilla). Front-line extension officers in the region often miss out on professional development opportunities due to lack of allocation of funding by governments to support travel. The availability of the online NELK modules provided an opportunity for CAEPNet to fill that gap at minimal cost.

Goal: To build capacity of extension professionals in the region utilizing the NELK

Target audience: Extension supervisors and frontline extension officers. Students in Extension major at University of the West Indies (UWI) St. Augustine, and instructors at agricultural colleges in the region

Adaptation Measures:

- Experts from across the world and AFAAS who were familiar with the NELK were tapped to serve as module presenters.
- A CAEPNet NELK gmail account was created to handle all correspondence related to the NELK training.
- A concept note was developed with a brief description of each module and learning outcomes, agenda and speaker bios and emailed to Extension Directors across the region.
- A hybrid delivery mode was selected. Each third Wednesday of the month participants were introduced to each module via a 2-hour Zoom session that was also broadcasted on Facebook Live. Participants were then directed to the GFRAS website to complete the online, self-guided modules.
- One main person assigned to oversee CAEPNet's NELK training facilitator; contact presenters and answer any questions regarding format, target audience, etc.; facilitate each session with the assistance of a team; distribute pre and post-tests; gather information on attendance at each session.
- Presenters adapted the modules in the following ways:
 - to teaching style; by inserting questions and or activities from the workbook or otherwise to keep participants engaged as well as providing examples based on local and or regional context to reinforce concepts.
- Since modules were presented in English, Haiti provided simultaneous translation in Creole.

CUSTOMISATION FOR MAINSTREAMING

There are a number of universities that have also adapted NELK for mainstreaming purpose. Mainstreaming happens at different levels depending on the context and on the institution's quality assurance regulations. Below are some examples of Mainstreaming experiences.

EXAMPLE OF THE UNIVERSITY OF FREE STATE, SOUTH AFRICA

Context. The Center for Sustainable Agriculture, University of Free State under the leadership of Dr Johan Van Niekerk has been part of the GFRAS consultative process in 2013. The centre therefore, embarked on a journey of adapting, further development and accreditation of the **New Extensionist learning kit** for inclusion at different levels of the university programmes.

The Centre is one of the first institutions to take a bold step to go through lengthy accreditation process in order to fully mainstream NELK in the manner that is become credit bearing and contribute to a formal qualification. This also contribute towards maintaining the professionalism of the Agricultural Extension field.

Adaptation measures

- The for the first time the University introduced a qualification that have over 50% extension related subjects drawn from NELK.
- The accreditation process started in 2015 of 6 modules and the program was launched in 2018. The first two modules presented in 2018 at second year level and 4 other courses introduced at 3rd year level in 2019.
- The University is current developing a new undergraduate program on Sustainable Food Systems. Five of the NELK modules were adopted and further develop for inclusion.
- The University also developed short courses are accredited at **NQF Level 7**
- **Continuous Professional Development (CPD):** Through rigorous engagement and negotiations with professional bodies like South African Society for Agriculture Extension (SASAE) and SACNAP the NELK short Learning program have been endorsed to officially contributes CPD points ranging from 4 to 6 points based on the length and weight of each module. These are the points that every extension professional is needed to maintain their professional status.

EXAMPLE OF THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE CAMPUS

Context: The University of the West Indies, St. Augustine Campus is the main institution offering academic training in Agricultural Extension within the Caribbean Region. Through the Faculty of Food and Agriculture, Department of Agricultural Economics and Extension, the Extension Programme consisting of the BSc Major in Agricultural Extension and BSc Minor in Communication and Extension are offered. The availability of the online NELK modules provide an opportunity for students enrolled in either of the Extension BSc Programmes to obtain insight into the world of extension and advisory services from an international context.

Target Audience: Students in the Extension Major and Extension and communication minor at the University of the West Indies. In some cases, students who are not enrolled in either Extension Programme BSc but who are students within the Faculty of Food and Agriculture can participate in extension courses.

Potential Limitations: Given a 13 weeklong semester and the modules being very detailed, it is not possible to deliver an entire module without the necessary adaptations to fit in a 13-week timeline, and the various topics for each of the courses.

Adaptation Measures:

- Modules are modified where necessary to fit the context of the topics within the courses.
- Modules are used as resource material in courses, allowing students the opportunity to compare and contrast agricultural extension from a regional context with an international context.

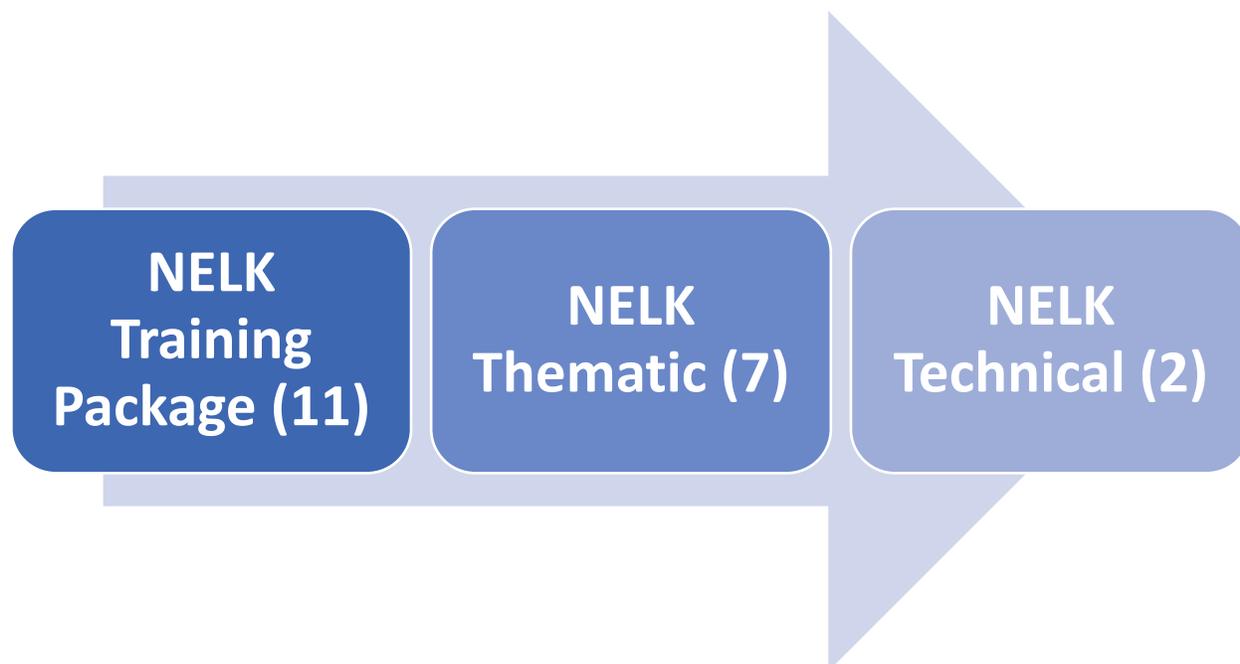
Other Customization experiences

In fact almost all the trainings that took place, were customized. For example, trainings in Ethiopia, Cameroon, all training side events we hosted alongside the GFRAS Annual meetings.

8. WHERE TO FIND THE NELK RESOURCE MATERIAL?

By 2017 there were **TANGABLE** Outputs (Products) developed.

By March 2023 GFRAS had developed 20 modules in response to the demand from the network and partners.



Main Products

Each module comprises of the 1) textbook/manual, 2) workbook, 3) facilitation guide (all herewith attached) as well as a 4) PowerPoint presentation, 5) online version and some 6) YouTube videos generated to help explain complex concepts. Each module has a number of videos <https://youtu.be/cZt52JkD9L4> and overall we produced about **57 videos** for all the modules <https://www.youtube.com/user/gfrassecretariat>



Other products

- We have produced one pagers of all the modules, showing the module overview, learning outcomes and the units covered
- We have produced a brochure (summary of all modules and learning outcomes)
- We produce blogs following events and post online
- A short video to introduce the learning kit
- Convert all modules to online version

9. LIST OF ANNEXES

ANNEX 1: NELK MODULE TESTING TEMPLATE

MODULE TITLE: XXX

Name of the participant:	
Gender (Male/ Female)	
Name of Organisation	
Position:	
Country	
E-mail address	
Date of testing:	

INSTRUCTIONS:

1. This module should be used in conjunction with the workbook provided.
2. As you read through the module kindly observe the following:
 - Content (i.e. the relevance)
 - The process (i.e. the sequencing of issues, how interactive etc.)
 - The use of language (i.e. how simple it is to understand, grammar etc.)
 - The activities (i.e. clarity of the instructions, relevance, applicability etc.)
3. Also observe how long it takes you to complete the module
4. Use the guide below to assess the different aspects of the module
5. E-mail the results to **xxxxx** No later than the **xxxx**

HOW LONG DID IT TAKE YOU TO COMPLETE THE MODULE?
1 – 2 hour
3-4 hours
More than 4 hours (Specify)

HOW WOULD YOU RATE THE FOLLOWING ON A SCALE 1 TO 5. (1 BEING UNCLEAR AND 5 CLEARER)						SPECIFIC COMMENT (IF ANY)
Module outcomes	1	2	3	4	5	
The Module overview	1	2	3	4	5	
Module introduction	1	2	3	4	5	
STUDY UNIT 1: XXXX						
Study unit outcomes	1	2	3	4	5	
Study unit overview	1	2	3	4	5	
Study unit introduction	1	2	3	4	5	
Session 1.1 xxxx	1	2	3	4	5	
Session 1.2 xxxxx	1	2	3	4	5	
Conclusion	1	2	3	4	5	
STUDY UNIT 2: XXX						
Study unit outcomes	1	2	3	4	5	
Study unit overview	1	2	3	4	5	
Study unit introduction	1	2	3	4	5	
Session 2.1: xxxx	1	2	3	4	5	
Session 2.2 xxx	1	2	3	4	5	
Conclusion	1	2	3	4	5	
STUDY UNIT 3: XXXX						
Study unit outcomes	1	2	3	4	5	
Study unit overview	1	2	3	4	5	
Study unit introduction	1	2	3	4	5	
Session 3.1 xxx	1	2	3	4	5	
Session 3.2 xxx	1	2	3	4	5	
Session 3.3 xxx	1	2	3	4	5	
Conclusion	1	2	3	4	5	
STUDY UNIT 4: FUNCTIONS OF FARMER ORGANISATIONS						
Study unit outcomes	1	2	3	4	5	
Study unit overview	1	2	3	4	5	
Study unit introduction	1	2	3	4	5	
Session 4.1 xxx	1	2	3	4	5	
Session 4.2 xxx	1	2	3	4	5	
Session 4.3 xx	1	2	3	4	5	
Session 4.4 xx	1	2	3	4	5	
Concluding	1	2	3	4	5	
Glossary	1	2	3	4	5	
ACTIVITIES IN YOUR WORKBOOK						
The pre-test	1	2	3	4	5	
Activity 1.1	1	2	3	4	5	

Activity 1.2	1	2	3	4	5	
Activity 1.3	1	2	3	4	5	
Summative Assessment	1	2	3	4	5	
Activity 2.1	1	2	3	4	5	
Activity 2.2	1	2	3	4	5	
Activity 2.3	1	2	3	4	5	
Summative Assessment	1	2	3	4	5	
Activity 3.1	1	2	3	4	5	
Activity 3.2	1	2	3	4	5	
Activity 3.3	1	2	3	4	5	
Summative Assessment	1	2	3	4	5	
Activity 4.1	1	2	3	4	5	
Activity 4.2	1	2	3	4	5	
Activity 4.3	1	2	3	4	5	
Activity 4.4	1	2	3	4	5	
Activity 4.5	1	2	3	4	5	
Summative Assessment						
Post test	1	2	3	4	5	

OVERALL FEEDBACK

WHAT WERE YOUR MAJOR HIGHLIGHTS?

--

ANY OTHER FEEDBACK OR COMMENTS (BE AS SPECIFIC AS POSSIBLE)

--

THANK YOU FOR YOUR PARTICIPATION