Capacity Development and Knowledge Management Toolkit- Africa RISING in the Ethiopian Highlands

Iddo Dror, Mamusha Lemma, Kindu Mekonnen and Peter Thorne

The Africa Research In Sustainable Intensification for the Next Generation (Africa RISING) program comprises three research-for-development projects supported by the United States Agency for International Development as part of the U.S. government's Feed the Future initiative.

Through action research and development partnerships, Africa RISING will create opportunities for smallholder farm households to move out of hunger and poverty through sustainably intensified farming systems that improve food, nutrition, and income security, particularly for women and children, and conserve or enhance the natural resource base.

The three regional projects are led by the International Institute of Tropical Agriculture (in West Africa and East and Southern Africa) and the International Livestock Research Institute (in the Ethiopian Highlands). The International Food Policy Research Institute leads the program's monitoring, evaluation and impact assessment. http://africa-rising.net/

Contents

1. Introduction

The Africa Research in Sustainable Intensification for the Next Generation (Africa RISING) program comprises three research-for-development projects supported by the United States Agency for International Development as part of the U.S. government's Feed the Future initiative. In Ethiopia, the project is operational in Amhara, Oromia, Tigray and Southern regions. The main aim of the first phase of the project in the Ethiopian highlands is to identify and validate solutions to the problems experienced by smallholder crop-livestock farmers.

A number of scalable innovations and their respective scaling models have already been identified. The second phase of the project aims to support development partners in their scaling efforts through the provision of tailored technical assistance in terms of backstopping research, capacity development and learning and communication activities. A key aspect of this scaling support is documentation of experiences and lessons gained in the first phase of the project.

The purpose of this toolkit is to synthesize and integrate the various capacity development and knowledge management interventions which the project has conducted in its first phase. This is one sure way to strengthen the scaling capacity of development partners. The toolkit is primarily meant for offices of agriculture and NGO partners to aid their scaling efforts but it can also be a useful material for other development projects and programs.

2. Knowledge management tools

2.1. Field days

Field days are a useful tool for awareness raising, demonstration and experience sharing. They expose farmers to different technologies and management practices and enhance cross-learning with the outcome that many farmers would express interest in trying the innovations for themselves.

Advantages of field days:

- Popularization of technologies and management practices

- Create interaction and linkages among farmers

- Motivate other farmers and make them compare their situation

- Facilitate information sharing, input and technology dissemination such as seeds and planting materials

- Farmers to select technologies and management practices that fit with their own interests, capacities and environmental circumstances.

- Create opportunities for farmers to have the opportunity to interact with practitioners and gain unbiased view of innovations that they may be considering.

Disadvantages of field days:

- Require a high level of organization and facilitation skills

- Can be costly to organize

- Requires follow-up facilitation support such as creating linkages to technology suppliers and service dealers or providing specific expert advice or more formal training.

The nature of field days (purpose, organization, timing and approach) can differ by the innovation to be demonstrated and popularized.

Field days can be single innovation or multiple innovations. When field days involve demonstration of different innovations, it is important to develop messages clearly and make sure that integration of messages is achieved across different but complementary innovations. If participants are large in numbers, divide them into small groups and visit field demonstrations in rotations.

Field days have purpose. Clarify what you want to achieve as a result of a field day activity and plan how you will evaluate success of the event.

Media coverage. Depending of the purpose of the field day, engage the media to document and achieve wider dissemination of messages.

Local custom and traditions. According to local customs, engage local leaders, elders and religious leaders to open up field days events. It is also a good practice to use local dances and music to colourfully celebrate, send messages and create a sense of community.

Targeting of field days. Field days can be organized for specific participants such as women-only field days to celebrate and recognize women innovators and champions. Posters, local music and the media can be used to promote and celebrate champion women innovators and influence the social system and local gender values.

Use the following process to plan, facilitate and document field day events.

Before the field day

- Clarify purpose and objectives

- Identify learning themes and points

- Decide on time and location

- Identify and invite participants who will benefit most from the field visit

- Prepare demonstration and dissemination materials

- Develop program of activity

- Arrange logistics

- Assign facilitation and documentation role

- Invite media and officials to make opening and closing speeches

- Prepare opening speeches and press releases

During the field days

- Invite local elders and government officials to give opening speech

- Conduct field demonstrations and discussions

- Recognize lead farmers through awards and having them address their fellow farmers

- Plenary discussions, reflections and feedback

- Document process through taking pictures, notes and interviewing participants

- Identify farmers who have potential interest to try out new practices

- Agree on way forward messages and action points

After the field day

- Report on the event

- Design follow-up action plan

- Follow-on potential farmers

- Organize study tours and skills-based training for potential farmers
- Provide regular technical and advisory support

2.2. Demonstrations

Demonstrations are group extension methods used to show farmers how to do something (method demonstration) and why farmers should do something (result demonstration).

Use the following checklist to organize and implement demonstration activities.

Planning

- Define purpose and objectives
- Decide on what to demonstrate
- Identify participants
- Identify demonstration sites and timing
- Develop plan of demonstration activities
- Assign roles
- Develop background materials

Delivery

- Be on time
- Welcome and introduce participants
- Provide overview of demonstration activities
- Conduct demonstration activities
- Allow time for discussion and questions
- Document process and results
- Evaluate the event and obtain feedback from participants

Follow-up

- Produce report
- Conduct follow-up activities.

2.3. Exchange visits

Learning is a social activity. People learn through observing others' behaviour, attitudes and outcomes of those behaviours. Exchange visits create opportunities for both visitors and hosts to share new ideas, learn from one another and assess the relevance of new ideas. Usually contacts made during exchange visits continue to gain additional knowledge and information, exchange of ideas and inputs and initiate

marketing linkages. Exchange visits also provide opportunities for sharing of seeds and planting materials and linkages for mutual support.

Use the following process to organize, facilitate and document exchange visit events.

Before exchange visits

- Identify places and things to be seen

- Formulate purpose and objectives

- Identify and invite participants

- Get confirmation from host knowledge providers

- Assign facilitation and documentation roles

- Develop agenda

- Plan for logistics

- Share purpose and agenda with host knowledge provider

- Hold planning meeting with participants and host to agree on sequencing of activities, participant engagement, expected results and follow-up strategies.

During exchange visits

- Introduce the host and visitors

- Allow adequate travel time and dedicate enough time in the field

- Presentations from both host knowledge provider and participants to share experiences

- Field visits to see first-hand what is possible and interact with knowledge providers

- Peer assist sessions to gain input on specific challenges from peers and practitioners

- Allow time for participants to network and explore ways to adapt lessons learned to their own context

- Summarize the main points of the discussion

- Thank the host and participants.

After exchange visits

- Poster sessions to share findings and lessons learned with a larger stakeholder group

- Surveys and interviews to gain feedback from participants

- Action planning sessions to define how to adapt findings in own context

- Follow-up workshop to check how participants are taking forward their learning.

2.4. Stakeholder meetings

Stakeholder meetings provide partners with the opportunity for communication, interaction and knowledge sharing. Meetings can be organized for different purposes such as planning, decision-making, team building, information and knowledge sharing, problem-solving and evaluating a program or process.

Use the following checklist to organize and facilitate stakeholder meetings.

Before the meeting

- Define meeting purpose and objectives

- Create participant list

- Develop meeting agenda

- Identify implementation team and establish roles

- Identify and invite speakers and facilitators

- Send invitation letters with meeting concept note and tentative program

- Ask participants to bring materials to share with participants

- Plan the meeting place

- Arrange necessary materials and logistics

During the meeting

- Make sure that everything is in order

- Be on time

- Welcome participants

- Create an atmosphere where everyone is listened to

- Explain purpose and an overview of the meeting agenda

- Invite speakers

- Introduce participants in an interactive way

- Establish ground rules

- Encourage diversity while helping participants find common ground

- Engage participants and allow enough time for discussion

- Document meeting process and results

- Evaluate meeting in various ways

- Highlight key messages and action points in a closing session

After the meeting

- Produce meeting report
- Follow-up on action points

2.5. Writing a good practice document

A good practice is something that demonstrably contributes to positive development outcomes or results. It is a practice that is well deployed or utilized throughout a project and is continually being improved.

Good practices aim to inspire; they also help others act and realize their own good practices. What is a good practice will differ based on contexts within which projects are implemented. It is important to collect practices which reflect positive and innovative ideas and actions in specific contexts.

Use the following structure to write a good practice document.

Length of document

The report should be short, to the point and simply written so as to be accessible to project staff and officials who are practical and don't have time to go through elaborate documentation. Ideally it will be 8 to 10 pages. Additional materials relevant to the replication process such as training materials, technical specifications, etc. can be provided as appendices.

Title

The title should reflect the major theme of the activity and be short and to the point.

Summary (300 words)

This section should give a general overview of the project/initiative.

- Describe rational and objectives of the project.
- Explain the strategy and methodology used and the various stakeholders involved in the process.
- Note the major accomplishments and point out the impacts at different levels.

Introduction (300 words)

This section should state the purpose for the project.

- Describe the situation before starting the project: Point out the main problem, the consequences and the attempts to deal with them
- Present the project objectives

Results (300 words)

This section should have a catchy title that highlights the main accomplishments.

- Describe to what extent the purpose and objectives were met

- Outline the indicators used to evaluate the results

- Identify the effects of the project in certain key areas. For instance:

  - Relations between the project implementing agency and the community

  - Improvement of institutional capacity in the implementing agency and the project stakeholders

  - Significance of the outputs for the target groups

  - Changes in decision-making processes

  - Changes in the use and distribution of human, technical and financial resources

- Include partner comments on the impact of the project

Project History (150 words)

- Describe how the project was initiated; who championed it.

- Explain the process for setting goals and determining the strategy and methodology (how, by whom)

- Indicate over which period the project was implemented, where it was implemented, with whom and who financially supported it

Key Implementation Steps (up to 2400 words)

This section is important to help other development actors appreciate the chronological chain of events in the implementation of the project. It requires that the writer analyse the sequence of activities in the implementation of the project and present each step with its respective outputs, and resources. This is best done through a consultation with the project implementation team. Development actors wanting to replicate the practice will refer to this section to determine their own implementation plan for the replication of the practice.

Describe the main implementation steps/milestones in chronological order and provide a detailed breakdown of the output; individuals/stakeholders involved; resources required; and tools, procedures and systems which need to be in place for each key implementation step. A typical project may have 5 to 8 main implementation steps and each of these steps can be broken down in more detail with a few sub-steps or activities relating it.

Each key implementation stage should be detailed with related sub-steps and activities. For each main step and/or sub-step, the following should be presented:

- Main output

- What procedures, tools, techniques, systems or structures need to be in place

- Who needs to be involved/Why?

  – Describe the involvement of other institutional partners, organizations and the community.

  – What was their respective role? How is it complementary to the implementing agency's contribution to the project?

- What budget is required and when?

  – Estimate or provide actual costs for each component which required a specific budget allocation

  – Other resources required (facilities, equipment, meeting halls, etc.)

- Lessons learned: What worked and what didn't work

  Throughout the implementation of the project, the implementers may have learned from errors and successes. These lessons learned become valuable information for other actors wanting to replicate the exemplary practice. For example:

  – Some critical pre-requisites needing to be in place

  – What should be the ideal timing of a specific activity?

  – Ensuring community or political support

Analysis (900 words)

This section should have a catchy title.

- Identify specific opportunities and limitations and solutions applied

- Put an emphasis on sustainability factors:

  – Cultural: respect and consideration for attitudes, behaviours and traditions

  – Social and economic: involvement of and benefit to both women and men, inclusion of and benefit to cultural minorities or economically disadvantaged groups

  – Environmental: reduced dependence on non-renewable resources (air, water, soil, energy); change in methods of production and consumption

  – Financial: use of available resources; contributions by various stakeholders; terms for repayment of loans.

- Explain the importance and significance of the project/activities relative to the context it was implemented in.

Lessons Learned and Replicability of the Experience (300 words)

- Describe any general lessons learned about what the whole project and their influence on subsequent planning.

    – Were these lessons used later to change policies/strategies/plans?

    – What aspects should be changed, avoided?

- Describe the exemplary value of this activity and the elements that make it so.

- Indicate what type of actors would most benefit from this project. What specific conditions or target group can benefit from such a project?

- Describe which are the generic aspects/components of the project (easily transposable to other contexts) and which ones might require more adaptation to the specific conditions of another context

- Where relevant, identify what is the core activity or component and which components may or may not be implemented in another context

- If the project was implemented over a long period of time, provide an indication of the minimum amount of time required to replicate it.

- Identify any known cases of successful replication of this practice by other actors so far

Use of photos

Use photos (at least 2) to illustrate the process and the accomplishments. Photos can be included in the Implementation Steps section or the Results section.

2.6. Writing a success story

Success stories showcase development program efforts and/or accomplishments. Success stories help reflect and learn from our work.

What makes a good success story?

- A success story shows how a program is making a difference in people's lives and uses evidence to show the value of the program

- Describes a positive change and shows how that change benefits the target community

- Not list of events, activities or outputs

- Describes results that are valued by clients

- Contains compelling, significant facts

- Catches attention

- Tells who benefits

- Answers: "So what?"

Writing style

- Use active voice
- Use short, complete sentences
- Be concise
- Choose simple and descriptive words
- Avoid jargon and acronyms

The structure of a success story

An effective success story is a one page long writing. Do not try to cover everything about the project. Decide the message you want to get across with a success story.

Title

- Positive
- Provocative and persuasive
- Striking, powerful
- Captures attention
- Short and concise words
- Drawn from program theme

Situation

- Describe briefly the problem situation and its setting – where is the problem happening? How and when did you know about the situation?
- What were the most important problems, issues, concerns or challenges?
- Who are the most affected stakeholders?
- Why was the action necessary? What specifically prompted the program action?
- Why was it important that your agency intervene and what would have gone wrong if you didn't?
- What do you want to accomplish through your program and what methods did you use to collect information?

Response

- How did the program respond? What actions did your agency take? Describe steps taken.
- What inputs (human, financial, material or technology) was used?

- How many people (male, female, boys and girls) reached by the program?

- How did this approach complement or supplement community's own initiatives?

- What was specific role of the community members (men, women, boys and girls)?

Results

- Who benefited? How many and how?

- What was the result/change or outcome? Use qualitative and quantitative data to describe change.

- Describe outcome in terms of knowledge, behaviour, skills, motivation, leadership, decision making, policies, social actions, economic benefits, environmental conditions

- Intended or unintended positive or negative impact

- How change or impact can be sustained and replicated?

- What were main challenges and lessons learned that will inform future actions?

- What happened as a result of your program? Highlight major or significant findings/results of the program.

- What impact did your program have on participants, families, and communities? What is happening differently?

Evidence

- What's the evidence or a proof that your response works?

- How did you collect the data? How did you sample? When did you collect the data?

- Include individual stories, testimonials or anecdotes to illustrate facts.

Replicability/Sustainability

- What potential does your program have in the future?

- What partner institutional capacity has been created that would sustain the benefits of your program?

- What opportunities and enabling conditions (such as policy directions, partner organization's commitment, and existence of similar programs) are in place that would support scaling out of your program?

A good story must:

Describe the context:

- Describe pre- and during entry conditions, where this situation is happening (geographic condition)

- Tell us about the area, the people, their challenges and opportunities. The uniqueness of the area.

- How many involved both male and female?

When did it happen?

- Specific time period how long the action took and needed?
- Why this time period is important?

Why was the action necessary?

- The specific problems being addressed
- How problem affects different groups differently (men, women, elderly, children youth, minorities)
- What will be the consequences of neglect of not addressing the problem?

What happened?

- The actions or activities your organization took/activities
- Any specific technology it has introduced?
- Why this technology or process most appropriate to this area or context?
- How does the initiative complement or supplement efforts of others?
- Why this action is most appropriate?
- How did this approach complement or supplement community's own approach/ technology or process?

How did it happen in the process?

- Steps or process taken at each stage?
- Who was responsible at each stage?
- The specific role of community (men and women) in the process
- The role played by external groups including your organization?

Major changes happened?

- List of broader change in the area related to behaviour, practice or knowledge
- Specific changes like stories of individual's, households, or special groups in the community?
- Intended or unintended impact of the intervention?
- How change or impact can be sustained?

Major challenges and obstacles

- What are the major challenges or obstacles?
- How can this be overcome?
- What external and internal support or resources are used?

Lessons learnt

- What are the key lessons learned?

- What are the dos and don'ts if solution is technology oriented?

- How this lessons can be sued to improve the future actions

Way forward?

- What is the future actions needed?

- How could the good practices can be replicated and scaled

- How could the success and lessons be used for practice based advocacy

3. Capacity development tools

3.1. Types of training events

Training aims to contribute to work performance improvement by addressing knowledge and skills gaps. Training activities are not delivered for the sake of training but the ultimate purpose is application of new knowledge and behaviours to improve performance and increase outcomes. Designing strategies that enhance learning and learning application is a key feature of an effective training process.

Depending on the target groups and purpose of training, different training formats can be used to transfer knowledge and skills. Choosing which type of event is suitable depends on the training objective, what you want to address, the subject matter and the profile of the training participants.

Skills-based training

This type of training is used to develop knowledge and skills in specific technologies and management practices. It is usually appropriate for training frontline development agents and farmers who are expected to directly apply knowledge and skills in the work place. Skills-based training can be delivered in the form of on-site demonstration and practice-based and experiential learning activity. On-site training (learning by doing) is used to demonstrate specific practices directly to farmers and allow them to get hands-on experience.

Skills-based training is not a one-off activity; it involves regular follow-up and technical and advisory support in the form of coaching and mentoring and continually addressing new learning needs. It is important to consider what relevant knowledge is held by farm households, what knowledge they already have that could be adapted to support the new technologies and/or management practices and what gaps there are that the training event must address.

Skills-based training requires locally relevant content and context specific delivery methods such as demonstration, visualization, practical activity, interactive discussions and practice-feedback sessions.

Cross-learning training

This type of training is appropriate when organizers wish to promote cross-site information exchange, cross-learning and joint action among development partners. It brings together a mix of training participants to facilitate exchange of experiences, collaborative learning, problem solving and joint action around specific learning agenda. It is appropriate for practical-oriented and experiential learning process.

Cross-learning event facilitators should have practical knowledge, demonstration skills and ability to present information in practical terms by giving local examples. Cross-learning training events are usually combined with study tours and practical demonstrations to enhance learning, reflection and application of the training.

ToT training

Training of Trainers (ToT) training is used to train cascade trainers in specialized (technical and functional) training subjects. Though ToT training is effective in reaching out to large numbers of people quickly through cascade training, there are also drawbacks associated with it. There could be loss of integrity in terms of content, context and method while cascading to other training levels. As a consequence, the quality of the training could be diluted due to misunderstanding and miscommunication. Eventually, distorted messages could reach the end users.

Communication skills and an ability to explain concepts in practical terms are essential qualities of cascade training facilitators. It is important to select trainers who have the right attitude, commitment and experience in both technical and facilitation skills. Both technical knowledge and an ability to ensure training is learner-centred, participatory and action-oriented are required.

In addition, master trainers must ensure that cascade trainers have adequate time to practice training delivery methodologies during ToT training sessions. Developing a standard training guide and taking steps to monitor and verify cascade training integrity can help ensure consistent delivery of training messages. Content and language of training manuals must be user-friendly and easily understandable by cascade trainers.

It is also possible that, regardless of the quality, ToT training sessions may not be cascaded to the end users as desired. This usually happens due to absence of a ToT training cascading plan, shortage of resources and inadequate follow-up and monitoring activity. ToT training has to be linked to planned deliverables of partner staff, and monitoring by development partners is important to provide incentives for learning application.

Peer training

Where peer-to-peer training is possible, this is to be promoted as it adds credibility to the messages being delivered. Members of farmer research groups (FRGs) can be farmer trainers and mentors who are willing and able to transfer knowledge and skills to fellow farmers. Farmer trainers are volunteers who are selected by their communities on the basis of their ability as communicators and interest in disseminating new practices and assisting other farmers. They can be used as local resource persons during field days, demonstrations and study tours and can provide advice and technical support to other farmers.

Social status and networks can be rewarding to farmer trainers. They can establish local input supply shops, such as seeds and planting materials, bee hives and animal feed.

Farmer trainers must have credibility and social acceptance. It is important to select farmer trainers in consultation with community members using agreed selection criteria such as innovativeness, leadership quality, social networks, willingness to support, information seeking and utilization behaviour and ability to communicate and mentor other farmers.

Development agents must closely work with farmer trainers and provide them with learning opportunities (study tours, on-the-job technical support and provision of feedback) to develop their technical and communication skills.

3.2. Planning and delivering training events

Training is often criticized for not making a significant impact on improving performance. Actually, when training is done right, it can significantly influence performance improvement at individual, organizational and system level. The challenge arises from how training is traditionally planned and implemented. Training is considered a standalone activity, with little focus on training application.

All types of knowledge and skills development interventions require assessment of capacity needs, planning of learning activities, evaluation of learning process and designing of learning transfer strategies.

Use the following process to plan, deliver and document training events.

Identify partners to train. Different development partners at different levels take part in the project. The first step is to determine which partners need training support and what role they play in the project.

Assess capacity needs. Once the partners that need to be trained are identified and their roles in the project defined, the next step is to determine what they need to be trained in. A quick assessment of capacity assets and needs can be conducted using informal interviews, field visits and discussions with development partners. Innovation platform meetings and other events can also be used as mechanisms to assess capacity needs. When partners have assessed their performance gaps, established the need for a training, identified essential knowledge and behaviour required to improve performance, they will have motivation for the training, learning will be enhanced and the chance for training application will be higher.

Design training. Clarify training goals, training objectives, training approaches, learning assessment methods and training transfer strategies.

Develop learning activities and materials. Based on the capacity needs assessment, develop interactive learning activities (presentations, group work, practical demonstrations, team building activities, assessment tools, etc.) that help trainees acquire essential knowledge and skills.

Select trainees. Based on identified partners and the role they play, select relevant training participants. Develop and share selection criteria with development partners. Make sure that the right trainees are identified and they are properly oriented about the training and what they would change as the result of the training. Trainees with a clear purpose for the training, a high level of motivation for learning and confidence to make change in their work function are likely to apply trained knowledge and skills in the work environment. This perceived relevance and utility of training can increase both the motivation to learn and apply the learning.

Select training facilitators. Not everyone makes a good trainer. Select trainers who have good technical knowledge and training facilitation skills.

Decide on venue and time of training. Depending on local contexts, decide on appropriate location and time for the training. Consider cost, gender, timelines and practicability of training. For skills-based

farmer training, training locations should be in sites where it is possible to demonstrate training with practical sessions in the field.

Training facilities and logistics. Well ahead of time, prepare handouts, registration sheets, attendance sheets, payment sheets, budgets, transport arrangements, lunch and refreshments, cameras, projectors, flip charts, colour cards, making tapes, markers, note books and pends, team building materials, etc.

Starting training sessions. Before the training check out room layout and arrange chairs and tables in circular seating arrangements. Use appropriate interactive participant introduction methods to create a relaxed learning environment. Avoid conventional seating arrangements and participant introduction methods. Clarify participant expectations and concerns and agree on ground rules to achieve collective responsibility to meet learning objectives.

Training facilitation and delivery. Provide overview of training program and use a variety of interactive and engaging training methods. Formulate learning activities for field visits and practical demonstration sessions. Occasionally, have participants reflect on learning sessions and highlight how they would apply the learning in their work environment.

Training documentation. Keep a record of training process, learning activities, group activities, plenary sessions, practical sessions and feedback sessions. Take pictures of presentations, flip chart results and group activities. Also keep note of feedback and evaluation sessions.

Follow-up action planning. By the end of the training, have participants to plan how they would apply the learning in their work environment, what they would change and what support they would need. Invite heads of agricultural offices to attend and comment on action plan presentations.

Purpose of action planning:

- To identify knowledge and skills which participants intend to apply in the work place in order to improve performance
- To enhance the likelihood of learning transfer
- To provide a baseline for learning transfer evaluation.

What did I learn?	How can I use it?	The outcome I want to achieve	The actions I will carry out to achieve them	The people I need to involve	The support I will need	By when do I hope to achieve the outcome?

Training report. Capture key processes and results of the training event in a training report, including training approach, training activities, training outputs, training evaluation results, participant feedback and reflections and training follow-up plans. Illustrate your report with pictures.

Training transfer. Based on participants' learning application action plans, provide follow-up support and document cases of training application and performance changes as a result of the training.

3.3. Training monitoring and evaluation

Training monitoring and evaluation has different purposes and happens at different stages of a training process: reaction evaluation, learning evaluation, transfer evaluation and impact evaluation.

A variety of tools can be used to monitor and evaluate learning processes and outcomes during and after training events.

Learning logs

Individual reflection and journaling is a key tool for a deeper level of learning and insight making. Throughout the training process, participants will keep a daily reflection on their learning experience, their key learning points and ideas how they will apply the learning in their work place.

Purpose of learning logs:

- Helps trainees see a reason for learning and internalize the learning process by relating training objectives and content to their own work context

- Encourages trainees to take responsibility for their own learning and application of the learning

- Enables trainees to monitor their own learning progress throughout the training process.

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?

Learning agenda/topic	What I already know	What I would like to know	What I learned from the training content	How I will apply the learning in the work place

Pre- and post-training evaluation

Pre- and post-training knowledge and skills assessment can be used to measure learning gain as a result of a training event. It can show not only what has been learnt but also what concepts and knowledge are not being understood.

Different formats of pre- and post-training assessments can be used. For example, written tests and observation of behaviour can be used to measure level of learning before and after a training event. Written tests are good to measure knowledge. They can be administered before and after the training and results can be compared to show level of knowledge gain. Objective questions can be prepared to test knowledge gain in specific learning content as a result of the training.

Checklists or rubrics can also be used to observe behaviour for practical oriented training events. Checklist or description of correct behaviour can be prepared for each specific skill and participants are

observed during practical actions. Percentages of correct behaviours can be compared before and after the training to establish the level of knowledge gain as a result of the training.

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 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)

Training content	Level of knowledge and skills				
	1 Very Low	2 Low	3 Medium	4 High	5 Very High
…					
…					

Feedback and reflective sessions

In addition to pre- and post-training assessments, a variety of interactive methods can be used to assess participants' satisfaction and feedback during the training process. For example, mood meter, steering committee, recap sessions, participatory rapid evaluation and open space feedback can be used depending of composition of participants and space of the training room.

Further Reading

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Lemma, M., Hoekstra, D., Tegegne, A. and Berhanu, G. 2015. Capacity development toolkit. Lives Toolkit 1. Nairobi, Kenya: International Livestock Research Institute (ILRI).

Ramalingam, B. 2006. Tools for Knowledge and Learning: A Guide for Development and Humanitarian Organizations. Overseas Development Institute (ODI).

Web Links

http://www.go2itech.org/HTML/TT06/toolkit/coordination/checklists.html provides sample agenda, a sign-in sheet, training manual checklist, training logistics worksheet, training evaluation.

http://wbi.worldbank.org/sske/guide/toolbox#top provides set of KM tools.