



# Report on the Capacity Needs Assessment of Extension and Advisory Service (EAS) Providers in Nepal



**Nepal Agriculture Extension Association**  
**Agriculture Extension Association in South Asia**

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Agricultural Extension in South Asia (AESA) is a network of all those who are interested and involved in Extension and Advisory Services (EAS) provision in South Asia ([www.aesa-gfras.net](http://www.aesa-gfras.net)). Our vision is to improve food and nutrition security through efficient and effective EAS in South Asia. Our mission is to promote sharing, learning and networking for building effective and efficient EAS.

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Nepal Agriculture Extension Association (NAEA) is a profession society of agricultural extensionists involved in different agricultural extension services in Nepal. It emerged as an association in 1990. The start of twenty first century directed the association to move refined vision and revitalized mission to take the responsibility of the new millennium. Hence the association's constitution was rewritten in 2002 and NAEA was reorganized accordingly.

## **Report on the Capacity Needs Assessment of Extension and Advisory Service (EAS) Providers in Nepal**

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## INTRODUCTION

The Global Forum for Rural Advisory Services (GFRAS) has articulated a new vision for Extension and Advisory Services (EAS) within the Agricultural Innovation Systems (AIS). This vision articulated in its position paper, called “New Extensionist”, argues for an expanded role for EAS (Box 1) within AIS and development of new capacities at different levels. The motive behind the development of ‘New Extensionist’ comes from the realization that the existing EAS need new capacities to respond effectively to the emerging challenges in agricultural development (declining water availability, increasing soil degradation, and changing climate and markets). In the past few years, capacities in EAS to perform their traditional roles such as training and communication of technical information have eroded. Meanwhile, the extension landscape has become increasingly pluralistic with greater participation of the private sector. All these warrant new knowledge, skills, and expertise among EAS providers.

**Box 1: What is EAS?** Extension and Advisory Services (EAS) consists of all the different activities that provide the information and services needed and demanded by farmers and other actors in rural settings. The services assist them in developing their own technical, organizational, and management skills and practices so as to improve their livelihoods and well-being. EAS recognizes the diversity of actors in extension and advisory provision (public, private, civil society); much broadened support to rural communities (beyond technology and information sharing) including advice related to farm, organizational and business management; and facilitation and brokerage in rural development and value chains. Source: (GFRAS, 2012)

In addition to linking research to farmers, EAS is crucial for all other actors in the AIS involved in (a) delivery of credit and inputs; (b) provision of training and other services; and (c) marketing and policy development. Agricultural research system, agricultural education system, input and service suppliers and agricultural advisory services, private sector actors, producer organizations and financial service suppliers are involved in AIS which depends on the government policy, regulatory framework and consumers’ demand (Figure 1).



Figure 1: Agricultural Innovation System (Source: GFRAS, 2015)

To undertake the linking or bridging roles effectively, EAS need to broaden their mandate and strengthen their capacities. The increasing pluralism in EAS delivery has also brought an additional challenge of ensuring quality, collaboration and synergy among diverse EAS providers.

The participants of the first meeting of the Agricultural Extension in South Asia (AESAs) identified capacity development (CD) as one of the major priority and agreed that much more needs to be done to strengthen the capacities and deal with the rapidly evolving challenges in agriculture (AESAs, 2014).

One of the major priorities identified during the first meeting of the AESAs network was CD of EAS providers. The participants agreed that much more needs to be done to strengthen the capacities and deal with the rapidly evolving challenges in agriculture (AESAs, 2014).

## PROCESSES

### WORKSHOP

AESAs organized a workshop on Capacity Needs Assessment (CNA) for EAS in Nepal in collaboration with Nepal Agriculture Extension Association (NAEA) during 31 May to 1 June, 2016 in Godavari, Lalitpur, Nepal. Extension and Advisory Services (EAS) need new capacities at different levels to effectively deal with the new and evolving challenges faced by rural communities. While the importance of developing new capacities among EAS providers is increasingly recognized, there is very little appreciation and acceptance on the need for a systematic CNA to guide CD interventions. Undertaking CNA is critical for organizing appropriate CD interventions. CNA is a capacity-strengthening process in its own right, and this process is as important as the outcomes. While several approaches and tools on CNA exist, these are yet to be adapted and used in the context of EAS. Lack of a clearly articulated list of core competencies for EAS adversely affect the recruitment of new staff, professional development of existing staff and also the quality of professional education in extension. The workshop was organized to achieve the following two objectives:

- Identify the capacity gaps among EAS providers
- Finalize a methodology for undertaking CNA

### Pre-Workshop Activities

Several preparatory activities like e-discussion, review of literatures, interactions with key stakeholders and development of working paper were undertaken before this workshop. These are depicted in Figure 2.

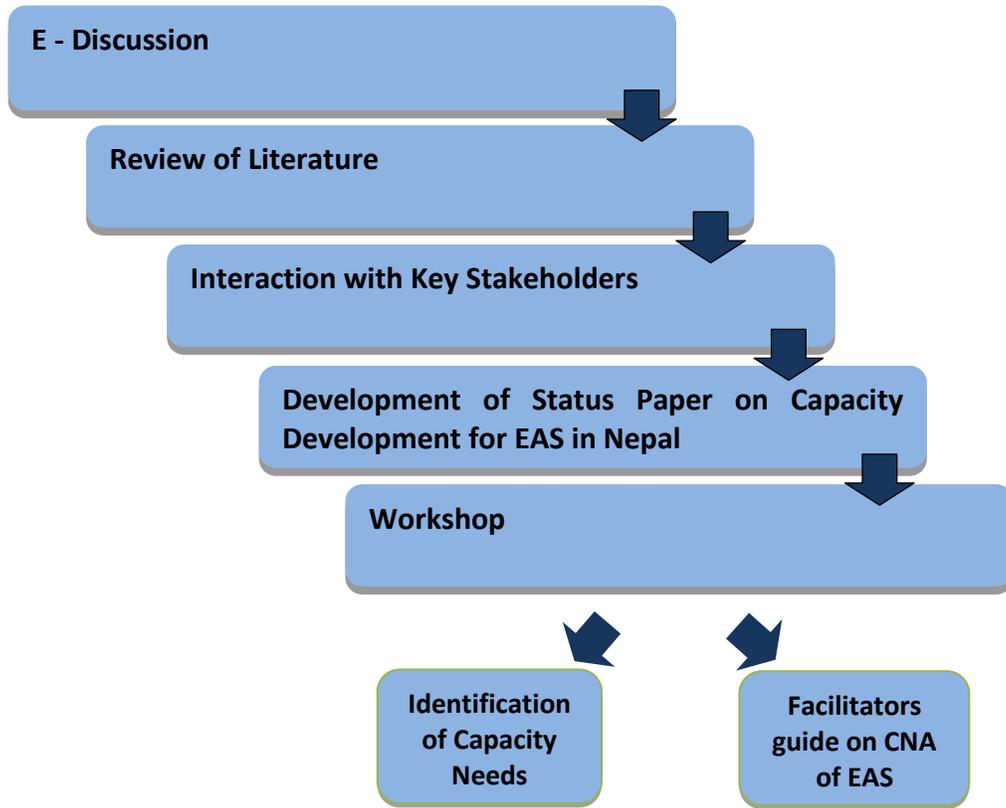


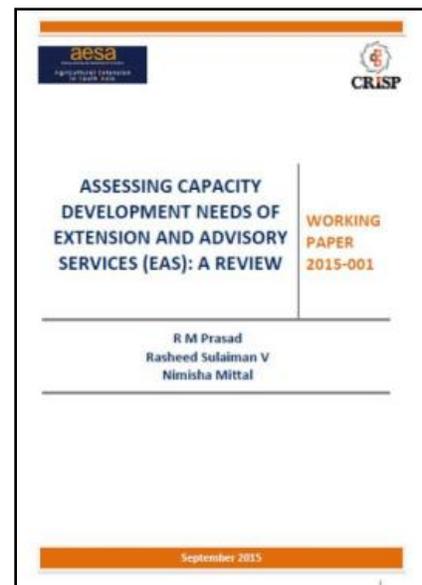
Figure 2: Pre-Workshop Activities

### E-Discussion

From 4 June 2015 to 26 June 2015, AESA organized an e-discussion on “Capacity Development for Extension and Advisory Service Providers in South Asia”. Twenty-four extension professionals participated in this discussion. See Annexure 1 for summary of this e-discussion.

### Literature Review

An essential feature of CD is a common understanding of what capacity and capacity development mean. To some, the terms are synonymous with workshops and training. For senior managers, it might mean organizational development. Non-Governmental organizations (NGOs) associate the terms with empowering individuals and grassroots organizations. In the case of international agencies and donors, capacity and capacity development is about national institutions, governance and economic management (Horton 2002). Another related issue is the lack of systematic efforts to identify the capacity needs of EAS providers, which should be the starting point for organizing CD. Though a range of tools and approaches exist for assessing capacity at different levels,



the tools are not used in designing CD interventions in EAS. We undertook a literature review on different dimensions of capacity, capacity development and capacity need assessment.

### **Interaction with different stakeholders**

To know more about the current approaches followed in CNA, interactions were made with different stakeholders involved in CD of EAS in Nepal. *These interactions were helpful in understanding some of the existing mechanisms for capacity development and capacity needs assessment followed in Nepal.*

### **Development of the status paper**

This paper discusses the key challenges faced by farmers in Nepal and reviews the existing capacities of EAS providers in supporting farmers to deal with these challenges. It also reviews the existing mechanisms for capacity enhancement of extension staff and how capacity needs are identified.

### **Workshop**

Thirty Eight (38) participants representing about 15 organizations with diverse backgrounds and experiences across sectors in EAS delivery participated in this workshop. The list of participants is placed at Annexure 2 and the detailed proceedings are in Annexure 3.

## **OUTPUTS**

### **CAPACITY NEEDS**

The workshop identified the capacity needs of EAS providers at the individual and organizational level.

### ***CAPACITIES REQUIRED AT FIELD LEVEL FOR EAS FUNCTIONARIES***

#### **Technical knowledge on agriculture**

Limited technical knowledge of the field extension staff has emerged as an important limitation in recent years. Field level extension personnel are the most nearest source of validated technical knowledge for farmers. Therefore, the field level personnel should possess the necessary technical competencies to anticipate and deliver latest knowledge and quality services.

The capacities could be enhanced through the following activities:

- Share the new technical knowledge and experiences during the monthly meeting by subject matter specialist from DADO. These can be demonstrated in the farmer's field school as per the requirement.

- Identify the knowledge gap at the district level through DADO and recommend the research and training centres to fill the gaps..
- Organise effective capacity development training (with class interaction, field visits and practical sessions) at the regional and central level. Technical manuals, fact sheets, posters can be developed for wider circulation.
- Make the hard and soft copies of the training manuals widely available through DADO.

### **Communication and facilitation skills**

Communication is one of the pillars of the extension science. Extension professionals at the field level engage with rural communities on a more regular basis and their capacity to inform and educate farmers is crucial. Further, their effective use of Information and Communication Technology (ICTs) can support EAS in providing timely and relevant advice to different stakeholders.

The capacities could be enhanced through the following activities:

- Host demonstrations and practical sessions for the field staffs on operating several communication equipment, mobile applications, SMS systems and website. DADO and subject matter specialists should be engaged to host this activity.
- Organise class interactions, communication material preparations and their practical demonstration with the help of regional training centres.
- Enhance field-level staff's communication and facilitation capacity through Training of Trainers (ToT) for the communication and skill enhancement.

### **Community mobilization**

Most of the challenges in the present day agriculture could be addressed only through collective action by rural communities. Small-scale producers, in particular women and other marginalized producers, very often lack the skills and resources to develop as strong groups and organizations to manage natural resources or to engage in collective marketing. Farmer groups also need hand-holding support to emerge as effective producer organizations and provide the services required by their members, influence policy decisions that affect their future, and compete in the market. While many NGOs are good at community mobilization, most of the public sector EAS lack this capacity.

The capacities could be enhanced through the following activities:

- Collaborate on sharing the experiences on effective community mobilization by NGO and DADO.
- Organise Training of Trainers (ToT) on social mobilization through class interaction and field work.
- Include courses on social mobilization in the academic curriculum. Universities, colleges and the vocational training providers like Centre for Technical Education and Vocational Education (CTEVT) should involve in this activity and host social mobilization training at their respective institutions.

## ***CAPACITIES REQUIRED AT MIDDLE LEVEL FOR EAS FUNCTIONARIES***

### **Networking, coordination and collaboration**

The middle-level EAS providers should have required capacities on networking, coordination and partnership building. They should be fully knowledgeable about other actors in the Agricultural Innovation System (AIS) and the roles they play in the agricultural and rural development. They need guidance on developing collaboration with others and how resources could be shared between organizations that work in collaboration. One can also learn from the good practices in networking and partnerships currently available, but would still need interactions with those who are working in partnership and those who have reviewed these arrangements.

The capacities could be enhanced through the following activities:

- Prepare a stakeholder inventory at the district level with the details of expertise, geographical coverage and contact details of different agencies (public, private, NGO and farmer organizations) active in the district.
- Form district agriculture alliance with the leadership of District Development Committee (DDC) and DADO.
- Host the periodic meeting of the agriculture alliance, formulate its by-law, and establish District Agriculture Development Fund (DADF) / District Development Fund (DDF) through consultation, workshop, meeting to contribute to the AES providing.
- Plan, monitor and evaluate participatory programs by MoA, DoA, Regional Directorates, NARC, academia, private sector and civil society organization through mobilization of existing mechanism (RADC/DADC/CADC).

### **Leadership (mentoring and mobilization)**

The middle-level officers need capacities for the following actions:

- Inspire their subordinates, build teams and lead the teams
- Represent the concerns and views of their subordinates or team members to senior management
- Organize CNA of the team members
- Support development of appropriate CD interventions.

The officers should also have leadership skills in planning, organizing, directing, controlling, coordinating, reporting and budgeting.

The capacities could be enhanced through the following activities:

- Include leadership courses in academic institutions
- Develop leadership training module and organize short term trainings for middle level staff.
- Organize mentoring programmes for middle level managers with the help of regional directorate, DADO and other alliance in the agriculture sector.

## Technical knowledge

Middle level EAS providers act as the bridge that connects field extension officers with researchers. Though they do not often interact with farmers directly, they are responsible for supporting field officials on technical aspects. Therefore they should be highly competent on technical aspects related to agriculture.

The capacities could be enhanced through the following activities:

- Design technical manuals on crops/commodities and production systems and offer regular courses for middle level staff
- Improve existing training curricula of the training centres.
- Collaborate to exchange experiences and support each other on technical aspects.

## *CAPACITIES REQUIRED AT SENIOR MANAGEMENT LEVEL FOR EAS FUNCTIONARIES*

### **Visioning (vision, mission and goal setting)**

Vision, mission and goal are the basic building blocks of any organization. Senior managers develop the vision, mission and goals of the institution. They should have the capacity to foresee and forecast the institution's future and engage in strategic planning. The capacities to identify the Strengths, Weaknesses, Opportunities and Challenges of different scenarios and designing solutions that are appropriate to each of these scenarios are also needed.

The capacities could be enhanced through the following activities:

- Support review of past activities and their contribution to achieve the set mission, vision and goal
- Assess the impact of existing mission, vision and goal and identify the strengths and weakness
- Review and update the vision, mission and goal in broad consultation according to the learning from past experiences.

### **Evidence based policy formulation (advocacy, regulation and execution)**

Evidence based policy is a discourse or set of methods which informs the policy process, rather than aiming to directly affect the eventual goals of the policy. It advocates a more rational, rigorous and systematic approach. Better utilization of evidence in agriculture related policy and practice can ultimately help to increase the production and productivity and reduce poverty. Senior management personnel can develop and shape emergence of conducive policies that can help the organization to effectively reach its goals.

The capacities could be enhanced through the following activities:

- Conduct stakeholder workshop, consultation meeting, Focused Group Discussion and create wider consensus for the evidence based policy formulation
- Conduct review, study of related literatures, policy documents and latest publications
- Create a Quality Circle (group of high level officials) to have regular and rigorous consultation discussion on the agriculture related public policy issues.

## Resource mobilization

Human and financial resources are the major assets of an organization. Efficient mobilization of these resources can bring better outputs and outcomes at any organizations. A visionary leader (senior management officials) should have the capacity to effectively mobilize human and financial resources. The leader should proactively search for partnerships that help the organization to mobilize these resources.

The capacities could be enhanced through the following activities:

- Draft a clear procurement policy and guidelines to procure goods and services in the organization
- Develop specific terms of references (ToR) for each individual staff in the organization itself
- Develop an updated inventory/data base of existing human, physical and financial resources so as to mobilize these resources in a very effective manner
- Train senior officials on fund raising strategies.

## *CAPACITIES REQUIRED AT ORGANIZATIONAL LEVEL*

### Good governance

Citizen charter, public hearing, right person at right place, motivation (reward and punishment) are the key elements that are to be adopted by EAS to assure good governance.

The capacities could be enhanced through the following activities:

- Support publication of annual program (before the start of the new financial year) and annual report by the organization
- Institutionalize public hearing, management contract, citizen charter, use of mass media, rule of law, follow-up of institutional rules and regulations, reward and punishment system to assure the accountability in the organization.
- Ensure people's participation in program planning, implementation, monitoring and evaluation

### Clear vision, mission and goal (strategic management, implementation function)

Every organization should have a clear vision, mission and goal. The functions performed should be linked to achieving these. Development of clear vision and missions statements and revisiting these statements on periodic basis is critical for any organization. The organization should have the capacity to engage in consultations with its stakeholders (donors, investors, researchers, policy makers and other actors in the AIS) to do this. External consultants can add much value in organizing consultations, visioning exercise and development of strategic documents that are critical for development and evaluation of vision, missions and functions.

The capacities could be enhanced through the following activities:

- Set objectives of EAS organizations keeping in view the pluralism in service provision
- Set demand-based target of the organization based on the available resources
- Develop role clarify (ToR) for each departments and individuals adopting the GESI (Gender Equality and Social inclusion) concept and manage their contract as per the norms is required.

## Human resource (well defined ToR/job profile, chain of command and procedures)

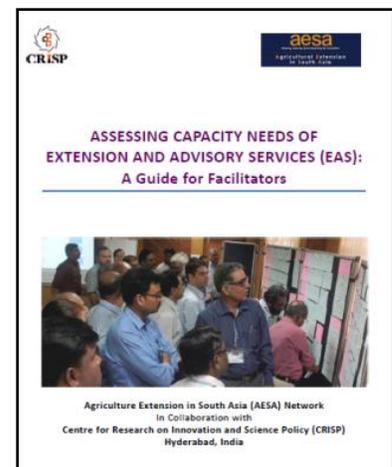
An organization cannot build a good team of working professionals without good human resources. Human resource management encourages the people to work according to their potential and gives them suggestions to improve performance. EAS needs both generalist as well as the specialists within the organization. To attract and retain relevant staff and to enhance their capacities on a continuous basis, organizations need strategic human resource planning with performance evaluation and reward and punishment system. Moreover the right person needs to be placed at the right places as per their expertise and competency.

The capacities could be enhanced through the following activities:

- Establish human resource acquisition policy within the organization including a reliable outsourcing system
- Seek outside help (external consultants) to design human resource development policies including qualifications and experience required at each level
- Create an enabling work environment to attract and retain competent human resource in the organization.

## FACILITATORS GUIDE (Draft)

This guide intends to enable the use of a blend of interactive approaches that include sessions on reflection of participants' personal experience, card exercise and group work. This guide encompasses methods and modules for each session inbuilt with tips for facilitators for effective delivery. We developed a draft methodology which was adapted at this CNA workshop. We are enriching the same with experiences from CNA workshops held in India, Bangladesh and Sri Lanka in 2016.



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## Annexure

### Annexure 1: Summary of E-Discussion on Capacity Development for Extension and Advisory Service (EAS) Providers, 4-25 June 2015

#### Context

While everybody recognizes the need for extension and advisory service (EAS) professionals to have new capacities (also articulated in the first meeting of the Agricultural Extension in South Asia AESA Network) to deal with the emerging challenges (declining natural resource base, supporting adaptation to climate change, linking farmers to high value markets, conforming to new standards and certification norms, etc), very little is known regarding how these capacities could be really developed. AESA ([www.aesa-gfras.net](http://www.aesa-gfras.net)) organised an e-discussion on the “Capacity Development for Extension and Advisory Service Providers” during 4-25 June 2015. Twenty-four extension professionals participated in this discussion.

#### Questions

The questions posed for the e-discussion are given in Box 1.

##### **Box 1: Questions posed for e-discussion**

1. Do you think EAS providers need new capacities? GFRAS Position Paper: The New Extensionist (<http://www.g-fras.org/en/knowledge/gfras-publications/file/126-the-new-extensionist-position-paper.html>) lists several areas where capacity needs to be developed at the individual, organisational and the enabling environment levels. What are the other areas which you think capacities need to be developed? What methods and approaches are to be followed in developing these capacities among EAS providers?
2. As you are aware, capacity development is not confined to training, though many consider training as the main strategy for capacity development. Quite often, the topics for training are often decided by the training organisations. Do you think this type of supply driven approach to training is helping capacity development among EAS providers to improve their performance? What is your experience in this regard?
3. Capacity Needs Assessment (CNA) is considered as the first step in organising effective capacity development programmes. What are your experiences (methodologies/approaches) with CNA in your organisation/ sector?
4. EAS providers need new capacities at the organisational level too (<http://www.g-fras.org/en/knowledge/gfras-publications/file/126-the-new-extensionist-position-paper.html>). These include capacities related to (a) strategic management functions, (b) operational capacity (relationships, processes, systems, procedures, sanctions, incentives and values), (c) human and financial resources (policies, deployment and performance), (d) knowledge and information resources and (e) infrastructure. How can we develop these capacities? What is your experience in this regard? Where to start?
5. How do you assess capacity gaps in your organisation? What are your experiences (methodologies/approaches) with CNA (both at the individual and the organisational level) in your organisation/sector? Should there be a National Policy Framework for Capacity Development of EAS providers? If so, how to implement it?

6. How do you assess the impact of capacity development programmes at the functional level? Or in other words, how do you assess the contribution of capacity development to individual and organisational performance?

A number of interesting issues related to capacity development of EAS providers were raised in the e-discussion. These are summarized below.

### **New Areas for Capacity Development**

Capacity development is important not only at the production/cultivation stage, but across entire value chain including processing, packaging, marketing etc. The conventional extension approaches have traditionally focused on production advice only. But with the new set of demands from the ground, farmers as well as EAS providers have to equip themselves with information related to the entire value chain. Capacity development for EAS should focus on these new knowledge demands at different levels. Capacity development of young farmers needs emphasis as they will be taking care of farming in the coming years.

The new requirements for trading/agri-business such as traceability, good agricultural practices etc, especially those requirements which have emerged after WTO agreements, have created new demands for enhanced capacities of extension personnel on these aspects. This is not going to be addressed by simply opening new Agricultural universities and research institutes but by improving the quality of education at existing institutions so that scarce funds are better utilized.

Almost every participant recognised the need for developing new capacities among EAS providers. The New Extensionist document articulates some of the major areas for developing capacities among EAS at the individual, organisational and enabling environment levels. The major areas identified in this e-discussion are as follows:

- Developing producers as effective producer groups/organisations- mobilising farmers into groups and developing forward and backward linkages,
- Management of natural resources
- Contingency crop planning to better adapt to climate change
- Capacities for partnering and implementation
- Developing value chains and sustainable farmer business enterprises
- Entrepreneurship and business management
- Support farmers to move from subsistence farming to commercial farming
- EAS providers should become more of a facilitator than disseminator of technologies
- Developing specific competencies among extension providers and certifying them as recognised advisors

However, all these competencies are not required by all EAS providers. Depending on the job profile and area of work (production, processing, marketing etc), the EAS providers should develop specific or core competencies at each level. For instance what core competencies are

required at the levels of (a) field extension personnel, (b) extension research level and (c) extension educator (teachers) level? We need to identify these to really support capacity development of EAS.

The discussion also raised the issue of capacity development of researchers and faculty in extension. The areas suggested include the following:

- Research methodology
- Impact evaluation
- Designing, testing and evaluation of new modes of EAS delivery
- Development of intrinsic motivation to participate in e-discussions, webinars etc.

### Challenges in Identifying the Capacity Gaps

- Lack of role clarity: If the roles of EAS providers are not clear and if different stakeholders have different expectations of EAS, how can they self assess their capacity gaps?
- Focus only on individual capacity: More focus on addressing individual capacities and low or no emphasis on addressing capacity gaps at the organisational and enabling environment level
- No mechanisms to undertake capacity needs assessment that should ideally determine the content of the capacity development programmes. Sometimes individuals are asked to identify their training needs, but that alone cannot determine the capacity development requirements at different levels
- Low personal motivation: There is neither a desire to provide or acquire new competencies nor the ability and willingness to pay for it, both from the trainer and trainee side.
- Different EAS providers need different types of capacities: Requirements of public sector EAS providers which focus more on free advice vary with those from the private sector where the cost of services is directly or indirectly paid by the farmers.
- No framework or specific manpower for providing EAS in the livestock sector and so no effort to identify the capacity gaps of EAS

### Limitations of Existing Programmes for Capacity Development

- Mostly restricted to training individuals
- More focus on sharing knowledge and less emphasis on developing skills
- Mostly supply driven and not based on the analysis of capacity development needs
- Learning objective is not set and the contents are not decided based on meeting specific learning objectives
- Training organisations in most cases decide on the training topics (mostly title of the lecture only and leave the rest to the available faculty)
- Trainings are evaluated based on number of participants and expenditure utilised. However, these trainings are not evaluated based on the behavioural changes that are brought about.
- Trainers are not exposed to other forms of capacity development.
- Content, duration and purpose of training are inconsistent in many cases

- Seminars and workshops are often attended by researchers and teachers and only a few field professionals participate in such events
- While designing training and capacity development interventions, gender perspective is ignored or underrepresented

### **Varying Perception on Capacity Development**

There is no clarity on the use of the term “capacity development” and people have different perceptions on this topic. Capacity development is not merely training individuals and it is more about organisational development. We need to do more to make our research and extension managers aware about the role of capacity development in organisational development. There is also a need to address rivalry among different layers of the organisational hierarchy (eg: Para veterinarians vs veterinary doctors) in having specific types of knowledge, keeping in view the interest of the sector.

Capacity development is a long term process. Therefore, there should be a strategy for continuous capacity development for EAS including KVKs & ATMA that lead extension provisions at the district level.

### **Training vs Other Forms of Capacity Development:**

- Capacity development is an organic process of developing new competencies through experimentation and continuous learning. There is a need to recognise that participation in one or two trainings is not enough.
- Trainings (including workshops, seminars, conferences etc) in most cases only help in building awareness and less in developing analytical and decision-making capacities.
- Apart from building awareness, capacity development should also include, exposure visits, documentation of good practices, networking, dissemination of relevant information, programmes for self-paced learning etc
- To be effective, EAS providers should be exposed to real field problems through placing them in farms, farmer organisations, mandies (markets), retail chain aggregation points, contract/corporate farming enterprises, agri business outlets, implementation sites of NGOs and development departments etc
- Need to build the capacities of training organisations to organise effective capacity development programmes
- Partner with NGOs and organisations in the private sector to support capacity development on soft skills
- Undertake nation-wide survey on capacity development needs of EAS providers (differentiated by their role- example; KVKs, agri-business companies, ATMA, NGOs, producer organisations, agripreneurs etc)
- Other methods might include (a) organising intensive Focus Group Discussions to elicit capacity gaps, (b) using self-assessment questionnaires(c) monthly review meetings, (d) suggestion boxes and(e) discussions on the current challenges and limitations in project management meetings.

- Development of a competency framework for Extension personnel (similar to competency framework for Civil Services in India)
- Undertake research on effective methods of capacity development
- Use of distance education – web-based interactive learning to support capacity development among EAS providers
- Linking of promotions with capacity development
- Development and use of a database (Management Information System) for a systematic selection of trainees (e.g., who has participated in which type of training and when?)

Capacity development is required not just for delivering information related to technology, but on the enabling processes as well. Design of a training course for maximum impact, conflict resolution, negotiation skills, formation and management of farmer producer organizations etc are some areas to be paid attention too. It is also important to introduce paid training courses to improve trainee and trainer commitments.

Agricultural Technology Management Agency (ATMA) happens to be a key agency at district level responsible for overall management of agriculture extension system including preparation of Strategic Research and Extension Plan (SREP). ATMA personnel ,including Project Director, Deputy Project Director, Block Technology Managers, Assistant Block Technology Managers and Farmer Friend, should be targeted for continuous capacity development.

### **Lack of Supporting Environment**

A “supporting environment” is required to take advantage of enhanced knowledge and skills gained by individuals through training. Quite often, lack of supporting environment such as lack of facilities in the host organization constrains those trained in new approaches and methods to put new knowledge into use. In some cases, lack of clear directions or thinking at the organisational level can be a disabling factor.

### **Lack of Efforts to Match Individual Competencies with Organisational Outputs**

Lack of systematic efforts to identify the individual and organisational capacity gaps leads to mismatch of individual competencies and output. Most of the programmes are supply driven. The programmes often come with specific budget allocations for training in areas which are less important and the schemes are mostly funded centrally. Efforts aimed at linking or skilfully matching individual competence with organisational output are few or non-existent especially in the agricultural sector. This often gives freedom to individuals to choose their own interests not necessarily linked to enhancing knowledge, but linked to places of their interest to visit for personal reasons.

### **Biased Selection of Training Topics**

A lot of training in animal husbandry unit is organised for the field veterinarians. The focus of these trainings is on advanced disease diagnostic methods, though under real field conditions (with limited field facilities), which is not practical. Though there is an increasing demand for extension training, only few programmes are organised. In India, many veterinarians need training in “group dynamics” as this knowledge is important for implementing government schemes such as “dairy/poultry venture capital fund” that involves selection and organisation of beneficiaries into groups. Similarly “computer based expert system in animal husbandry” is required if Kisan Call Centres (KCCs) have to effectively answer the queries on animal husbandry.

### **Lack of Capacity among the Training Organisations**

Many training organisations lack capacity to train farmers or village youth in matters related to entrepreneurship development, value chain development or linking farmers to markets (e.g., Krishi Vigyan Kendras in India). Much of this knowledge is available with the private or NGO sector and the people in the sector should be invited to train the extension staff. Training in some of the new areas which are critical for extension (the core competencies) needs to be outsourced. Therefore, a strategy for capacity development of EAS at the organisational level is necessary. The strategy should focus on areas and organisations with different expertise and ways of accessing the knowledge and services.

“Anyone can be a trainer?” This is the kind of perception many managers have. While staff at the training institutes have to be highly motivated and intellectually strong, the staff should have capacities to execute training programmes, posting at the training centres is often considered as a punishment posting (depending on the location of the training centre too). It is felt that unwanted and incapable staff members are posted at the centres. Most of the staffing in the training centres is based on seniority and not on skills or aptitude needed for training. This adversely affects the quality of trainings.

Poor competency of extension personnel is a reflection of poor standards of agricultural education system in the country. This leads to incompetent institutions including teachers and scientists. The capacity development can be effectively dealt with through qualified and experienced internal staff and by outsourcing. New training processes and methods like experiential learning, travel workshops and, mentored sessions need to be explored and standardized for different situations. The titles of training courses should be attractive. For example, "How to produce 100 tonne sugarcane from one acre" is better than "Improved sugarcane cultivation practices".

## Policy on Capacity Development of EAS

Every organisation involved in agricultural development should have a capacity development policy. Some areas for prioritized attention towards enhanced capacities of EAS providers are as follows:

- Moving capacity development sessions out of the classrooms
- Reducing emphasis on numbers while stressing on quality
- Reducing pressure on training institutes by de-emphasising on quantitative outputs
- Phasing out supply driven training courses
- Designing customized training/capacity development courses
- Building capacity of extension professionals to articulate current agrarian policies and generate evidence on the implementation of these policies

Different sectors viz fisheries, horticulture and livestock have varying requirements for capacity development. EAS in the aquaculture sector is generally very weak. It has fewer human resources and lacks infrastructure facilities to organize extension activities. Majority of public extension service providers in aquaculture are often engaged with implementing welfare and other schemes rather than providing information, knowledge and skill to fish farmers. In order to improve fish production scenario, EAS in fisheries/aquaculture sector must be strengthened.

## Annexure 2 - List of Participants

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### Annexure 3: Proceedings of National Workshop on Capacity Needs Assessment of Extension and Advisory Service Providers in Nepal, 31 May- 01 June 2016.

#### CONTEXT

The rapidly changing context (climate, environment, land use practices, technology, livelihood etc) both at local to global level had demanded the competent human resources in the service delivery sector. In this context, the agriculture extension service providers also need to be more competent and possess the latest knowledge and skills of agriculture practices. The short term and vocational training as well as academic degree in the agriculture sector play the crucial role to make the professional updated and equipped with the latest knowledge, skills and technologies. These demands – the agriculture educator should also be competent and updated from local to global knowledge. The scope of agricultural extension services (AES) is widening, and the need to adapt to changing contexts is also growing. To speed up the changes in AES, it is essential that core competencies for extension professionals are clearly defined and are aligned with clients' needs.

The regional workshop of Agriculture Extension in South Asia (AESA) held from 14-15 January 2014 has clearly indicated the need of capacity strengthening of Agriculture Extension Service Providers in the region. Following with the aforementioned context, Agriculture Extension in South Asia (AESA) and Nepal Agriculture Extension Association (NAEA) joined their hands and hosted a workshop on “*Capacity Needs Assessment of Extension and Advisory Service Providers in Nepal*” from 31 May to 1 June 2016 in Godavari, Lalitpur, Nepal.



The workshop was organized to achieve the following two objectives:

- To identify the capacity gaps among EAS providers
- To finalize a methodology for undertaking CNA

The workshop was coordinated by Shreedhar Adhikari – Senior Agriculture Extension Officer, Directorate of Agriculture Extension (Department of Agriculture) Nepal. Rasheed Sulaiman V, Director, CRISP and Focal Point AESA; Kamal Devkota from Southasia Institute of Advanced Studies (SIAS) and Nimisha Mittal, Program Manager, CRISP, acted as facilitators of the workshop. Thirty-seven participants representing EAS from Government, Non-Government and

academic institutions participated in the workshop. Please refer to annex 2 for the participant's list.

Public Universities	Agriculture and Forestry University (AFU) Tribhuvan University (Institute of Agriculture and Animal Science) HICAST- Himalaya College of Agriculture Science and Technology
Public Extension Organizations	District Agriculture Development Office Directorate of Agriculture Extension Department of Agriculture Agriculture and Food Security Project Central Vegetable Seed Production Center Regional agriculture training center
Public Research Organizations	Nepal Agriculture Research Council
Private Companies	Agro-Enterprise Centre (Federation of Nepal Chamber of Commerce and Industry) Private sector
International Non Governmental Organizations	Local Initiative for Biodiversity research and development (LI-BIRDD) IDE Nepal HELVETAS

## PROGRAM

### DAY I

#### SESSION I: Inauguration Session

The program started with a short formal inauguration ceremony chaired by Khem Sharma Paudel (Chairperson of Nepal Agriculture Extension Association). Uttam Kumar Bhattarai (Secretary of Ministry of Agriculture and Development) -and Yubak Dhvaj GC (Director General of Department of Agriculture) graced the occasion as Chief Guest and Special Guest in the inaugural session. Other guests included Umid Pun from Nepal Horticulture Society and Rasheed Sulaiman V – Director CRISP and Focal Point AESA.



On behalf of NAEA, Tej Bahadur Subedi welcomed all the guests and participants. Shambhu Kumar Shrestha – Advisor to the NAEA briefed the audience on the NAEA. Umid Pun expressed the interest of South Asian Horticulture Association to collaborate with AESA.

Rasheed briefly introduced the mission of GFRAS and AESA and the activities these networks are involved in at the global and regional level. He also shared the objectives and approaches of the workshop. Short speeches by special guest and chief guest were followed by Niru Dahal Pandey, Joint Secretary, NAEA proposed the vote of thanks.

## **SESSION II: Experience Sharing**

This session had two presentations. The first one was from HELVETAS Swiss Intercooperation and the second one was from Nepal Agriculture Extension Association. These presentations were followed by a short moderated discussion.

Shiv Kumar Shrestha from HELVETAS presented about the Nepal Agricultural Service Development Program (NASDP). This is a 12-year long program under the bilateral agreement between the Government of Switzerland and the Government of Nepal. Though the Ministry of Agriculture is the lead ministry in charge of implementing this project, the Ministry of Livestock Development and the Ministry of Federal Affairs and Local Development are also responsible for implementation of this programme. 30,000 HH from 9 different districts from central and mid-western region are expected to benefit from this programme. The programme aims at increase the farm income and enhancing food security, resilience and social inclusiveness of farming households, especially female-headed households and farmers from disadvantaged groups.



Tej Bahadur Subedi, Vice-President, Nepal Agriculture Extension Association presented on the issues and challenges in the Agriculture Extension System in Nepal. He narrated the evolution of agriculture extension in Nepal, the extension approaches Nepal experimented with, some of the existing challenges and ways of addressing these.



9	<b>Directorate of Agriculture Extension , Lalitpur</b>	Prepare norms for all agriculture program	Small irrigation through district	Monitoring field level activities
10	<b>Directorate of Agriculture Extension (Govinda PA)</b>	To increase efficiency of agriculture extension worker of the field level (ASC and village level)	To take some policy and norms to disseminate research output by the extension program	To give some guideline to improve agriculture extension program smoothly in the country
11	<b>DoA (Directorate of Agriculture Training)</b>	Training to farmers (More than 3 days and less than 51 days)	Training to government officials (1 week to 30 working days)	Developing training curriculum for different level training
12	<b>DoA- National Plan Quarantine Program</b>	Export facilitation	Import regulation	Phytosanitary management
13	<b>AFSP (Agriculture and Food Security Project)</b>	Capacity development of FFS facilitator (Training)	Support to farmer group and cooperatives for technology adoption	Behavior change communication to pregnant and lactating mothers (motivation and training)
14	<b>Central Vegetable Seed Production Center Khumaltar</b>	Foundation seed production and distribution for multiplication	Vegetable seedling production and distribution	Technical advisory services related to vegetable production
15	<b>Regional agriculture training center</b>	Exposure visit	Demonstrations	Skill enhancement training
16	<b>Nepal Agriculture Extension Association</b>	Organize AGM of the association	Regular meeting of executive committee to discuss in the Agri extension, program, program implementation parts	Workshop in collaboration with DAE/DOA to provide some suggestions in pertinent issues
17	<b>Nepal Agriculture Extension Association</b>	Natural Resource management (water, land climate, jungle, human etc)	Linkages, research-extension for agri-business	Initiation for national policy and program formulation for effective extension service delivery
18	<b>Nepal Agriculture research council</b>	Generation of agriculture technology	Verification of technology	Publication of research findings
19	<b>Outreach Research Division (Nepal Agriculture Research Council)</b>	Publication of research finding in the firm of proceedings, booklet, leaflet etc	Organizing National Agricultural Technical Working Group (NATWG) workshop at central level	Verification of technology at farmer's field
20	<b>IDE Nepal</b>	CBF approach for vegetable commercialization	Commercial (agriculture) vegetable production	IPM technology verification and dissemination

			approach	(Vegetable package development)
21	<b>Local Initiative for Biodiversity research and development (LI-BIRDD)</b>	Replication good practice or Up-Scaling	Institutional building of farmers organization (mobilization)	Testing new technologies (participatory/ On farm)
22	<b>HELVETAS</b>	Institutionalization of farmer to farmer extension, strengthen innovation platform for research and extension	Capacity development— Farmers associations, Private service providers, Public extension service providers, Local government	Linking research – extension and education and Curriculum development
23	<b>Private sector</b>	Technology seminar (production and post-harvest system)	Support back stopping during the cropping period (Pest/Diseases)	Product (input) information dissemination
24	<b>Agro-Enterprise Centre (Federation of Nepal Chamber of Commerce and Industry)</b>	Survey in village,/district, gather info	Follow up every month, trimester, annually	DELNER trainings into groups
25	<b>Agriculture and Forestry University (AFU)</b>	Technology transfer like Bio fertilizer, Bio pesticides production	Plant clinic and vet clinic for farmers	Newly established science center for extension and advisory service training
26	<b>Tribhuvan University (Institute of Agriculture and Animal Science)</b>	Teaching agriculture—Under graduate, graduate and advanced studies	Conducting the research for partial fulfillment of the degree, diploma, and certificate	Involving students for exposure for the sake of knowing the situation
27	<b>HICAST- Himalaya College of Agriculture Science and Technology</b>	Teaching	Trainings	Publication

There was a brief presentation on EAS new challenges and new functions by Rasheed in between functional assessment I and II. During the functional assessment II, a group exercise was done. Participants were divided into four groups and they were asked to reflect on the card exercise from previous session and the presentation by Rasheed, discuss within the group and write whether the current functions performed by EAS adequate? what other functions have to be performed? and why these new functions are not being performed? Each group selected a facilitator and a presenter who presented the group output in the plenary. Output of this session is presented in the following Table 2.

**Table 2: Adequacy of the current function, additional functions to perform and reason behind not performing new functions by the organizations**

<b>Group</b>	<b>Adequacy of current function performed by EAS</b>	<b>Other additional functions to be performed</b>	<b>Reason behind not performing the new functions</b>
I	Inadequate	<ul style="list-style-type: none"> <li>• Identification of the real farmers</li> <li>• Need based assessment</li> <li>• Real and strong grassroots level planning</li> <li>• Full package of technology should be developed (production-marketing)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of capacity among extension workers</li> <li>• Inadequate manpower/human resources</li> </ul>
II	Not adequate: <ul style="list-style-type: none"> <li>• Human resource at the grassroots level</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation platform of the farmers</li> <li>• Research based need</li> <li>• Market system development (MSD)</li> <li>• Enhance agriculture governance</li> <li>• Service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of consistency on policy and structures</li> <li>• Working in isolation</li> <li>• Focusing on only service delivery</li> <li>• Inadequate capacity of the human resource</li> <li>• Lack of coordination among the stakeholders</li> </ul>
III	Not adequate	<ul style="list-style-type: none"> <li>• Market extension</li> <li>• Agribusiness linkages</li> <li>• Agricultural mechanization</li> <li>• Community engagement (GESI), youth</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of supportive policy</li> <li>• Academic and training curricula not updated</li> <li>• Limited resources (Human and financial)</li> <li>• Poor motivation (farmers and extension workers)</li> </ul>
IV	Inadequate:	<ul style="list-style-type: none"> <li>• Post-harvest function</li> <li>• Entrepreneurship development</li> <li>• Innovation function</li> <li>• Demand generation</li> <li>• Farm mechanization</li> <li>• Back ward and forward linkages</li> <li>• Institutional reform</li> <li>• Capacity enhancement (ICT/Digital)</li> <li>• Policy Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Restricted mandate (more emphasis in production)</li> <li>• Lack of commodity and issues of specific competencies</li> <li>• Poor motivation (No PBIS)</li> <li>• Poor research back up</li> <li>• Low investment</li> <li>• Lack of capacity development training (ICT)</li> </ul>



### Introduction to the New Extensionist

Rasheed while presenting the essence of “The New Extensionist: Roles, Strategies and Capacities to Strengthen EAS” summarized the new capacities needed at different levels. This was followed by a group discussion on the three levels of capacity development. The discussion highlighted the importance of technical (knowledge on new technologies/practices/standards/regulations) leadership, problem solving, partnership building, reflective learning, and brokering) capacities among EAS providers at the individual level and also the need for generalists and specialists in EAS provision. As all technical and functional capacities won’t be found in one single individual/organization, emphasis was to be placed on targeting capacity development to the nature of the task to be performed.



This was followed by the brief presentation on *Introduction to Capacity Development and Capacity Needs Assessment* by Nimisha Mittal from CRISP. She presented on the concept of capacity, how it is different from competency, meaning of capacity development and methods of capacity need assessment.

### DAY II

Second day of the workshop started with the recap and reflection of day 1. Rasheed made a brief summary of what the team did in different sessions (inaugural, experience sharing, vision mapping) on day 1.

## **SESSION IV: Capacity Need Assessment at Individual Level**

In this session, participants were divided into three different groups and were asked to assess new capacities at the individual level. They were asked to reflect on the new capacities that are required or some of the existing capacities that need to be strengthened at the field level, middle management level and at senior management level in EAS irrespective of organisational affiliation. Each group made a presentation of their group output in the plenary.



## **SESSION V: Capacity Need Assessment at Organizational Level**

This session was divided into two sub sessions. Initial session - Appreciative Inquiry through the card exercise was followed by identification of desired capacities at the organizational level – a group exercise and a presentation on plenary.

### **Appreciative Inquiry:**

During this session, participants reflected on significant past achievements and or period of excellence in the organization and identified factors that led to the success. They used cards to reflect on the organizational elements that contributed to the success. In this paired session, participants were paired and interviewed each other. From the paired discussion, they have identified the factors behind the success and listed on the cards.



### **Identification of Desired Capacities at the Organizational Level**

In this session, participants were divided into three groups, each group selected a facilitator and presenter. Each group reflected on the card exercise (Appreciative Inquiry) and collectively

identified desired capacities at the organisational level. All three groups made presentation in the plenary and went for the lunch break.



The capacities identified by the groups are presented in the table 3 below.

**Table 3: Desired Capacities at Organizational Level**

Group I	Group II	Group III
<p>New capacity at organizational level</p> <ul style="list-style-type: none"> <li>❖ Effective MIS               <ul style="list-style-type: none"> <li>• Database</li> <li>• Human resource</li> <li>• Institutional memory</li> </ul> </li> <li>❖ Self-Functioning System               <ul style="list-style-type: none"> <li>• Based on norms and values</li> </ul> </li> <li>❖ Organizational culture               <ul style="list-style-type: none"> <li>• Policy stability</li> <li>• Team spirit</li> <li>• Enabling work environment                   <ul style="list-style-type: none"> <li>• Right man right place</li> </ul> </li> </ul> </li> <li>❖ Motivation (Review/Punishment)</li> <li>❖ Good Governance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Vision, Mission and Goal</li> <li>❖ Strategy, Plan, policy, guidelines</li> <li>❖ Well defined ToR, procedures</li> <li>❖ Infrastructure – HR, FR, PR</li> <li>❖ Institutional Capacity development               <ul style="list-style-type: none"> <li>❖ (education, training, communication skills, coordination, collaboration skills</li> </ul> </li> <li>❖ Reward, punishment and Incentive</li> <li>❖ GESI Friendly environment</li> <li>❖ Enabling environment – employee welfare</li> <li>❖ Undue political interference</li> <li>❖ Transparency, Accountability, Citizen charter, public hearing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sharing culture in org</li> <li>❖ Strategic management – clear cut mission, vision, implementation function</li> <li>❖ Clear cut role and responsibilities of each position</li> <li>❖ Well define line function – chain of command</li> <li>❖ Short—simple process (transparent and accountable)</li> <li>❖ Performance based incentive mechanism</li> <li>❖ Ethical and high moral value – for the staffs</li> <li>❖ Sufficient human resource as well as financial resource</li> <li>❖ Sufficient and we equipped infrastructure – library, meeting hall and other necessary equipment</li> </ul>

## SESSION VI: Strengthening Capacities of EAS in Nepal: Priorities and Ways Forward

Before the prioritization session, the facilitators compiled the list of required capacities needed at different (field, middle management, senior management and organizational) levels that were identified by the participants and pasted them in four boards in the hall. Participants were asked to visit all the sheets, review the list of capacities listed and identify three most important areas for the capacity development and paste three *Bindis* one in each. Every participant was asked to visit all four corners and identify the most important area. The output of this exercise is presented in the Table 4 below.



**Table 4: Identification of three most important areas for the capacity development**

Field level	Middle management level
<p><b>CAPACITIES REQUIRED - INDIVIDUAL - FIELD LEVEL</b></p> <ol style="list-style-type: none"> <li>1. *TECHNICAL Capacities (Subject Matter knowledge) (23)</li> <li>2. *Communication &amp; facilitation skills (15)</li> <li>3. Participatory (Need based) Planning (7)</li> <li>4. Problem Solving (3)</li> <li>5. ICT &amp; Skills (Information Technology) (7)</li> <li>6. *Community Mobilization (skills) (14)</li> <li>7. Networking and Partnership (Linkages) (1)</li> <li>8. Leadership (3)</li> </ol>	<p><b>CAPACITIES REQUIRED - INDIVIDUAL - MIDDLE MGT LEVEL</b></p> <ol style="list-style-type: none"> <li>1. LEADERSHIP (Mentoring &amp; Mobilization) (16)</li> <li>2. Project Management (Planning, etc) Cycle (2)</li> <li>3. Monitoring &amp; Evaluation (1)</li> <li>4. Networking, Co-ordination &amp; Collaboration (15)</li> <li>5. Problem Solving / Decision Making Skills (4)</li> <li>6. Conflict Management (1)</li> <li>7. Communication (3)</li> <li>8. Capacity building (need based) of subordinates (3)</li> <li>9. Policy, Know-how (Laws, regulations, guidelines) (5)</li> <li>10. Supervision (1)</li> <li>11. Proposal Development (1)</li> <li>12. Administrative Skills (Procurement, financial) (2)</li> <li>13. Mass level Policy Engagement at District level/Zonal level (1)</li> <li>14. TECHNICAL / Subject matter updated knowledge (16)</li> </ol>
<p><b>Senior management level</b></p> <p><b>CAPACITIES REQUIRED - INDIVIDUAL - SENIOR MGT LEVEL</b></p> <ol style="list-style-type: none"> <li>1. *Need based / Policy formulation (14)</li> <li>2. Planning &amp; Budgeting (4)</li> <li>3. Monitoring &amp; Evaluation (Impact Evaluation) (3)</li> <li>4. *Resource Mobilization (Human, financial) (12)</li> <li>5. Conflict Management (1)</li> <li>6. Decision Making (8)</li> <li>7. Co-ordination &amp; Engagement with Stakeholders (15)</li> <li>8. *Visioning (Vision, Mission, &amp; goal setting) (4)</li> <li>9. Human Resource Management / Development Skills (8)</li> <li>10. Updated on Knowledge &amp; Skills (policy, etc) (8)</li> </ol>	<p><b>Organizational Level</b></p> <p><b>CAPACITIES REQUIRED - ORGANIZATIONAL LEVEL</b></p> <ol style="list-style-type: none"> <li>1. Clear VISION, MISSION &amp; GOALS (12)</li> <li>2. Effective MIS (database, institutional Memory) (5)</li> <li>3. Human Resource (well defined TOR/Job Profile, clear job description and procedures) (10)</li> <li>4. Sufficient Infrastructure - Human, financial &amp; physical (4)</li> <li>5. Enabling working environment (well defined, ethical &amp; high moral value, positive culture, staff) (4)</li> <li>6. Institutional Capacity Development (1)</li> <li>7. Freedom from undue political interference (6)</li> <li>8. Clear cut &amp; stable policies, strategies, plans &amp; guidelines (4)</li> <li>9. Good Governance (Transparency, Accountability, citizen oriented, public hearing, open man, right place, robustness, efficiency, etc) (1)</li> <li>10. Performance based incentive mechanism (Reward, punishment and Succession) (4)</li> </ol>

According to the exercise by the participants the three most important are of capacity building at different level are presented in the Table 5 below.

**Table 5: Three most important areas for the capacity development**

<b>Top Priority Capacity Development Areas</b>
<b>Field level</b> <ol style="list-style-type: none"><li>1. Technical knowledge on agriculture</li><li>2. Communication and facilitation skills</li><li>3. Community mobilization</li></ol>
<b>Middle management level</b> <ol style="list-style-type: none"><li>1. Networking, coordination and collaboration</li><li>2. Leadership (mentoring and mobilization)</li><li>3. Technical knowledge</li></ol>
<b>Senior management level</b> <ol style="list-style-type: none"><li>1. Visioning (vision, mission and goal setting)</li><li>2. Evidence based policy formulation (advocacy, regulation and execution)</li><li>3. Resource mobilization</li></ol>
<b>Organizational level</b> <ol style="list-style-type: none"><li>1. Good governance</li><li>2. Clear vision, mission and goal (strategic management, implementation function)</li><li>3. Human resource (well defined ToR/job profile, chain of command and procedures)</li></ol>

### **SESSION VII: Suggested interventions (World Café)**

This session was perhaps the most important one as the participants have to discuss and prepare a road map for addressing identified capacity development need at different levels. The guiding question was – how do we better address the prioritized capacity development needs?

Participants were divided into four groups to make a roadmap for the capacity building at all (field, middle, senior management and organizational) levels. Each group identified a fixed facilitator and other participants moved from one to another table after 15 minutes to identify the future course of action.

Each table focused on only one level and every participant had the opportunity to contribute to each discussion. Once the participants completed by contributing to each groups the facilitator consolidated the ideas of all contributors and presented the outcome of the discussions on ways to achieving the most prioritized capacity development needs in the plenary (output of this session is presented in the main report).



## CLOSING SESSION

During the closing session, participants were given two cards and asked to provide feedback on the workshop process. One card was to be used to indicate what is really good/ useful and the other one to indicate what was not good/interesting or could be improved. Mr Shreedhar Paudel and Ms Nimisha Mittal expressed their gratitude to the participants for their active participation in the workshop. Finally, Mr Khem Sharma – chairperson of Nepal Agriculture Extension Association made the closing remarks.

