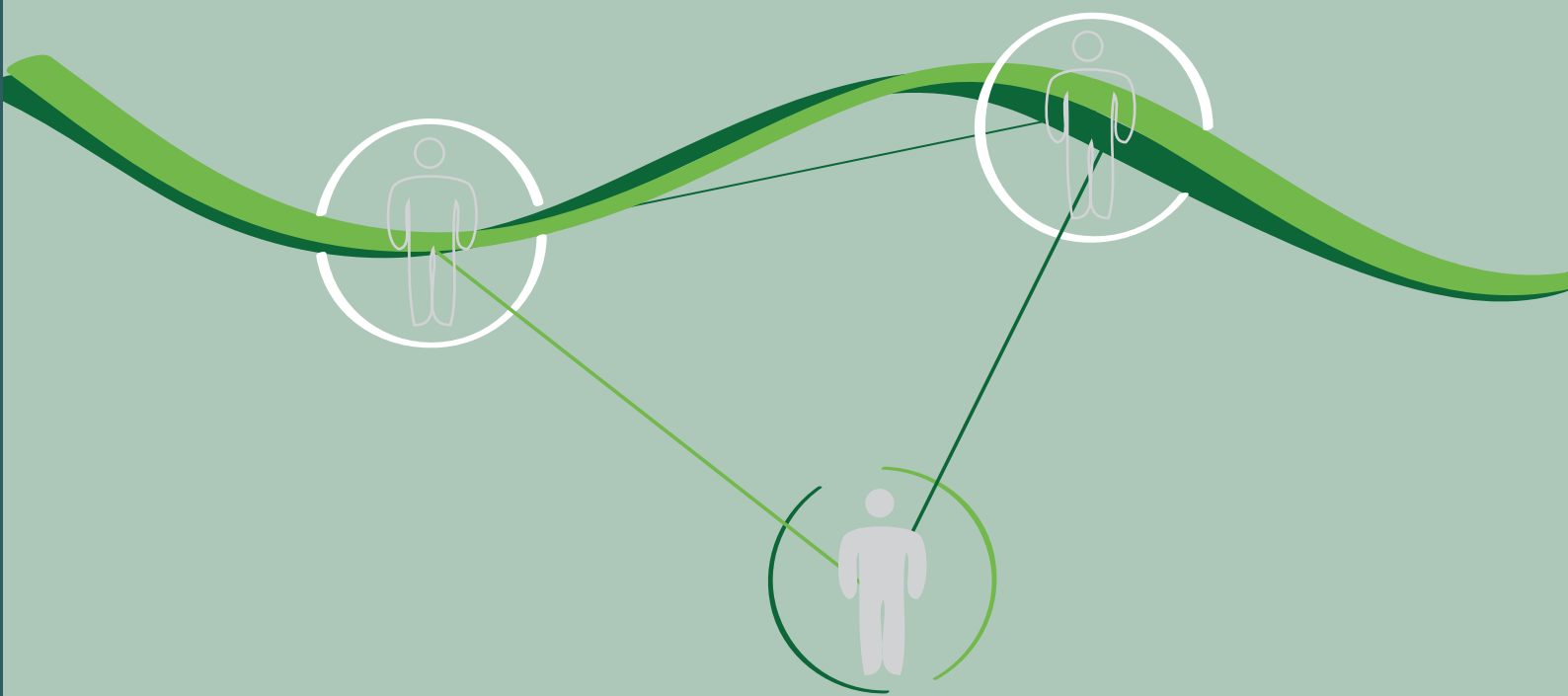


Partnership and networks in agricultural research for development

a learning module



Strengthening partnerships and networks in agricultural research for development

A learning module (Version 1.0)

Session 1: Welcome and introduction to the workshop

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Trainer's guide

Session 1: Welcome and introduction to the workshop: Objectives and expected output

Purpose	To enhance the capacity of the agricultural researchers to forge effective and efficient partnerships with other relevant stakeholders in the agricultural innovation system for achieving greater impacts	
Objectives	At the end of this session participants will be able to, <ul style="list-style-type: none">• Understand the objective and expected outputs of the workshop	
Resources	<ul style="list-style-type: none">• Flipcharts• Copies of handouts 1.1 for each participant• Computer and LCD projector	
Time needed	One hour and 30 minutes	
Method of facilitation		
Activity		Time
Presentation	Distribute handout 1.1 before you start your presentation Give an introductory presentation about the workshop goals, objectives, duration and learning procedure Make sure that participants are clear about what is presented	1 hour and 25 minutes
Transition	Make closing remarks and transit to the next session	5 minutes

Session 1: Welcome and introduction to the workshop: Summary of overheads

1.1

*Design, implementation, management, and
assessment of partnerships and networks in
agricultural research for development*

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AND FISH
PATHOGENS

1.2

Workshop objectives
and expected output

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1.3

Purpose


- To enhance the capacity of the agricultural 'researchers' to forge effective and efficient partnerships with other stakeholders in the AIS for achieving greater impacts

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AND FISH
PATHOGENS


1.4

Objectives	
	<ul style="list-style-type: none"> • To discuss ongoing transformation and changing paradigms within the agricultural R&D arena • To gain better understanding of the processes and issues related to design, implementation, management and evaluation of research partnerships • To share the experiences and to discuss the principles and good practices for effective partnerships and networks • To provide a platform for co-learning

1.5

Expected outputs	
	<ul style="list-style-type: none"> • Participants with: <ul style="list-style-type: none"> • better understanding of the context for agricultural R&D • better understanding of the processes, skills and issues related to planning, implementation and M&E of research partnerships projects • knowledge to achieve greater impacts from the current partnership activities

1.6

Expected outcome	
	<ul style="list-style-type: none"> • Enhanced capacity to design, implement, manage and assess partnership projects (Immediate) • Improved understanding and better relationships between the partner institutes (Intermediate) • Greater impacts of partnership projects in agricultural R&D (Ultimate)


1.7

Guidance

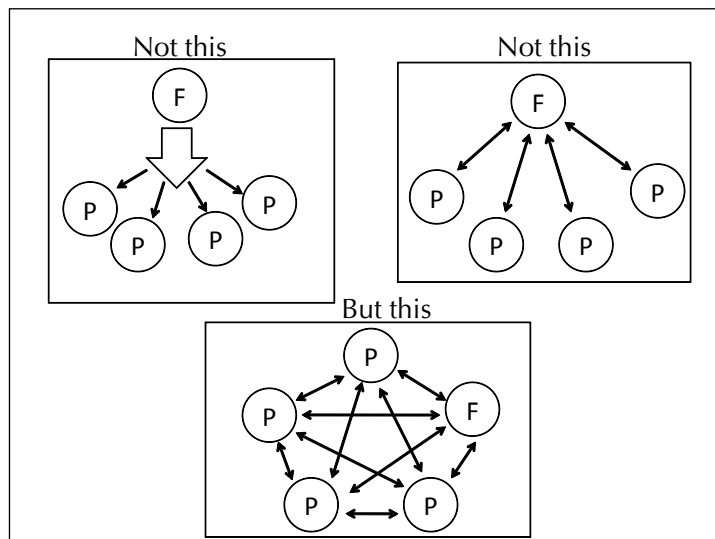
Interactive mode

Co-learning

‘Best practices’ vs. ‘best fit’




1.8

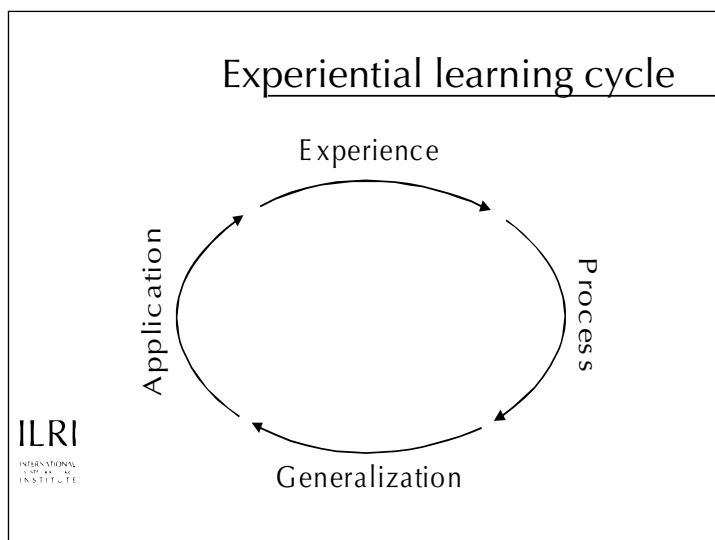


1.9

Participant action plan approach
(PAPA) and its relationship with
experiential learning cycle



1.10



1.11

Why PAPA?

- Systematic and continuous planning of future activities by participants as workshop evolves
- Formal link between participants and resource persons for follow -up activities
- Further involvement of participants in improving the learning workshop content after training event

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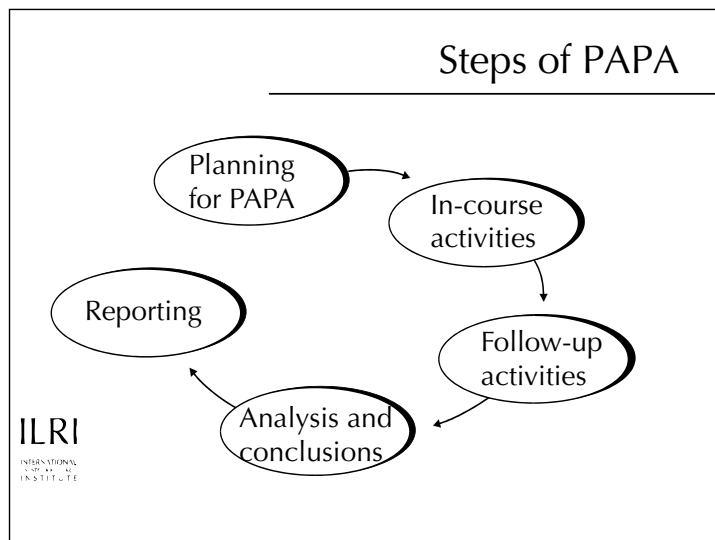
1.12

Uses of PAPA

- Assess transfer of skills to workplace
- Determine impact of change introduced
- Identify problems of implementation
- Provide information to improve the workshop content and approach
- Evaluate the most useful parts/quality of the workshop

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1.13



1.14

In-course activities

Develop an action plan

Procedure:

- prepare a preliminary list of action items
- confer with partner
- finalize and prioritize list of action item
- report individual action plans
- make copies for trainees and facilitators

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1.15

Follow-up activities

Facilitators	Participants
<ul style="list-style-type: none"> • Formulate and send questionnaire • Analyze and interpret data • Prepare report • Improve workshop content and approach if necessary • On the basis of information, assess the impact 	<ul style="list-style-type: none"> • Implement the planned action items • Fill out and return questionnaire

↔

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1.16

Rules of behaviour/
code of conduct

?

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1.17

Thank you!

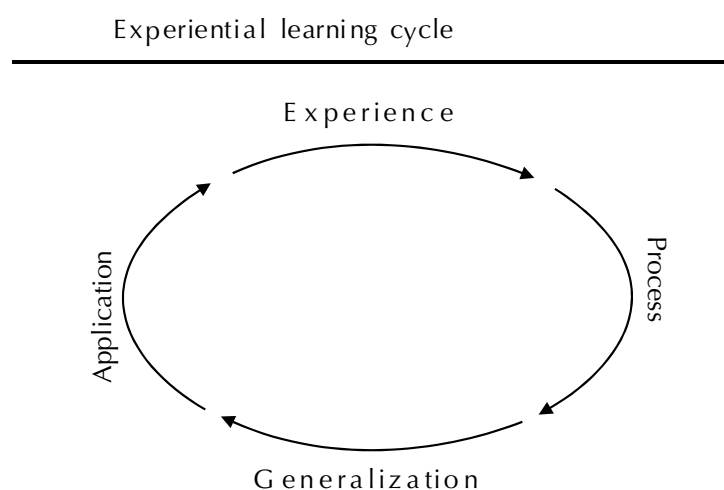
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Session 1: Welcome and introduction to the workshop: Summary of presentation

Participant action plan approach (PAPA)

As part of this training, you will do an exercise designed to help you apply what you have learned. You may not find everything taught in the training appropriate to your specific situation. In some cases, you may want to adapt some of the materials to fit your particular job or work setting.

The participant action plan approach (PAPA) was developed by the United States Office of Personnel Management with the objective of following up the results of a training workshop. PAPA is an easy-to-use method for determining how you have changed your job behaviour as a result of your participation in a training course or program. The application of new knowledge and skills acquired during the training events is the most important objective of the training program. Application is the last phase of the Experiential Learning Cycle (see Figure below), which is the basic theoretical model that ISNAR uses in training events to ensure learning during the workshop.



The method generates information that enables the trainers to answer questions such as the following:

1. What happened on the job as a result of the learning?
2. Are changes that occurred the ones intended by those providing the learning?
3. What may have interfered with participants' trying to use on the job what they learned in the learning?

With the information from PAPA, learning facilitator (as evaluators) can also decide if the learning workshop should be modified, and in what ways. The participants can use the information to determine the worth of the workshop and make informed decisions about its future.

Workshop activities

The method consists of two stages. At the beginning of the learning workshop, you are introduced to the idea of an action plan and are asked to consider throughout the workshop tasks that you might want to do differently when you return to your job as a result of the training. Then, at the end of the training you are asked to write an action plan. This is a list of new, workshop-related activities that you plan to try when you return to your job.

Follow-up activities

At a scheduled time after the workshop (usually several months), you will be interviewed or contacted by questionnaire. You will be asked which of your planned activities you have been able to implement up to that time, and what other new activities you have attempted as a result of attending the learning workshop. You will also be asked what effect your new activities have had on your work environment, and what problems, if any, you encountered in trying them.

PAPA—First stage

Ideas for action items

Workshop title: Design, implementation, management, and assessment of partnerships and networks in agricultural research for development

Date/venue:

Name: _____

Organization:

Ideas I would like to try when I return to work at my research institute, based on what I have learned in this learning workshop.

Name:

Institution: _____

Area of research: _____

I feel motivated to deal with issues related to impact assessment when: _____

During this workshop I expect: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

Guidelines for writing action items

The most important characteristic of an action item is that it is written so you—or someone else — will know when it occurs. One way to help achieve this is to use specific action verbs. The following is a list of such verbs:

	Mental skills	Physical skills	Attitude
State	Demonstrate	Execute	Choose
Name	Discriminate	Operate	Volunteer
Describe	Classify	Repair	Allow
Relate	Generate (a solution)	Adjust	Recommend
Tell	Apply (a rule)	Manipulate	Defend
Write	Solve	Handle	Endorse
Express	Derive	Manufacture	Cooperate
Recount	Prove	Calibrate	Accept
	Analyse	Remove	Decide
	Evaluate	Replace	Agree

As you are working on the action items, ask yourself, is the behaviour described observable? Will it be obvious to others or me when it occurs?

The following are examples of action items. As a result of participating in this learning workshop I plan to:

1. Describe this workshop to my superior within a week of returning to the job. As a result, my supervisor will know the contents of the learning workshop, how I can apply what I learned to the job, and whether or not others in the organization will attend.
2. Handle every piece of paper only once to improve the management of my own time. I will begin as soon as I am back on the job.
3. Apply the principles of performance analysis to the problem of incomplete or tardy case reviews in my research institute and request assistance from the learning workshop unit as needed. As a result I will know whether training is required and/or if some other solution is appropriate. I will begin within a month after returning.
4. Talk to my employees directly about a problem which arises, rather than avoiding a confrontation; discuss the situation in order to reach mutual understanding.
5. Within two weeks after I return, I will implement a _____ research management procedure/process in my research institute.

Implementing the action item

As you proceed to develop action items, be sure to think of yourself in your actual job setting, implementing the activity you have described.

If you have an idea of when you will be able to begin implementing the action items, make a note of it. Three categories can be chosen: 1) within two months, 2) after two months, and 3) as the opportunity arises (you do not know when the opportunity to try this item will occur).

You may find that you cannot try out your ideas exactly as you envisioned them, or that it is difficult to be specific. That is all right. It is still important to write out your intent, as a tentative plan, knowing you may have to modify it once you are back on the job. Try to develop at least two or three action items. One may not work, so it is handy to have others.

PAPA—Second stage

Ideas for action items

Workshop title: Design, implementation, management, and assessment
of partnerships and networks in agricultural research for
development

Date/venue: _____

Name: _____

Organization: _____

Action items	Start to implement action plan (check if known)		
I plan to:	Within 2 months	After 2 months	As opportunity arises

Participant action plan approach

Supervisor's contact address

Name	
Organization/centre	
Name of immediate superior	
Title of immediate superior	
Address	
Tel No.	
Fax No.	
E-mail	

Cards for the interactive exercise

Note to facilitator:

Each of the following forms has a different question for participants. Photocopy on coloured paper and be sure to cut the cards as indicated before session 1 begins.

.....Cut here ✂.....

Name: _____

Institution: _____

Area of research: _____

When I am a member of an interdisciplinary team and have to deal with controversies over impact assessment methods, I feel anxious because: _____

However, my reaction is: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

..... Cut here ✂.....

Name: _____

Institution: _____

Area of research: _____

If I were to describe myself as a researcher in one sentence, I would say: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here ✂.....

Name: _____

Institution: _____

Area of research: _____

My best professional quality is: _____

This helps me: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I am carrying out an impact evaluation in a multidisciplinary team, I perceive myself as a person who _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

My perception of modern-day demands for impact evaluation is that:

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

I think that my peers in impact evaluation projects perceive me as: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I am leading an interdisciplinary team in charge of an impact evaluation project, I feel that:

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

People who really get to know me as a researcher who believes in impact evaluation projects say:

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

I think that my scientific and management skills in dealing with impact evaluation issues are:

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

I like to learn about monitoring, evaluation, and impact assessment concepts, methods, and approaches
when: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

As a researcher who believes in impact assessment, I like myself when: _____

and I dislike myself when: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I am dealing with the complexity of estimating rates and return at farm level, I feel irritated when: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

While learning about methods and strategies for evaluating impact, I prefer to discuss my thoughts and doubts with: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I am engaged in a participatory evaluation, I like myself when: _____

however: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I am among new peers whom I perceive to be knowledgeable about monitoring, evaluation, and impact assessment, I: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

When I participate in a group discussion on results of impact assessment, I tend to be: _____

This is why I expect my team members to be: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

I am sure I could do a better job evaluating impacts (production and institutional) if: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

As a research manager of planning, monitoring, and evaluation activities, I dislike being frustrated. That is why I _____

to improve my morale.

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name: _____

Institution: _____

Area of research: _____

During this exercise to share the participants' experience and feelings while working with monitoring, evaluation, and impact assessment issues, I feel: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Name:

Institution:

Area of research:

While participating in this workshop on monitoring, evaluation, and impact assessment I promise myself: _____

because: _____

My major expectation of this workshop is: _____

The facilitator will request you to introduce yourself through this information to the audience.

.....Cut here✂.....

Note: You can use the workshop objectives, what you learn during the workshop, handouts, conversations with participants and facilitators etc. to come up with ideas.

