



Capacity Development for Agricultural Innovation Systems

Training Course for National Innovation
Facilitators (NIFs)

Objective

- ▶ NIFs have the skills and resources to conduct the Capacity Needs Assessment (CNA) at innovation partnership/niche level
 - Common understanding of concepts/terminology
 - Capacity to use tools/methods
 - Facilitation skills

Challenges

- ▶ Achieving a common approach across countries
- ▶ BUT different country settings
- ▶ Varying experience/styles among CPMs, AFPS and NIFs
- ▶ Three layers – ToT, ToN and CNA at niche

Blueprint required

But a flexible one!

NIF training programme

Day 1.

Session 1

Introduction

- a. participants
- b. the training programme

Session 2

Understanding Agricultural Innovation Systems (AIS)

Session 3

Capacity Development for AIS

- a. what is *capacity* and *capacity development*?
- b. what are the *five functional capacities for AIS*

Session 4

Overview of the CDAIS project

- a. Objectives, approach and structure of the CDAIS project

Day 2.

Session 5

Introduction to the functional capacity needs assessment (CNA)

- What is a functional Capacity Needs Assessment? Why do we do it?
- What is the role of a National Innovation Facilitator?
- What skills and capability do NIFs need?

Session 6

Facilitating multi-stakeholder involvement

- a. involving everyone
- b. asking the right questions
- c. facilitation – listening skills
- d. identifying interests and negotiation for mutual gain
- e. understanding group dynamics and diversity

Session 7

Understanding the function CNA process

- a/ CNA process for CDAIS
- b. Overview of Tools for CNA
- c. understanding the the situation in the innovation niche partnership (timeline tool)

NIF training programme

Day 3.

Session 7 Understanding the functional CNA process (part 2)

- d. understanding the cause and effect of challenges (problem tree/solution tree analysis)
- e. understanding the landscape of stakeholders (netmap analysis)
- f. developing a shared vision for the innovation niche partnership (visioning: rich picture and future backwards)

Day 4.

Session 8 Action planning, monitoring and evaluation

- a. monitoring and evaluation (M&E) (what and how we monitor and evaluate?)
- b. gathering the baseline (capacity assessment questionnaire)
- c. Action planning for CNA

Any other business and discussions including relevance/application to own organisations.

Note: at a later stage, the project has expanded the M&E to become monitoring, evaluation and learning (MEL). See session on MEL.

Session 9

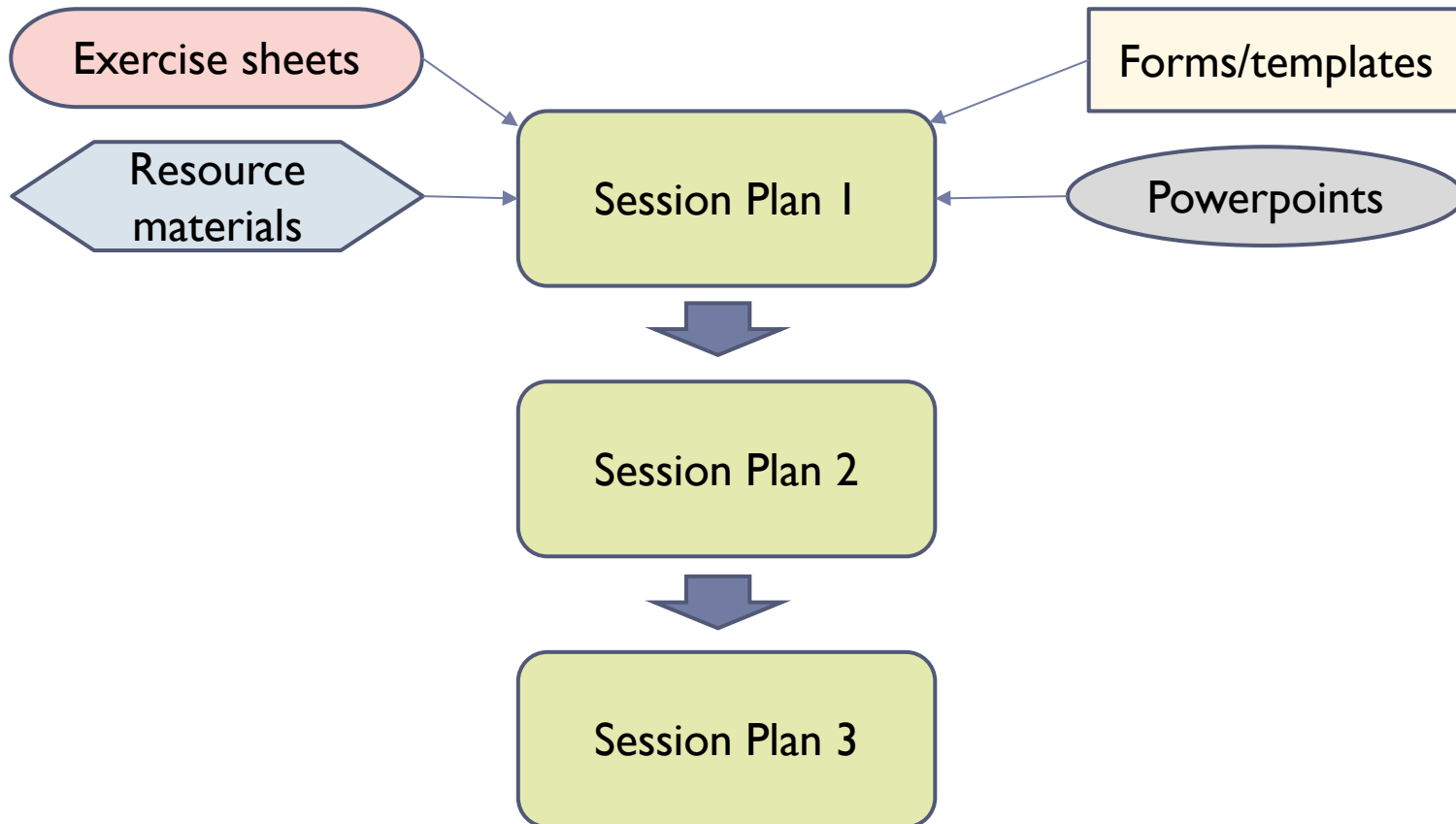
Workshop reflexive evaluation

End of the Functional CNA training

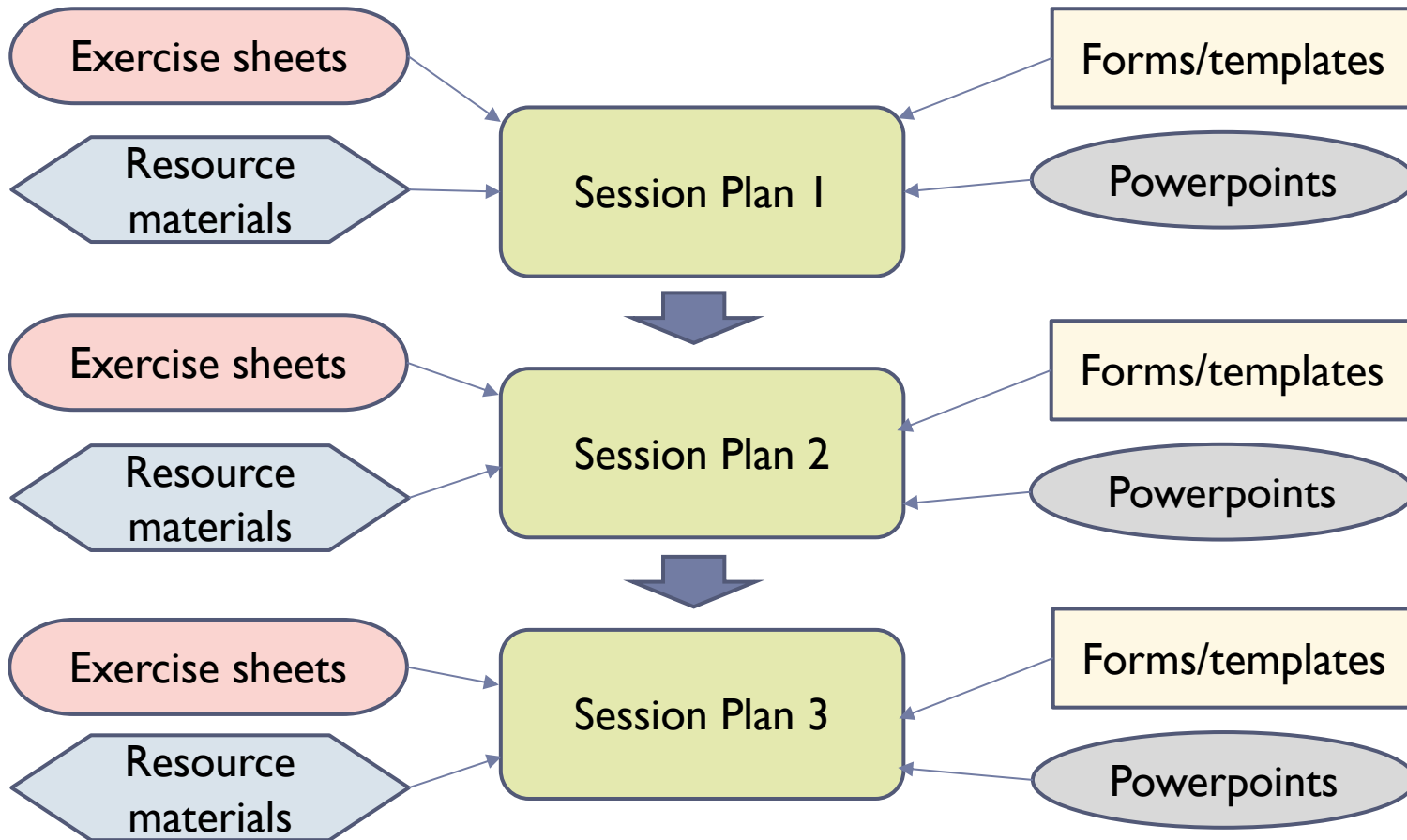
Equipping trainers (CPMs/AFPs)

- ▶ Training package
 - Session plans
 - Exercise sheets
 - Forms/templates
 - Resource materials
 - Powerpoints
- ▶ ICRA course Wageningen (CPMs)
- ▶ TAP common framework
- ▶ ToT Wageningen (CPMs + AFPs)

Training package



Training package



Session plan

- ▶ Short, simple planning and scheduling tool – one page
- ▶ Shows:
 - Objective
 - Content
 - Methods
 - Structure
 - Duration
 - Resources/preparation required
- ▶ Makes reference to support materials
- ▶ Links to the next session

Session Plan template

TITLE OF SESSION:		REF:	
TARGET GROUP: National Innovation Facilitators (NIFs)		No of participants: 8 - 12	DURATION:
OBJECTIVES:			
CONTENT	Method	Resources	Duration
INTRODUCTION:			
DEVELOPMENT: <ul style="list-style-type: none"> • ? • ? 			
CLOSE: <ul style="list-style-type: none"> • Invite questions • Ask questions to check learning • Link to the next session 			
PREPARATION REQUIRED FOR THIS SESSION: (e.g. phone farmer group; book transport etc)			

Exercise sheet

- ▶ Detail of participatory activities that is too long for session plan
- ▶ Step by step instructions
- ▶ Material required

Exercise sheet example

EXERCISE SHEET 1 – WHAT IS IN THE CROP?

Introduction

An understanding of the living things and their activities and relationships is essential for developing IPM systems

Equipment required

Collecting tubes, tissue paper, elastic bands, hand lenses, flipchart pads and pens

Steps

1. Each group examine an area of the crop
2. Observe, record and if possible collect examples of all of the living things you see on the crop
3. Also observe, record and collect examples of damage or disease symptoms
4. Return to the classroom and arrange the samples on a large table subdivided into sections labelled pests, diseases, weeds and farmers friends.
5. Try to identify and label each sample using the resource materials available

Forms/templates

- ▶ Provides structure for information/data e.g. Action Planning template

Expected outcome:			
Actions	Who?	With which partners?	By when?

Resource materials

- ▶ Printed/electronic materials or online documents/data/video to provide useful background/additional information
- ▶ *E.g. Reference: DFID “Promoting Institutional & Organisational Appraisal & Development” A Source Book of Tools and Techniques. 2003 pp 23*

Powerpoints

- ▶ To introduce topic
- ▶ To consolidate learning after participatory activities
- ▶ To summarize

Powerpoint example

Key tools for use in CNA at niche level

- ▶ Timeline
- ▶ Netmap/systems mapping
- ▶ Problem tree/solution tree
- ▶ Capacity assessment questionnaire
- ▶ Action Planning

