Livestock & Irrigation Value Chains for Ethiopian Smallholders (LIVES) Project

Refresher Training on Use and Management of Agricultural Knowledge Centers

Process Agenda and Trainee Workbook

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1. Background

Market-oriented development is a relatively new development strategy in Ethiopia. Enhancing the agricultural knowledge base and capacity to access and use knowledge meaningfully has increasingly become crucial for market oriented agricultural development. Access to new knowledge and skills through a variety of innovative learning and knowledge management methods is critical to develop the capacity of the extension services. A well developed and functioning knowledge and information system is critical to have access to external knowledge about markets, improved technologies, and new organizational forms.

Following the experiences of the Improving Productivity and Market Success of Ethiopian Farmers (IPMS) project, the LIVES project supports agricultural development offices to establish and strengthen agricultural knowledge centers (AKCs) at zonal and district levels to increase availability and access to relevant knowledge and information. It does this by strengthening the knowledge management capacity of agricultural development offices. To enhance the use of AKCs, LIVES organized training for AKC managers on the use and management of agricultural knowledge centers. However, the AKCs are at different levels of functionality, with varying conditions and contexts of use and ownership. A high turnover of the AKC managers is a major problem. Thus, it is necessary to organize a refresher training for AKC managers to review experiences in applying the learning and address new training needs.

2. Training objectives

The goal of the training is to create opportunity for AKC managers to share experiences and good practices in the use and management of AKCs and create networking among AKC managers for virtual support.

By the end of the training event, AKC managers will be able to:

- Explain the role of AKCs in knowledge management for market-oriented development
- Identify challenges and opportunities in the use and management of AKCs
- Share experiences and good practices in the use and management of AKCs
- Identify ways to promote the use of AKCs
- Assist AKC users in the use of the AKC facilities and services
- Record, analyze and report on the use of the AKCs
- Plan and implement actions to promote the use of AKCs

3. Expected outputs

- Clarity and shared understanding created on the roles and responsibilities of AKC managers
- Improved knowledge, skills and confidence created among AKC managers to promote and manage AKCs effectively
- A network of AKC managers created for virtual support and collaborative learning and sharing
- Action plans developed and next steps identified to enhance the use and management of AKCs
Day 1: Opening, introductory presentation and group work

1. Welcome and introductions
   - Go around and meet people you do not know.
   - Introduce yourself. Share your work situation as agricultural knowledge center manager. What has been your most exciting experience with agricultural knowledge centers?

2. Expectations and concerns: card writing and sharing in table groups
   - Individually, write down 2-3 learning expectations and concerns.
   - In small groups, share your learning expectations and concerns.
   - Agree on 2-3 learning expectations and concerns as a group. Write your group expectations and concerns on separate color cards.
   - In plenary, share your agreed learning expectations and concerns.
   - Group the expectations into broad categories. Document and display expectations and concerns on the walls of the training room.

3. Learning responsibility
   Ask participants the role they should play to meet their learning expectations/objectives. [Document learning commitment.]

   Set ground rules and penalties for participants caught breaking the agreed rules.

Core values in training workshop facilitation
   - Informality – relaxed atmosphere
   - Appreciate differences in thinking
   - Inclusiveness
   - Openness/transparency
   - No defensiveness
   - Honesty and political incorrectness
   - Challenging each other
   - Accepting reality
   - Pragmatism
   - Constructive controversy
   - Creativity – thinking outside the box

Introduce: Learning logs and daily reflections to promote deeper level of learning. Individual reflection and journaling is a key tool for a deeper level of learning and insight making.

Throughout the training workshop process, you will keep a daily reflection on your learning experience, your key learning points, and ideas how you will apply the learning in your work place. You will be surprised to see how much you have learned and the applicability of this learning to improve your work situation. However, to achieve this benefit, you should commit yourself to keep a well thought of daily learning log. You will share a brief overview of your learning log to the whole group at the end of the training and also share it with the training workshop facilitators.
Use the following questions to help you with your daily reflection on your learning experience:

- What did I learn today?
- What was clear for me today?
- What do I still need to know more?
- How will I use the learning in my work place?

<table>
<thead>
<tr>
<th>Learning agenda/topic</th>
<th>What I already know</th>
<th>What I would like to know</th>
<th>What I learned from the training content</th>
<th>How I will apply the learning in the work place</th>
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<tbody>
<tr>
<td>Knowledge management – Concept, process and tools</td>
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<tr>
<td>Situation of knowledge management in agricultural development offices</td>
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<td>Challenges in promoting and using AKCs</td>
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<td>Opportunities for using AKCs</td>
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<td>Good practices in promoting and using AKCs</td>
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<td>Assessing AKC situation against ideal picture</td>
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<tr>
<td>Learning agenda/topic</td>
<td>What I already know</td>
<td>What I would like to know</td>
<td>What I learned from the training content</td>
<td>How I will apply the learning in the workplace</td>
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<td>AKC equipment operation, use and handling</td>
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<td>Role of AKCs in market-oriented development</td>
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<td>Roles and responsibilities of AKC managers</td>
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<td>Conditions and contexts for fully using and sustaining AKCs</td>
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<td>Monitoring AKC use and management</td>
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4. **Program overview**

Training objectives: review participant learning expectations against training objectives

Expected outputs

Program of activity

Display daily timetables/activities on a flip chart. [Plan exercises/energizers]
5. Pre-training evaluation

Purpose:

- To provide training participants with an idea of the level of knowledge and skills they already have in the training content before the training and how well they have performed in each training content at the end of the training
- To provide trainers/facilitators with an idea of the different levels of knowledge and skills among training participants and devise ways to cater for individual learning differences/needs
- To establish a baseline to measure the level of learning achievement of training participants at the end of the training event.

Please evaluate your level of knowledge and skills as objectively as possible in the training content based on a scale of five (1 = Very Low, 5 = Very High)

<table>
<thead>
<tr>
<th>Training content</th>
<th>Level of knowledge and skills</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1 Very Low</td>
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<tr>
<td>Knowledge management process and methods</td>
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<tr>
<td>Purpose and functions of agricultural knowledge centers</td>
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<tr>
<td>Conditions and contexts for enhancing the use and sustainability of agricultural knowledge centers</td>
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<tr>
<td>Operation and use of AKC facilities</td>
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<tr>
<td>Roles and competencies of agricultural knowledge center managers</td>
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<tr>
<td>Monitoring and reporting on use of agricultural knowledge centers</td>
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<tr>
<td><strong>Overall Assessment</strong></td>
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<tr>
<td>Overall, how do you rate your level of knowledge and skills in the use and management of agricultural knowledge centers?</td>
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</table>

6. Introductory presentation: knowledge management

- What is knowledge? How do we acquire knowledge? How do we capture and share knowledge?
- Concept, process and methods for knowledge management
- Challenges to effective knowledge management practices

7. Challenges and opportunities for use and management of agricultural knowledge centers

The objective of the small group work is to assess the situation of knowledge management in agricultural development offices as a background to explain the current status and usefulness of agricultural knowledge centers.

The output of the group work will be a better understanding of the required conditions and contexts for enhancing the use and management of agricultural knowledge centers.
**Instruction:** Please group yourself by zones and work on the following questions. Assign a facilitator and rapporteur. Keep notes of ideas and insights during the group work for your later reflection. Record your group results on flip charts. The rapporteur will present the group results during a plenary presentation and discussion session.

1. How do you describe the situation of knowledge management in agricultural development offices?
   - How is learning and sharing valued and promoted in the work of agricultural development offices?
   - What features of knowledge and learning culture of agricultural development offices do support knowledge management?
   - What conditions and contexts support effective documentation, sharing and utilization of knowledge and information to improve performance of agricultural development offices?

   Please use the following checklist to assess the knowledge management situation of agricultural development offices:
   - Availability of venue/documentation center for knowledge gathering, storing and sharing: e.g., plans, reports, policy documents, good practices, reference and audiovisual materials, etc.
   - Formal mechanisms for knowledge generation and sharing: reporting, team sharing, feedback sessions, expert consultations, progress updates, etc.
   - Manner of knowledge and information sharing: formal and informal sharing methods
   - Access to knowledge and information: internet connectivity, training events, study tours, performance review meetings

2. What is the role of agricultural knowledge centers in promoting the learning and sharing culture of agricultural development offices? [Please provide specific examples of how AKCs influence the knowledge culture of agricultural development offices.]
   - Digital cameras and computers for documentation and information management
   - LCD projector and DVD player/TV for presentations and knowledge sharing
   - Email for communication and sending and receiving of reports
   - Internet to link/network with other experts, researchers and knowledge sources

3. What challenges have you faced in promoting, managing and using agricultural knowledge centers?
   - Purpose and extent of use – computers, Internet, digital camera, DVD player/TV
   - Perception about AKC – relevance, effectiveness, distance, operation and management, partnership engagement and management
   - Learning and sharing culture – personal development, information seeking and utilization behavior, networking with experts and knowledge sources
   - Incentive and accountability system – attention and resource commitment
   - ICT and interpersonal skills – computer use skills, promotional and networking skills
   - Working materials and facilities – adequacy of reference materials and computers, internet connectivity, availability of operational resources
4. What opportunities exist for promoting and using AKCs?
   - Existence of partners to support knowledge centers
   - Demand for knowledge from experts, producers and other value chain actors
   - Existence of ICT experts
   - Young agricultural experts
   - Scaling out strategy

5. What works best for you in promoting and using AKCs?

   **Plenary presentation, discussion and feedback:** During the plenary session, keep notes of new ideas, practices and insights for your later reflection as well as input into your action planning.

8. ASSESSING AKC SITUATION AND USE

The agricultural knowledge centers are at different levels of functionality, with varying conditions and contexts of use and ownership. It is important to assess the current situation of AKCs as a basis for developing a sustainability strategy to enhance the use and management of agricultural knowledge centers.

**Instruction:** In small groups (by zone), first discuss the criteria and then individually assess the current situation of your AKC using the criteria, **as objectively as possible.** When you finish your individual assessment, briefly reflect in groups on the general situation of the AKCs in your zone and prepare a brief summary of your reflection using the following thematic areas: physical condition, ownership and commitment, and use and management.

Name of AKC: ________________________________
Name of AKC Manager: ______________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Disagree</th>
<th>Comment</th>
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<tbody>
<tr>
<td><strong>Room size</strong></td>
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<tr>
<td>The AKC has enough space</td>
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<td>for users.</td>
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<td><strong>Light</strong></td>
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<td>The AKC is well illuminated.</td>
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<td><strong>Ventilation</strong></td>
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<tr>
<td>The AKC has enough air circulation.</td>
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<tr>
<td><strong>Location</strong></td>
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<tr>
<td>The AKC is conveniently located and accessible which encourages regular use.</td>
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<tr>
<td>Criteria</td>
<td>Agree</td>
<td>Somewhat agree</td>
<td>Disagree</td>
<td>Comment</td>
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<tr>
<td><strong>Condition of AKC room</strong></td>
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<tr>
<td>The AKC room is clean and tidy with no cracks (walls, ceiling, floor, doors and windows).</td>
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<tr>
<td><strong>AKC facility handling</strong></td>
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<tr>
<td>AKC facilities (e.g., audiovisual materials, reference materials, computers, printers, etc.) are properly handled, dusted and covered.</td>
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<td><strong>Reference and audiovisual materials</strong></td>
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<tr>
<td>The AKC has adequate and relevant reference and audiovisual materials.</td>
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<td>Please indicate type and source of materials and means of acquisition.</td>
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<tr>
<td><strong>Job description of AKC managers</strong></td>
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<tr>
<td>As AKC manager, I know what I am expected to do and how well I am expected to do it.</td>
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<tr>
<td><strong>Demand and accountability system</strong></td>
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<tr>
<td>The agricultural development office has developed guidelines to promote and regulate the use of the AKC.</td>
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<td>Please explain what it is, how it was implemented, and what its effect was.</td>
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<tr>
<td><strong>Encouragement and feedback</strong></td>
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<tr>
<td>I feel that my work as AKC manager is valued by my colleagues and the management. I regularly receive feedback on what I do well and what needs to change.</td>
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<tr>
<td>Criteria</td>
<td>Agree</td>
<td>Somewhat agree</td>
<td>Disagree</td>
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<tr>
<td><strong>Allocation of operational resources</strong></td>
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<tr>
<td>The AKC is mainstreamed in the planning and budgeting process of the agricultural development office. The necessary tools, equipment and supplies are available when and where they are needed.</td>
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<tr>
<td><strong>AKC manager incentive and motivation</strong></td>
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<tr>
<td>My role as AKC manager counts in job performance evaluations. I think that my work as AKC manager is important or makes a difference.</td>
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<td><strong>Knowledge and skills of AKC manager</strong></td>
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<tr>
<td>As AKC manager, I feel confident in my ability to perform the job successfully. I have the knowledge and skills I need to perform the job well.</td>
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<td><strong>AKC manager work</strong></td>
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<tr>
<td>I work full-time as AKC manager.</td>
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<td>Please explain its effect.</td>
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<tr>
<td><strong>AKC users</strong></td>
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<tr>
<td>The AKC is open to all kind of users in the zone or district.</td>
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<td>Please explain type of users.</td>
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<tr>
<td><strong>Utilization of AKC facilities and services</strong></td>
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<tr>
<td>Generally, the AKC facilities and services are fully utilized and users are satisfied with adequacy and relevance of the services and facilities.</td>
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<td>Please explain purpose of use or reasons if not fully utilized.</td>
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<td>Criteria</td>
<td>Agree</td>
<td>Somewhat agree</td>
<td>Disagree</td>
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<tr>
<td><strong>Type of AKC service use</strong></td>
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<tr>
<td>The Internet is the most frequently used AKC service.</td>
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<td><strong>Use hours</strong></td>
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<tr>
<td>Most of the users use AKC facilities and services during office hours.</td>
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**Plenary reflection and feedback:**
Small groups post the summary of their reflections on the wall of the training room. Participants move around the room and review the group results. In plenary, ask participants by zone to briefly reflect on their observations, views and take-home messages.

**Day 2: AKC equipment use and operation**

9. Recap: reflection and agenda of the day
Circular seating arrangement.
Write reflection question on a flip chart – “A new insight I have on agricultural knowledge centers is ...”

Agenda of the day

10. Overview presentation to create a common ground
- Computer basics
- Computer virus
- Networking
- Troubleshooting

11. Demonstration of equipment operation, use and handling
- Computer – hardware, software, networking
- Internet – email account creation, antivirus cleaning, networking, troubleshooting
- Operating LCD and TV
- Camera – pictures and video, tripod handling

12. Small group practice and debriefing
- Assign practical session tasks to each of the groups
- Small groups practice on their own/learn from one another
- Small groups reflect on their learning experience and make debriefing presentations with demonstration of knowledge/skills gained – facilitators and participants asking questions and provide feedback
13. Role of agricultural knowledge centers in market-oriented development

Small group work:

1. What is the purpose of agricultural knowledge centers?
2. What is the role of AKCs in market oriented development? [Please give specific examples of how AKCs play a role in improving the availability, access and utilization of knowledge to support market oriented development.]

Plenary presentation, discussion and feedback

Day 3: Roles and responsibilities of AKC managers, monitoring AKC use and action planning

14. RECAP – REFLECTION AND AGENDA OF THE DAY

3 things you learnt
2 surprises
1 question

Agenda of the day

15. Roles and responsibilities of agricultural knowledge center managers

Small group work:

The objective of the small group work is to explore the vision AKC managers have about the future of AKCs and identify the critical roles they should play to enhance the relevance and utilization of AKCs.

The output of the group work will be a clear understanding and vision of AKC managers about the future of AKCs and the roles they would play to enhance and sustain the use of AKCs.

1. What is your vision of success for agricultural knowledge centers?
   - Utilization
   - Ownership
   - Sustainability
   - Linkage with FTCs and information centers/ICT units

2. What conditions must be in place to fully utilize and sustain AKCs? [Learning and sharing culture, incentive and accountability, planning and budgeting, linkage with information and communication centers/ICT units]

3. What roles and responsibilities should AKC managers play to promote and sustain the use of AKCs?
4. What knowledge and skills should AKC managers have to effectively promote, manage and use agricultural knowledge centers?

Plenary presentation, discussion and feedback

Summary presentation:
- Role of AKCs in market-oriented development
- Vision of success for agricultural knowledge centers
- Conditions and contexts for effective use and sustainability of AKCs
- Roles and responsibilities of AKC managers

Assignment of competent and full-time knowledge center managers is a key success factor for enhancing the relevance, utilization and sustainability of agricultural knowledge centers.

<table>
<thead>
<tr>
<th>Major tasks of AKC managers</th>
<th>Description of specific tasks</th>
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</table>
| Promote and create demand for AKC facilities and services | - Popularize relevance and usefulness of AKC services using various ways, such as celebration of “knowledge day” where effective users are recognized/rewarded  
- Work with management and likeminded experts to promote AKC in meetings, field days and training events  
- Post messages about the benefits of AKC in offices, FTCs, and any other appropriate venues  
- Organize popularization meetings and skills-based training events in the use and operation of AKC facilities  
- Work with management to promote and mainstream AKC services with adequate and sustainable resource commitment |
| Properly keep AKC facilities and services | - Keep AKC facilities clean and safe  
- Properly catalogue and shelve reference and audiovisual materials  
- Properly file soft copy materials |
| Properly monitor and keep records of AKC use | - Develop user registry sheet  
- Record number and type of users and type/purpose of use  
- Analyze and report on the use of AKC facilities and services  
- Develop facility borrowing format  
- Work with management to conduct regular asset inventory of the AKC  
- Develop user feedback sheet to get ideas for improvement  
- Hold interviews with users and produce success stories to demonstrate relevance and usefulness of AKC services and mobilize institutional support for the sustainability of the knowledge centers |
| Assess information and knowledge needs of AKC users | - Develop information and knowledge need/AKC service use request form  
- Identify and categorize information and knowledge needs of users |
<table>
<thead>
<tr>
<th>Major tasks of AKC managers</th>
<th>Description of specific tasks</th>
</tr>
</thead>
</table>
| Identify and capture knowledge | • Identify and create linkages with various sources of information and knowledge (research centers, NGOs, private sector, public organizations, etc.) to continually resource the knowledge center  
• Access training and audiovisual materials from various sources, including purchases and subscriptions  
• Access and post portals and web links of agricultural resources, such as [www.accessagriculture.org](http://www.accessagriculture.org); [www.eap.gov.et](http://www.eap.gov.et) |
| Facilitate and support users to generate and share knowledge | • Support users to document meetings, workshops, training and other events (field days, exhibitions, field visits, etc.) and document them in the knowledge centers  
• Support users on the use of AKC facilities and services to access and share knowledge  
• Arrange regular team learning and sharing meetings in the AKC  
• Organize seminar series for users to share experiences and lessons  
• Organize regular training on knowledge management tools |
| Develop use rules and regulations | • Develop use rules and regulations and have them endorsed/promoted by supervisors/heads of offices in meetings  
• Post the use rules and regulations in the wall of the AKC room  
• Set agreeable user hours  
• Establish a joint AKC high level committee drawn from administration and different line offices to plan, budget and evaluate knowledge management activities and performance |

To be able to discharge their roles and responsibilities effectively, AKC managers need the following competencies:

- ICT skills
- Training and facilitation skills
- Communication and interpersonal skills
- Advocacy skills
- Networking skills
- Organizational learning and knowledge management tools
- Documentation skills
- Use of audiovisual tools
- Resource mobilization skills
Conditions and contexts for enhancing and sustaining agricultural knowledge centers

**Use and management**
- Increased knowledge demand of experts and end-users
- Increased number of users
- Diversified services – availability and usefulness of knowledge
- Increased number of knowledge sharing events conducted
- Continuous flow of relevant materials/resources
- Conducive physical condition
- Enhanced knowledge and skills of users to use ICT facilities
- Increased management / supervisory support for use of AKC services
- Enhanced self-learning capacity and professionalism
- Improved responsiveness of extension services

**Ownership and leadership**
- Allocation of adequate and sustainable operational resources
- Development of strategic plan to develop and sustain benefits
- Mainstreaming AKC in planning, budgeting and reporting processes
- Assignment of competent and full-time AKC managers
- Awareness and popularization at all levels
- Develop functional AKC management and evaluation system

**Incentive and accountability system**
- Establish clear and measurable KPIs for transfer of improved knowledge to end users
- Clear work process and demand for improved knowledge application, such as development of training materials, sharing of reports
- Link use of AKC services with performance evaluation of experts with specific knowledge management performance indicators
- Celebrate “Knowledge day” with recognition of champion knowledge actors
- Promote AKC at administration, line offices and community level to create demand for knowledge
- Rules and regulations to use AKC services and users’ time efficiently

**Networking and collaboration**
- Linkage with Farmer Training Centers (FTCs) and ATVEs
- Networking with regional and federal offices of agriculture
- Linkage with regional and federal research centers
- Linkage with community libraries, WoredaNet and SchoolNet
- Linkage with Woreda, regional and federal ICT units/information centers
- Linkage with NGOs/development projects to leverage resources
16. Monitoring use and management of agricultural knowledge centers

Interactive presentation:

- Why monitoring use and management of AKCs?
- What to monitor in the use and management of agricultural knowledge centers?
- What monitoring methods and tools to use?
- Reporting on the use of agricultural knowledge centers
- Challenges in monitoring and reporting on the use of AKCs
- Ways to improve data collection, analysis and reporting on the use of AKCs

17. Action planning, training evaluation and next steps

**Action planning:** review the learning activities and outputs (summary of learning logs) as a background to the action planning exercise.

**Purpose of action planning:**

- To identify knowledge and skills which participants intend to apply in the workplace in order to improve their level of performance as AKC managers
- To enhance the likelihood of learning transfer
- To provide a baseline for learning transfer evaluation after 2-3 months

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- Develop action plans by zones.
- Display action plans on the walls of the training room.
- Groups present their action plans
- Participants stand in a circle. Ask them to share their observations and takeaways from the action plan presentation exercise.

**Post-training learning and reaction evaluations:**

Distribute the post-training learning and reaction evaluation questionnaires. Please evaluate your level of learning and reaction on the training methodology and process.

**Reflection:**

- What aspect of the training was good?
- What are your concerns in applying the knowledge and skills gained in your work place?
Next steps:

Virtual coaching: Google group to share useful tips, experiences, good practices

Mutual support: Asking and getting support from one another

Resource persons who can provide support/mentor others

Sharing success stories

Taking and sharing good pictures of AKC use: team sharing meetings, graduate seminars

Regular reporting on use of AKC
Defining data, information and knowledge

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

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

Data
Data could be facts, numbers, characters, images or other methods of recording, which can be collected, stored, managed, manipulated, transmitted and retrieved.

- Set of discrete, objective facts about events
- There is no inherent meaning in data
- Data describes only a part of what happened
- It provides no judgment, interpretation
- It says nothing about its own importance or relevance
- But data is the raw material for the creation of information

Information
Information is datum or data that has been interpreted, contextualized and meaningfully explained to ‘inform’ the decision-making process. Information is looked upon as interpreted data. Often, the meaning attached to information is an attribute that comes from the receiver.

- A “message” informs the receiver
- Information has meaning, relevance and purpose, is organized
- Data is contextualized, categorized, calculated, corrected, condensed

Knowledge
Knowledge is information combined with experience, context, interpretation, and reflection. It is a high value form of information that is ready to apply to decisions and actions.

- We do all the work to discover and capture knowledge
- Transformation from data and information to knowledge involves comparison, consequences, connections, conversation
- Shaped by our beliefs and values
- Contains a judgment
- Lends itself to action

In summary,

- Data represents unprocessed facts and figures without any added interpretation or analysis.
- Information is data that has been interpreted so that it has meaning for the user
- Knowledge is an “information in action” or “applied information”
Defining knowledge management

Knowledge Management (KM) refers to a multi-disciplinary approach to achieving organizational objectives by making the best use of knowledge. KM encompasses any processes and practices concerned with the creation, acquisition, capture, sharing and use of knowledge, skills and expertise, whether these are explicitly labeled as KM or not.

- Managing the generation, utilization, codification, storage, reutilization, sharing, and dissemination of knowledge
- Connecting people with the knowledge they need to perform, solve problems, and improve programs
- The use of tools and processes to make different kinds of knowledge available to people or organizations who need it, at the appropriate time

Knowledge management is the deliberate and systematic coordination of an organization’s people, technology, processes, and organizational structure in order to add value through reuse and innovation. This coordination is achieved through creating, sharing, and applying knowledge as well as through feeding the valuable lessons learned and best practices into organizational memory in order to foster continued organizational learning.

Importance of knowledge management

In our daily life, we deal with huge amount of data and information. Data and information is not knowledge until we know how to dig the value out of it. This is the reason we need knowledge management.

KM offers the following benefits:

- Foster innovation by encouraging the free flow of ideas
- Improve decision making
- Clarify the ‘what’ and ‘how’ of the work
- Share insights, experiences
- Avoid re-inventing the wheel
- Reduce training time for new employees
- Maintain institutional memory
- Promote time management
- Improve customer service by streamlining response time
- Enhance employee retention rates by recognizing the value of employees’ knowledge and rewarding them for it
- Streamline operations and reduce costs by eliminating redundant or unnecessary processes

In summary, KM is not just about gathering information and redistributing it. It is actually about doing something with it - creating value.
Knowledge management components

Knowledge management may be viewed in terms of:

- **People**: how do you increase the ability of an individual in the organization to influence others with their knowledge? People generate, store, and share knowledge and can help cultivate an environment that encourages knowledge sharing and use of KM systems.

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

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

Knowledge management processes

Key knowledge management processes include generation, capture, sharing and application of knowledge.

Knowledge management methods

There is a wide range of knowledge management and learning methods. The following are some of the knowledge management methods and techniques.
**Knowledge audit**
A knowledge audit is a structured way of gathering data, synthesizing findings and making recommendations for enhancing knowledge and learning.

It assesses knowledge, relationship and process, context, and external factors.

Reviews whether:
- Knowledge is aligned with tasks and processes
- Knowledge relationship and process exist and function
- Internal and external environment is supportive.

**Peer assist**
A peer assist is a meeting or workshop where people are invited from other teams to share their experience, insights and knowledge with a team who have requested some help.

Talking to experienced peers about the best way to approach new projects saves time and money and avoids repetition of mistakes. It also creates strong links across teams and relationships between people.

A peer assist:
- Targets a specific challenge
- Gains assistance and insight from people outside of the team
- Identifies possible approaches and new lines of inquiry
- Promotes sharing of learning with each other and
- Develops strong networks among people.

**After action review**
An after action review (AAR) is a tool to evaluate and capture lessons learned. It takes the form of a quick and informal discussion at the end of a project or at a key stage within a project or activity.

It enables the individuals involved to:
- Review what has happened
- Summarize new knowledge
- Decide what action should be taken next

This discussion should cover:
- What happened and why
- What went well
- What needs improvement
- What lessons can be learned from the experience
Community of practice
A community of practice is a network of individuals with common problems or interests who get together to:
- Explore ways of working
- Identify common solutions
- Share good practice and ideas.

Typically, they pool resources related to a specific area of knowledge.

Informal communities exist in some form in every organization. The challenge is to support them so they can create and share organizational knowledge. Communities of practice are organic and self-organizing, and should ideally emerge naturally. They usually evolve from the recognition of a specific need or problem.

Knowledge mapping
A knowledge mapping is a process of identifying and categorizing knowledge assets - people, processes, content and technology - within organizations. It allows an organization to leverage the existing expertise and identify barriers and constraints. It also provides a road map to locate the information needed to make the best use of resources.

Knowledge marketplace
A knowledge marketplace could be seen as a ‘dating service’ for knowledge. It identifies what people know and what they need to know on a particular subject, then connects them appropriately.

The knowledge marketplace can be facilitated online, via email or face-to-face. It can be used in many situations, and is particularly useful when delegating roles and responsibilities within a new project team.

Success depends on the willingness of participants to both contribute and benefit in equal measure from exchanging knowledge. It is highly dependent on the degree of trust between individuals.

It can be difficult to find people with the knowledge, skills and experiences you need on a specific topic. A lot of useful, specialist knowledge remains untapped in most organizations. The knowledge marketplace provides a forum to discover this knowledge and make it available to anyone who needs it.

Knowledge café
A knowledge café brings people together to have open, creative conversation on topics of mutual interest. It can be organized in a meeting or workshop format, but the emphasis should be on flowing dialogue that allows people to share ideas and learn from each other. It encourages people to explore issues that require discussion in order to build a consensus around an issue.
Role of AKCs in market-oriented agricultural development

- Agricultural development has recently become knowledge-intensive sector where access to and use of new knowledge and information is valued than ever before.
- The shift from subsistence to market oriented agricultural development requires extension services to implement new tasks and use innovative knowledge management tools to facilitate knowledge flows among value chain actors.
- Producers and other value chain actors need to expand their understanding of markets and market opportunities if they are to achieve market success.
- Therefore, availability and access to knowledge and information and the capacity to use them in productive ways is crucial to promote market oriented agricultural development.
- With access to relevant information and knowledge, experts and development agents can provide timely advice to producers and other value chain actors.

Role of AKCs in market-oriented agricultural development ...

- Agricultural knowledge centers (AKCs) play a key role in developing the knowledge management capacity of agricultural development offices by:
  - Creating increased availability and access to relevant knowledge and information
  - Facilitating knowledge generation, sharing and utilization
  - Promoting knowledge culture and networks of experts and development agents
  - Linking experts with knowledge sources
- AKCs provide tools to document good practices and share experiences among experts and development agents, promoting the learning and sharing culture of agricultural development offices
- Agricultural development experts and development agents can use AKC facilities to access new information and knowledge and introduce improved production and marketing practices.
- AKCs can facilitate linkage of experts and development agents with researchers, agricultural portals and other knowledge sources
Conditions and contexts for enhancing the use and sustainability of AKCs

Features of organizational culture that support effective use and management of agricultural knowledge centers include:

- **Focus on people**: creativity of individuals and teams, networking, emphasis on learning and sharing, experimenting with new ideas, continuously questioning chosen strategy, mutual exchange of experiences, willingness to co-operate

- **Leadership supporting team work and learning**: general belief in the value of learning and sharing, adaptive management, flexibility, pro-innovation, collective problem-solving, high-trust culture for learning and sharing, clearly defined work requirements, low power distance, collectivism

Conditions and contexts for enhancing the use and sustainability of AKCs ...

- **Proper incentive and accountability system**: good ideas are supported by management, willingness to increase competences and skills, search for new solutions and experiences, informal ways of communication

- **Ownership and leadership of management** to allocate adequate operational resource – mobilizing resources from projects and NGOs

- **Assignment of competent and full-time ICT/knowledge management person** to manage the AKCs

- **Linkage with ICT units and knowledge resources** to ensure continuous flow of relevant knowledge
Monitoring and reporting of the use and management of AKCs

Purpose of monitoring the use and management of AKCs

- Generate data to establish evidence on the relevance, usefulness and scaling up of AKCs
- Gather information on the relevance and effectiveness of AKCs in improving access to knowledge and information and promoting the learning and sharing culture of agricultural development offices
- Identify challenges and take timely measures to enhance and sustain the use AKCs

Monitoring and reporting of the use and management of AKCs ...

Monitoring issues

- **Type of visitors**: WoA (management, experts, support staff, development agents), other Woreda line offices, researchers/graduate students, NGOs/private sector, others (please specify)
- **Purpose of visit**: reading reference materials, computer use (preparing work plans and reports, skills development in computer use, reading CD resources, accessing off line version of EAP, viewing audiovisual materials), Internet use (general browsing, reading and sending emails, browsing specific information)
- **Frequency of visits**: daily, 2-3 days a week, weekly, fortnightly, monthly
- **User feedback**: comments, observations and feedback for improvement
Monitoring and reporting of the Use and Management of AKCs ...

Monitoring tools
  • Feedback on monitoring sheets
  • Challenges in monitoring and reporting on the use of AKCs
  • Ways to improve data collection, analysis and reporting on the use of AKCs

Analysis and reporting
  • District
  • Region
  • Zone
  • Aggregate
## Training agenda

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Learning activity</th>
<th>Objective/output</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–9:00</td>
<td>Arrival and registration</td>
<td>Participant registration sheet</td>
<td>Organizers</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>Welcome, introductions, expectations, ground rules, training objectives, training agenda, pre-training knowledge and skills assessment</td>
<td>Create conducive learning atmosphere</td>
<td>Mamusha</td>
</tr>
<tr>
<td>10:00–10:30</td>
<td>Health break</td>
<td></td>
<td></td>
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<tr>
<td>10:30–11:00</td>
<td>Introductory presentation: Knowledge management – Concept, process and methods</td>
<td>Create common ground for group work and plenary discussion</td>
<td>Beamlak</td>
</tr>
<tr>
<td>11:00–12:00</td>
<td>Group work: Situation of knowledge management in agricultural development offices, challenges in promoting and using AKCs, opportunities for using AKCs, good practices in promoting and using AKCs</td>
<td>Document and share experiences and good practices</td>
<td>Mamusha/Beamlak</td>
</tr>
<tr>
<td>12:00–13:00</td>
<td>Lunch break</td>
<td></td>
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<tr>
<td>13:00–14:00</td>
<td>Group work continued</td>
<td></td>
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<tr>
<td>14:00–15:00</td>
<td>Plenary presentation, discussion and feedback</td>
<td>Document group discussion results and provide feedback</td>
<td>Beamlak/Mamusha</td>
</tr>
<tr>
<td>15:00–16:00</td>
<td>Assessing AKC situation</td>
<td>Current status of AKCs</td>
<td>Mamusha</td>
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<tr>
<td>16:00–16:30</td>
<td>Health Break</td>
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<tr>
<td>16:30–17:00</td>
<td>Wrap-up: Journaling of key learning points</td>
<td>Document key learning points of the day</td>
<td>Beamlak</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Learning activity</th>
<th>Objective/output</th>
<th>Facilitator</th>
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<tbody>
<tr>
<td>8:30–9:00</td>
<td>Recap: Reflection and agenda of the day</td>
<td></td>
<td>Beamlak</td>
</tr>
<tr>
<td>9:00–12:00</td>
<td>AKC equipment operation, use and handling: Demonstration, practice and feedback</td>
<td>Develop skills and confidence of AKC managers to operate audiovisual tools</td>
<td>Beamlak/Efrem/Mamusha</td>
</tr>
<tr>
<td>12:00–13:00</td>
<td>Lunch break</td>
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<tr>
<td>13:00–15:00</td>
<td>Feedback and consolidation of learning</td>
<td></td>
<td>Beamlak/Efrem</td>
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<tr>
<td>15:00–15:30</td>
<td>Health break</td>
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<tr>
<td>15:30–16:30</td>
<td>Group work: Role of AKCs in market-oriented development</td>
<td></td>
<td>Mamusha/Beamlak</td>
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<tr>
<td>16:30–17:00</td>
<td>Wrap up: Journaling of key learning points</td>
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<td>Beamlak</td>
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<tr>
<td>Time</td>
<td>Learning activity</td>
<td>Objective/output</td>
<td>Facilitator</td>
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<tr>
<td>8:30–9:00</td>
<td>Recap: Reflection and agenda of the day</td>
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<td>Beamlak</td>
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<tr>
<td>9:00–10:00</td>
<td>Group work: Roles and responsibilities of AKC managers, conditions for fully using and sustaining AKCs</td>
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<td>Mamusha/Beamlak</td>
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<tr>
<td>10:10–10:30</td>
<td>Health break</td>
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<tr>
<td>11:00–12:00</td>
<td>Plenary presentation, discussion and feedback</td>
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<td>Beamlak</td>
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<tr>
<td>12:00–13:00</td>
<td>Lunch break</td>
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<tr>
<td>13:00–14:00</td>
<td>Monitoring AKC use and management – Recording, analysis and reporting</td>
<td>Create clarity on the purpose and monitoring issues</td>
<td>Mamusha/Beamlak</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td>Highlights of training process and key learning points Action planning</td>
<td>Develop action plans to encourage participants apply the learning in their work place</td>
<td>Mamusha/Beamlak</td>
</tr>
<tr>
<td>15:00–15:00</td>
<td>Health break</td>
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<tr>
<td>15:00–15:30</td>
<td>Closing: Evaluation, comments/feedback and next steps</td>
<td>Obtain participant feedback and agree on next steps</td>
<td>Mamusha/Beamlak</td>
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</table>
Training feedback survey

Gender: M/F
Year of service as AKC manager:

Please evaluate your level of satisfaction and learning in the training course on a 1 to 4 rating scale (1 = Dissatisfied, 2 = Somehow satisfied, 3 = Satisfied, 4 = Highly satisfied).

<table>
<thead>
<tr>
<th>Training elements</th>
<th>Rating scale</th>
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<tbody>
<tr>
<td></td>
<td>1 Dissatisfied</td>
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<tr>
<td><strong>Training objectives</strong></td>
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<tr>
<td>The training objectives were relevant, realistic and clearly defined.</td>
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<tr>
<td><strong>Training content</strong></td>
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<tr>
<td>The training content was relevant, practical and useful to my work as AKC manager</td>
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<tr>
<td>The training content was adequate, well organized and easy to follow.</td>
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<td>The training event was flexible to accommodate the learning needs/expectations of participants.</td>
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<tr>
<td><strong>Training process and methods</strong></td>
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<tr>
<td>The training process and methods helped me better understand the training content.</td>
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<tr>
<td>The balance between presentations and practical sessions was good.</td>
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<tr>
<td>Adequate time was allotted for practical sessions and discussion.</td>
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<td>The facilitators provided helpful comments, feedback and examples.</td>
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<tr>
<td><strong>Learning satisfaction and intention to apply learning</strong></td>
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<tr>
<td>I have gained new and adequate knowledge and skills from the training.</td>
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<tr>
<td>I feel that the knowledge and skills I gained from the training will improve my role as AKC manager.</td>
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<tr>
<td>I can apply the knowledge and skills gained in my work place/context.</td>
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<tr>
<td><strong>Overall Assessment</strong></td>
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<tr>
<td>Overall, how satisfied are you with the training course?</td>
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</table>

What did you like most about the training?

What aspects of the training methodology did you NOT like? Why?

What aspects of the training could be improved?