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SOCIETY FOR
BANGLADESH AGRICULTURAL
EXTENSION NETWORK

Guidance Note



Customization of NELK Module Facilitation for Development in Bangladesh

April 2021

Guidance Note on Customization of NELK Module Facilitation for Development in Bangladesh

Agricultural Extension in South Asia (2021)
(www.aesanetwork.org)



C/o Centre for Research on Innovation and Science Policy (CRISP)
Hyderabad, India



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Acknowledgement

AESA acknowledges the support from the Global Forum for Rural Advisory Services (GFRAS) for supporting the customization of the NELK Module on Facilitation for Development in Bangladesh. This activity was jointly funded by the USAID-DLEC (Developing Local Extension Capacity) project and the SDC (Swiss Agency for Development and Cooperation)

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ACRONYMS

AESA	Agricultural Extension South Asia
BAEN	Bangladesh Agricultural Extension Network
CF	Country Fora
GFRAS	Global Forum for Rural Advisory Services
NELK	New Extensionist Learning Kit
RAS	Rural Advisory Services
SRN	Sub Regional Network

BACKGROUND

Agriculture is in transition worldwide and it faces several new and emerging challenges. Natural resource degradation, changing and uncertain markets, and changing climate have made farming riskier to many, especially to smallholders who are also plagued with persistent rural poverty and nutritional challenges. Rural Advisory Services (RAS) are fundamental to supporting rural communities in dealing with these challenges, and to improving their livelihoods.

The Global Forum for Rural Advisory Services (GFRAS) was established in 2010 with the objective of enhancing the performance of RAS so that they can better serve farm families and rural producers, thus contributing to improved livelihoods in rural areas and the sustainable reduction of hunger and poverty. GFRAS (<https://www.g-fras.org/en/>) is structured to reach smallholder farmers via the regional rural advisory services networks, which are made up of national-level platforms or country forums (Box 1). These national platforms include actors from all sectors working in RAS, and work directly with smallholders. National platforms help prioritise national-level issues and formulate demands that need to be taken to the regional and global levels.

Box 1: Country Fora (CF)

CF bring together a wide range of actors and stakeholders involved in or benefitting from RAS in a country. They provide a mechanism for the diverse actors – including farmers – to exchange information, share lessons, identify opportunities for providing services to each other, and for innovating on how to provide effective advisory services in their domains of work. CF are the building blocks of the regional networks as they ensure information sharing on conditions and developments in a specific country at the regional and international level. At the same time the country fora serve as an entry point for regional and international initiatives in improving RAS, and rural livelihood in general.

To achieve its mission and vision, GFRAS focuses on three strategic fields of action:

- i. Advocacy and support for an enabling policy environment and appropriate investment in RAS;
- ii. Professionalisation of RAS; and
- iii. Facilitation and enhancement of effective and continuous knowledge generation and exchange.

GFRAS developed the New Extensionist Learning Kit (NELK) comprising several modules as a learning resource for strengthening capacities of individual extension field staff. It contains 13 modules that have been identified by the GFRAS Consortium on Extension Education and Training as core competencies for individual extension agents. It is purposely developed as a general training package for both self-learning and training-assisted learning (<https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>). Ideally, the NELK modules need to be customized to fit a specific targeted audience as well as take into account the local context (policies, modalities of RAS delivery, etc.) and in-country initiatives and experiences with capacity strengthening.

CONTEXT

In early 2020, GFRAS provided support to the Agricultural Extension in South Asia (AESAs) Network and the Bangladesh Agricultural Extension Network (BAEN) in order to customize one of the NELK Modules in the context of Bangladesh. This exercise was taken up as part of the funding support offered by the DLEC (Developing Local Extension Capacity) Project to GFRAS, and also a part of the regional support to GFRAS Regional Networks under the SDC Core Support contract. AESA and BAEN (Box 2) jointly implemented the development of the customized module for Bangladesh.

Box 2: AESA and BAEN

Agricultural Extension in South Asia (AESAs) is a sub-regional network (SRN) under the umbrella of GFRAS. It was set up in 2013 to foster mutual learning and innovation among agricultural extension and advisory services providers in the South Asia region in order to achieve efficient and effective Extension and Advisory Services in South Asia (www.aesanetwork.org). AESA operates through multi-stakeholder country fora that embrace public and private actors in the national agricultural innovation systems.

The Society for Bangladesh Agricultural Extension Network (BAEN) was established in December 2015 as a legal entity under the Societies Registration Act, 1860, in Bangladesh. The vision of BAEN is: *Extension services for sustainable agricultural productivity.* (www.baenbd.org). It has more than 600 members.



gfras
global forum for rural advisory services
forum mondial pour le conseil rural
foro global para los servicios de asesoría rural

**Module 7: Introduction to
Facilitation for Development**

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The BAEN Executive Committee selected NELK Module 7 on 'Facilitation for Development' for customization. 'Facilitation for development' is one of the capacities that was considered most relevant for RAS in Bangladesh. While customization of the module would lead to a selected number of in-country trainers having capacities to further train RAS providers, documentation of the process of customization would help in developing general guidelines on how to customize NELK modules in other countries.

APPROACH

The process of customization consisted of five phases spread over a span of six months (refer Annexure I for details on timeline). These were: pre-preparation, introduction to the NELK module, development of customized module, validation, and finalisation, which is illustrated in Figure 1.

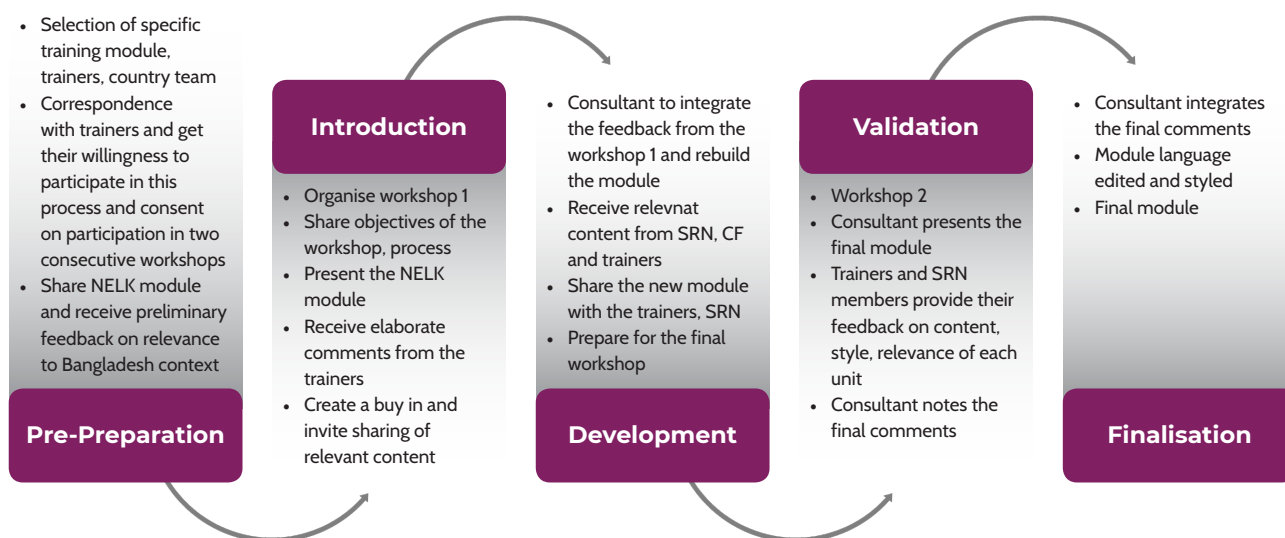


Figure 1: Process of Customization of NELK Module

PRE-PREPARATION

This phase includes selection of a specific module, selection of the country team consisting of a module developer/consultant and coordinator, and selection of trainers. BAEN led the selection of the module and of the trainers to be involved.

- i. **Selection of module for customization:** RAS actors (RAS organizations and others related to RAS in the country, members of BAEN), together with AESA, selected a specific module to customize. The capacity needs assessment carried out in Bangladesh in 2016 was used as a basis for selecting the appropriate capacity gap that needs to be addressed through the apt NELK module. The assessment in 2016¹ identified capacity for facilitation as an important capacity at the field level; capacity to network, partner, establish linkages and coordinate at the middle level; and partnership development as one of the capacities needed at the senior level among RAS providers. So far there has been no relevant training module on this topic appropriate for RAS providers in Bangladesh.
- ii. **Selection of process coordinator and module developer:** BAEN, in consultation with AESA, selected the country team consisting of a consultant and a coordinator for this process. One person from the BAEN Secretariat was selected to act as a coordinator for the entire customization activity. The AESA and BAEN team jointly developed a ToR for hiring a consultant to lead the drafting of the customized module. Based on the proposals received, a Module Developer (consultant) with expertise in the subject of the module as well as in training was selected to build the customized module.

¹AESA 2016. Policy Brief No. 1: Capacity needs of Extension and Advisory Services (EAS) in South Asia. Available at: <https://www.aesaneetwork.org/policy-brief-no-1-capacity-needs-of-extension-and-advisory-services-eas-in-south-asia/>

- iii. **Selection of in-country trainers:** AESA and BAEN together developed a draft of an introductory letter (Annexure III) to invite participation/nomination of trainers from various RAS organizations. The process coordinator in Bangladesh corresponded with trainers/organisations to get their consent to be a part of this process and contribute to the two workshops. The process coordinator also shared the NELK module, invited feedback on the module (see Annexure III) and relevance of the topic in the context of Bangladesh (using an online survey, see Annexure II).
- iv. **Online survey:** was conducted using Google forms with the participants prior to the workshop on key questions, and to trigger the thinking of participants along the lines of topic relevance in the Bangladeshi context. Fourteen participants responded to this survey and shared their responses (refer to Annexure II for details).

INTRODUCTION TO THE MODULE AND PROCESS OF CUSTOMIZATION: WORKSHOP 1

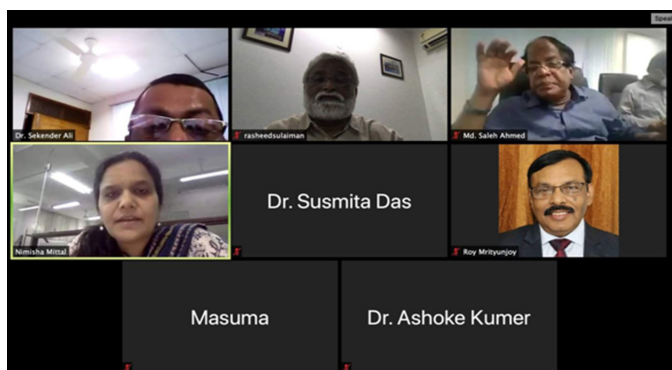
Preparation: The BAEN process coordinator, the consultant, and the AESA team worked together on the workshop agenda. The BAEN process coordinator wrote invitation letters and organized the logistics (venue, workshop materials, copies of the NELK Module).

Workshop process

- i. **Introduction:** The workshop started with a presentation from AESA team on the objectives of the workshop, the rationale for customization, the processes to be adopted for customizing the module in the context of Bangladesh, and the role of participants in the process. This was followed by a presentation on the NELK Module on 'Facilitation for Development'. The AESA team – comprising Rasheed and Nimisha – joined the workshop virtually for the entire day and facilitated the workshop through the virtual screen for sharing presentations in a workshop which was in a face-to-face format.



- ii. **Group Work:** Reflection on NELK Module 'Facilitation for Development'. The participants were divided into four groups of 3-4 members/group, and each group was given one unit of the NELK Module to read, reflect and provide in-depth feedback on the following:



- Strengths and limitations of the unit;
- Identify sessions which are most appropriate for developing a relevant training module in the context of Bangladesh;
- Suggestions for developing a relevant module –
 - Content, cases and examples;
 - Tips on how such a module can be organized/presented.

iii. *Plenary*: In this session each group presented their observations on the NELK Module. An overview of these reflections is presented in Table 1.

Table 1: Reflections on the NELK Module in the context of Bangladesh

Units	Content	Strengths	Limitations	Suggestions
Study Unit-1: Facilitation for development in the AIS	1.1 Understanding facilitation for development	From Technical point of view this is a very good training tool	Huge information. This is good for academic purposes, not for extensionists	Information should be developed specifically
	1.2 Desired attributes of facilitator for development	<ul style="list-style-type: none"> • For motivation, the materials clearly noted: Neutrality, Listening, Motivation 	<ul style="list-style-type: none"> • Information more theoretical rather than practical. 	<ul style="list-style-type: none"> • Practical examples should be included • Motivation itself is a very tough job. It varies from farmer to farmer. They have huge limitations, such as educational level, social status, mental conditions, political involvement, etc. Therefore, motivation tools and techniques should be different in the above context.
	1.3 Technical skills of a facilitator for development	<ul style="list-style-type: none"> • As a facilitator for development you are expected to develop some attributes that enable you to be effective in influencing changes that process this session, otherwise you will be aware of the following attributes, such as Cognitive attributes, Emotional attributes and Social attributes 	<ul style="list-style-type: none"> • No practical examples • No clear-cut motivational process • No indication of the dissemination process • Too many technical words • AIS relates to educated farmers only, but how can we disseminate these to the uneducated, less educated, and self-educated farmers 	<ul style="list-style-type: none"> • Use less technical words
Study Unit-2: Facilitating change in individuals, groups and organisations		Title and sessions topics are fine and good enough to illustrate the session objectives		<ul style="list-style-type: none"> • Tools for self-discovery (personal) could be clearer (Session 2.1) • Facilitator's personal skill may be scored for understanding it, through a self-assessment tool (Session 2.1)
	Session 2.1: Self-discovery to realize our potential	It may help to perceive own knowledge and capacity gap for facilitation	Tools are not well-clarified	<ul style="list-style-type: none"> • Icebreakers could be included along with group dynamics & team building activities
	Session 2.2: Managing group dynamics and work	It may help to develop power relation and managing relationship within the groups	Discovering of group potentials not included/ Icebreakers not included	<ul style="list-style-type: none"> • Icebreakers could be included along with group dynamics & team building activities • Group potentiality could be

	Session 2.3: Supporting organizational change processes	It may help to develop a plan for organizational change process Motivation, mentoring, leadership development is essential for development	Monitoring is a missing element in the organizational change process	discovered (Session 2.2) <ul style="list-style-type: none"> A separate GD & ice breaker Supplementary guideline (with illustration) could be developed Monitoring & follow-up could be the 4th step in the organizational change process (Session 2.3) Communication skill is needed for enhancing performance of the organization
Study Unit-3: Facilitating operational level multi-stakeholder interactions	3.1: Arrangement for multi-stakeholder interactions	<ul style="list-style-type: none"> Session outcomes are clearly defined Different models of multi-stakeholder engagement used 	<ul style="list-style-type: none"> Social Capital is the most important factor that needs to be addressed Challenges in Bridging Social Capital for the community Effective Tools and methods required for organizing policy engagement platforms Design and plan for sustainable multi-stakeholder partnership Private sector, NGO's interventions should be clarified in multi-stakeholder interventions 	<ul style="list-style-type: none"> Social Capital development process should be clearly defined Building trust and accountability -Digital platform should be used Stakeholders' analysis map should include relevant examples Design and plan for sustainable multi-stakeholder partnership Creation of a common platform for multi-stakeholders Use of a broad range of participatory methodology and tools in multi- sectoral partnership
	3.2: Visualizing innovations platforms	<ul style="list-style-type: none"> Identification of multi-stakeholders is clearly defined Way of creating evidence for policy actions are covered 		
	3.3: Policy engagement platforms	<ul style="list-style-type: none"> Most relevant content of this unit is: <ol style="list-style-type: none"> Arrangement for multi-stakeholder interactions. Visualizing innovations platforms Policy engagement platforms 		
Study Unit-4: Linkage with strategic partners and networking	Session 4.1: Linkage with strategic partners	Most of the content is relevant	Use the words 'knowledge ferrying' instead of 'knowledge brokering'	Have a new session on 'Understanding markets and linkage development'. Suggested case studies: Hellen Keller International experience, Poultry rearing (eggs and meat) farmers, NGO (Shuchana) develops vaccinators, DLS, Youth Department, Private-Reneta, FnF, Group marketing, Market intermediaries
	Session 4.2: Learning alliances and networking			

The module developer took note of all these valuable suggestions for developing a customized module. During this workshop, the organizers fixed up a tentative date for the next workshop based upon everyone's convenience and consent.

DEVELOPMENT OF A CUSTOMIZED MODULE

The consultant used the feedback collected and added context-specific aspects and practical cases/ examples. The consultant corresponded with trainers who participated in the workshop for providing relevant cases and material discussed during the workshop.

VALIDATION: WORKSHOP 2

Preparation: The draft customized module was shared with the trainers, BAEN CF and AESA, a few days before the second workshop. The process coordinator also shared the agenda of the second workshop prior to the workshop. The consultant, coordinator, and AESA worked together on framing the agenda.

Workshop process: This workshop was held on 28 November 2020, with the objective of getting final comments from the trainers on the draft Final Module so that the module could be validated prior to finalisation.

- i. *Introduction:* The workshop started with an introduction by the AESA Team on the objectives of this second workshop. The presentation also reminded the participants on the steps taken in Workshop 1 and how we are now moving towards finalizing the customized draft module. The module developer presented the customized module to the trainers, how it is organized, and sought participant feedback on further revisions.
- ii. *Group Work:* The participants were divided into four groups and each group reflected on each unit of the customized draft module. Each group was asked to provide their observations on:
 - Strengths and limitations of the unit
 - Is the content appropriate to the Bangladesh context?
 - Are concepts explained adequately with examples?
 - Are there relevant cases that will help the trainer to engage participants in group work? Kindly also suggest new cases and provide links.
 - Visual appeal: e.g., pictures relevant to the module - please provide pictures.
 - Tips for the trainer (in organizing sessions).

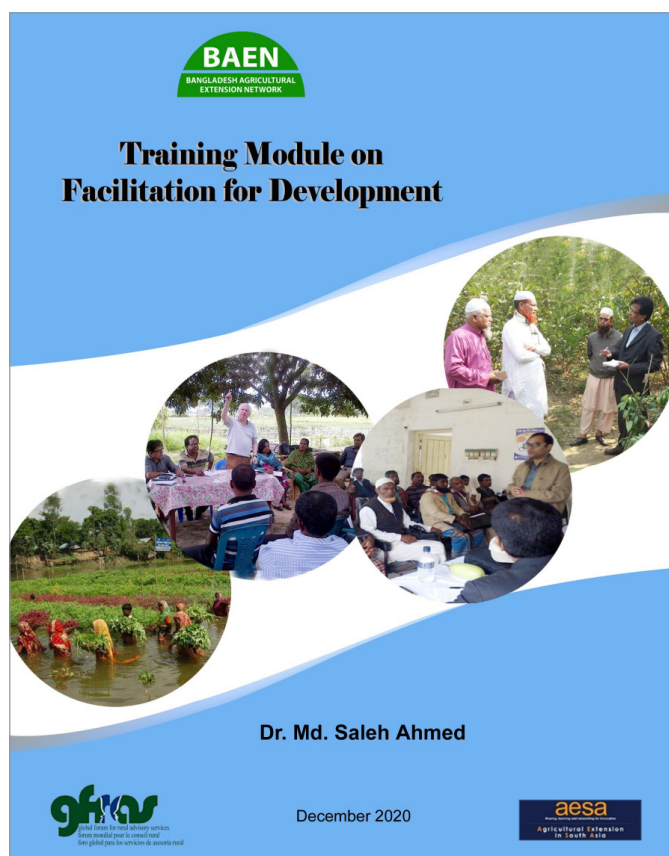




- iii. *Plenary*: The groups presented the findings in a plenary. Feedback of what the trainers have learned from this exercise was also collected. The trainers and BAEN also had a discussion on how to promote the final module within their organizations, and more widely.

FINALISATION

The consultant integrated the final feedback on the customized module from the trainers, AESA team and BAEN members. He also followed up with the in-country trainers on potential cases for incorporating into the module. The new module was language edited and laid out. Concurrently, the process accessor recorded the process and developed this note on how the customization was attempted so that these lessons could be shared with other GFRAS Networks attempting to customize similar modules in different countries. The customized module can be accessed at <https://www.aesanetwork.org/wp-content/uploads/2021/02/Module-on-F4D-Bangladesh-27-Jan-21-F.pdf>



ROLE OF DIFFERENT ACTORS IN NELK CUSTOMIZATION

The process accessor represented by the sub regional network, in this case AESA; the process coordinator supported by the country fora, and the module developer (comprising the national team); together with the training participants (representing trainers and RAS organisations) played a significant role in the customization of the NELK Module, as illustrated in Figure 2.

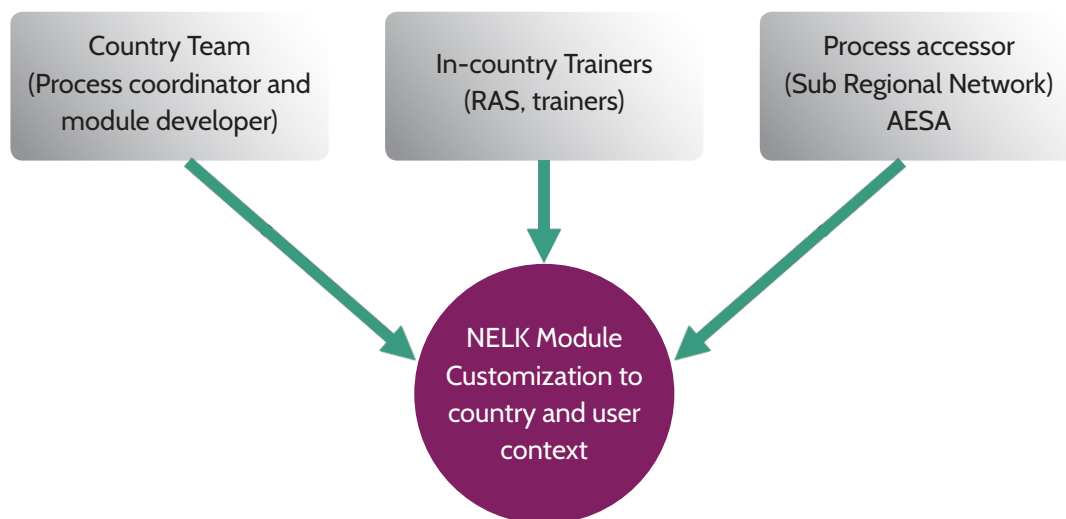


Figure 2: Role of actors in NELK Customization

ROLE OF IN-COUNTRY TRAINERS/TRAINING PARTICIPANTS

In both the workshops, the participants – either as individuals or in groups – provided their critical inputs on the relevance of each unit and session of the module, and gave useful leads to the consultant on relevant cases, pictures, and examples appropriate for Bangladesh. Through this process, the trainers also got accustomed to the NELK modules, especially the new customized module on facilitation for development, and also the process of customization that they found quite innovative and useful for future use.

ROLE OF COUNTRY TEAM

The country team played a pivotal role in steering the whole process at the country level and co-developing the customized module in the country. On one side the country team coordinated with the sub regional network, and with in-country trainers on the other side. It identified the selected module for customization in consultation with the CF and identified the trainers who were to be involved in the workshop. The module developer (consultant) who has expertise in the subject of the module as well as in training used the feedback received from participants while customizing the module.

ROLE OF PROCESS ACCESSOR

The AESA team comprising Rasheed Sulaiman V and Nimisha Mittal supported the Bangladesh country

team at all stages of the NELK Customization. This process was interactive and hands-on through regular online Zoom meetings, emails and phone calls.

- i. It helped the process coordinator in Bangladesh in developing the ToR for hiring a consultant for module development, screening the CVs, and finalizing the consultant.
- ii. The process assessors worked with the process coordinator and consultant in identifying the participants for the first workshop, supported them in finalizing the agenda and framing an invitation to the workshop(s).
- iii. The team helped the process coordinator to prepare for the one-day workshop to kick start the process. The AESA team was virtually present during both the workshops using a full day Zoom meeting link and using the Zoom screen share for presentations and interactions with the participants.
- iv. They supported the consultant technically on module development through regular consultations and feedback.
- v. They also supported the preparation of Workshop 2 held for validating the new customized module (agenda setting, etc.), participated in Workshop 2, and provided comments to the consultant on the draft module, etc.
- vi. They also held post-workshop meetings with the country team to finalize the module.

ATTENTION TO RESTRICTIONS DEMANDED BY COVID-19 MITIGATION MEASURES

All steps were carried out by AESA, process coordinator and consultant for module development through virtual meetings using Zoom. The workshop sessions were also recorded to facilitate follow-up on the concerns raised during the workshops. During the workshop all the participants wore face masks, brought in their own computers to enable work during group sessions, and seating was arranged to maintain social distancing.



Annexure I: Time

This whole process was spread over a time frame of 6 months. Sequence of activities under NELK Customization in Bangladesh are illustrated in Table 2.

Table 2: Sequence of activities under NELK Customization in Bangladesh

Timeline	July	August	September	October	November	December
Step 1: Hire Consultant and co-ordinator for NELK Customization. Finalise ToR. Sign the ToR						
Step 2: Identify the participants for the workshop. Send letters to them. Set agenda.						
Step 3: 1-day Workshop (14-15) to kick start the process						
Step 4: Module development in consultation with CRISP/ AESA						
Step 5: Draft module submission for comments and integrate those into the module prior to testing in the workshop						
Step 6: 1-day workshop post module development						
Step 7: Editing of Module, Layout design						



Annexure II: Online Survey

The survey delved into the following key questions These are summarised as follows:

a. *Facilitation for Development is:*

- A method of helping individuals or groups to understand themselves and their role in development
- Not the same as chairing a meeting. It is concerned with both the process and the content.
- A process engaging participant to create innovation, discovering, and learning insights of achieving particular objectives, goals or development
- Is a process of equipping individuals or groups to play their role in development.
- The bottom-up approach of agricultural extension service through horizontal communication of knowledge, skills, collective actions and empowerment process of participants with a view to help them address specific issues of development.
- Self-realizing and assessment process for an individual or a group as they can clearly understand about their function or role for any development organization.
- To collaborate and achieve synergy
- A process of facilitating people to understand themselves to be aware about their role in development
- To help somebody for performing development activities properly.
- Means increasing capacity of the development personnel or RAS providers to help farmers.

b. *Is Facilitation for Development considered as an important competency for field level extension personnel to address many of the emerging challenges faced by farmers. Express your agreement (strongly disagree, disagree, neutral, agree, strongly agree, any other).*

c. *Senior extension managers have to deal with multiple stakeholders and promote collaborations and partnerships in their work. They need skills to facilitate this process. Express your agreement (strongly disagree, disagree, neutral, agree, strongly agree, any other).*

d. *If you were to self-assess, how would you rate your knowledge on facilitation for development (on a scale of 1 to 10, 1 being lowest and 10 being highest)?*

Most of the responses were in the range of 5-8, thereby implying that most of the respondents rated their knowledge on facilitation for development in the not so low and not so high categories.

e. *How capacities for Facilitation should be developed among staff within your organisation?*

Engage stakeholders on capacity development

- Formulate a capacity development response

- Implement a capacity development response
- Evaluate capacity development.

Capacity needs assessment of the staff

- Assessing training needs of field staff and senior extension managers in respect of facilitation for development
- Assessment of individual and group strengths & drawbacks
- Developing technical skills using appropriate methods and tools of facilitation

Capacity Development-Individual level

- Individual training to enhance leadership capacity to deal with group and individual performance challenges
- Training-practice-on the job coaching
- Mentoring, one-to-one counseling, awareness motivation, learning by doing, knowledge sharing, storytelling, result demonstration, method demonstration, etc.,
- Equipping staff with knowledge, skills and tools on facilitation techniques, personal attributes, group actions and learning, multi-stakeholder engagement, adult learning principles, managing group process, group leaderships functions, strategic partnerships & networking, conducting evaluation and enhancing their confidence in undertaking facilitation etc.

Capacity Development-Organisational level

- Developing training Manual on 'Facilitation for Development' for training of trainers and grassroots level extension workers;
- Developing course content, training materials as per needs of participants;
- Planning and conducting training for trainers and field extension staff
- Objectively hands on and participatory training
- Sharing of experiences and knowledge
- Team building and group works
- Development of friendly office environment
- Continuous Training and guidance
- On the job coaching Video demonstrations on facilitation's Experience sharing

Annexure III: Draft Introductory Letter

The Director,

06 September 2020

.....,
.....,

Subject: Nomination of trainer for participation in GFRAS-AESA-BAEN Training Workshop on 'Customization of NELK Module on Facilitation for Development' in Bangladesh

Dear Sir/Madam,

On behalf of Bangladesh Agricultural Extension Network (BAEN), I have the privilege of inviting you to the workshop on “**Customization of the New Extensionist Learning Kit (NELK) module on Facilitation for development**” on the 26th of September 2020 at, Dhaka. BAEN is co-organising this one-day training workshop in collaboration with Agricultural Extension South Asia (AESA) and Global Forum on Rural Advisory Services (GFRAS) with funding support from Developing Local Extension Capacity (DLEC) project (DLEC)-GFRAS and The Swiss Agency for Development and Cooperation (SDC).

NELK is a learning resource for individual extension field staff, managers, and lecturers. It contains 13 modules that have been identified by the GFRAS Consortium on Extension Education and Training as core competencies for individual extension agents. The current NELK (<https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>) training package, one of the flagships of GFRAS, is broadly appreciated and considered relevant. Since it is purposely developed as a general training package for both self-learning and training-assisted learning, NELK modules need to be customized to fit a specific targeted audience and take into account local context (policies, modalities of RAS delivery etc.) and in-country initiatives and experiences in capacity strengthening.

Facilitation for development is one of the capacities that was considered most relevant for extension and advisory services in Bangladesh and the Customization of training-assisted learning would lead to a selected number of in-country trainers so they have the capacities to further train extension and advisory services providers, while the process of customization is recorded as contribution to developing general guidelines on how to make NELK modules relevant for use at country level.

In view of your significant contribution and expertise in this area, it is my pleasure to invite you to participate and contribute to this event. The workshop would take place at.....from 10 a.m to 4.30 p.m. To enable your participation in this workshop, BAEN would provide you a small travel allowance.

I shall be grateful, if you could confirm your participation to help us make necessary logistic arrangements by sending an email to.....

We look forward to your confirmation and hope to see you at this workshop.

Thanks and Regards,

Annexure IV: Background Note and Feedback on the NELK Module



GFRAS-AESA-BAEN Training Workshop on 'Customization of NELK Module on Facilitation for Development' 26 September 2020, Dhaka, Bangladesh

Background

While working with farmers, facilitation most often refers to a technique used to promote group learning, build consensus and promote collective action. This is especially important when extension is dealing with issues relating to Natural Resource Management (eg: flood plain management), Linking Farmers to Markets (eg: mobilizing farmers to engage in collective marketing and value addition), Climate Change (eg: supporting farmers to adapt to climate change), etc. However, similar facilitation techniques can also be used in meetings or other group settings which demands multi-agency collaboration, for instance, in up scaling climate smart agriculture.

The facilitator's role in both situations is to guide the group to work together more efficiently by creating synergy, generating new ideas, and arriving at consensus and agreement. The best facilitators demonstrate the following skills, namely, listening, questioning, problem solving, resolving conflict, following a participatory style, accepting others, empathising, and leading. Extension and Advisory Services (EAS) providers often lack many of these skills and this module is meant to address this critical gap.

As part of the New Extensionist Learning Kit (NELK), the Global Forum for Rural Advisory Services (GFRAS) (<https://www.g-fras.org/>) has developed a module on "Facilitation for Development" (<https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html#module-7-introduction-for-facilitation-for-development>). While this module is interesting, it needs to be adapted/customized to the Bangladesh context and should be used to develop capacities of EAS Providers in Bangladesh. This first workshop is an attempt to customize and socialize the NELK module on "Facilitation for Development" to the Bangladesh context. We need your comments and suggestions on doing this. To achieve this, we kindly request you to go through the GFRAS NELK Module on "Facilitation for Development" and provide your comments and suggestions in the format given below (Page 2 and 3).

Feedback Format

I. Knowledge Check on NELK Module on Facilitation for Development (F4D)

No	Unit	Session	Content Relevance to Bangladesh Context Low to high (Rank from 1 to 10)										Suggestions Comments/ Additions
Unit 1	Facilitation for development in the AIS	1.1 Understanding facilitation for development	1	2	3	4	5	6	7	8	9	10	
		1.2 Desired attributes of facilitator for development	1	2	3	4	5	6	7	8	9	10	
		1.3 Technical skills of a facilitator for development	1	2	3	4	5	6	7	8	9	10	
Additional Comments/suggestions													
Unit 2	Facilitating change in individuals, groups and organisations	2.1 Self-discovery to realize our potentials	1	2	3	4	5	6	7	8	9	10	
		2.2. Managing group dynamics and working together	1	2	3	4	5	6	7	8	9	10	
		2.3 Supporting organisational change processes	1	2	3	4	5	6	7	8	9	10	
Additional Comments/suggestions													
Unit 3	Facilitating operational level multi- stakeholder engage- ments	3.1 Arrangement for multi- stakeholder interactions	1	2	3	4	5	6	7	8	9	10	
		3.2 Visualising innovation platforms	1	2	3	4	5	6	7	8	9	10	
		3.3 Policy engagement platforms	1	2	3	4	5	6	7	8	9	10	
Additional Comments/suggestions													

No	Unit	Session	Content Relevance to Bangladesh Context Low to high (Rank from 1 to 10)										Suggestions Comments/ Additions
Unit 4	Brokering strategic partnerships and networking	4.1 Brokering linkages and strategic partnerships	1	2	3	4	5	6	7	8	9	10	
		4.2 Learning alliances and networking	1	2	3	4	5	6	7	8	9	10	

Additional Comments/suggestions

II. Additional Insights

a. What are the additional topics that you suggest should be there in the module? And why? For what kind of competencies in the Bangladesh Context?

b. What type of cases and exercises you feel are not useful in the existing NELK Module?

c. Can you suggest cases and exercises that can be used?

Annexure V: Agenda Workshop 1 and 2

GFRAS-AESA-BAEN Training Workshop 1:

Customization of NELK Module on Facilitation for Development

26 September 2020, Dhaka, Bangladesh

PROGRAMME			
Time	Topic	Facilitator	Resources
1000-1015	Registration	Workshop Coordinator	
SESSION 1 INTRODUCTION			
1015-1030	Welcome Remarks	Prof. Dr. Md. Sekender Ali, Secretary General, BAEN and Workshop Coordinator	
1030-1045	Self-Introduction of Participants		
1045-1130	Introduction to the Workshop and NELK module on Facilitation for Development (F4D)	Dr. Rasheed Sulaiman V, Focal Point AESA	PPT Q&A
1130-1145	<i>Group Photo and Tea Break</i>		
SESSION 2 EXPLORING NELK MODULE ON F4D			
1145-1330	Feedback from participants on NELK Module F4D	Prof. Dr. Md. Sekender Ali, Consultant	Introduction to the Group Exercise Group Exercise (3 groups) Participants reflect on the key questions on relevance of content, cases and illustrations in the module for Bangladesh
1330 -1430	<i>Lunch Break</i>		
SESSION 3 FEEDBACK ON NELK MODULE F4D			
1430- 1530	Plenary including presentation and Q&A for each group	Prof. Dr. Md. Sekender Ali	PPT (15 minutes by each group) Q&A
1530-1600	Feedback from Consultant	Prof. Dr. Md. Sekender Ali	PPT, Q&A
SESSION 4 CONCLUDING SESSION			
1600-1615	Next steps	Dr. Rasheed Sulaiman V	PPT
1615-1625	Feedback on the Workshop process	Dr. Saleh Ahmad	Cards
1625-1630	Concluding Remarks	Nimisha Mittal, Lead Researcher CRISP	

**GFRAS-AESA-BAEN Training Workshop 2:
Customization of NELK Module on Facilitation for Development**
28 November 2020, Dhaka, Bangladesh

PROGRAMME			
Time	Topic	Facilitator	Resources
1000-1015	Registration	Workshop Coordinator	
SESSION 1 INTRODUCTION			
1015-1025	Welcome Remarks	Prof. Dr. Md. Sekender Ali Secretary General, BAEN and Workshop Co-ordinator	
1025-1035	Self-Introduction of Participants		
1035-1055	Introduction to the Workshop	Dr. Rasheed Sulaiman V Focal Point AESA	PPT Q&A
1055-1100	Brief from BAEN President	Kbd. Hamidur Rahman	
1100-1110	Inauguration by the Chief Guest	Prof. Dr. Md. Shahidur Rashid Bhuiyan, VC, SAU	
1110-1130	<i>Group Photo and Tea Break</i>		
SESSION 2 EXPLORING CUSTOMIZED MODULE ON F4D			
1130-1315	Overview of the Customized module on Facilitation for Development	Dr. Saleh Ahmad Consultant	PPT Q&A
1315-1415	<i>Lunch Break</i>		
SESSION 3 FEEDBACK ON NEW CUSTOMIZED MODULE ON F4D			
1415-1515	Group Exercise for securing feedback on the 4 units of the customized module	Prof. Dr. Md. Sekender Ali	Group Work
1515-1545	Plenary	Dr. Saleh Ahmad	PPT (15 minutes by each group) Q&A
SESSION 4 CONCLUDING SESSION			
1545-1600	Next steps	Dr. Rasheed Sulaiman V	PPT
1600-1615	Feedback on the Customization	Dr. Saleh Ahmad	Cards
1615-1630	Concluding Remarks	Nimisha Mittal, Lead Researcher CRISP	

Annexure VI: Participants List Workshop 1 and 2

List of Participants- Workshop 1 and 2			
S.No.	Name of Participants	Designation & Organization	Email & Cell Number
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15	Mr Md Afzal Hossain Bhuiyan	Head, Strategic Partnership, iDE, Banani, Dhaka	ah.bhuiyan@ideglobal.org 880-1914674675
16	Dr Md. Sekender Ali	Professor, Agricultural Extension, Sher-e-Bangla Agricultural, University, Dhaka	msa_sau@yahoo.com 880-1711-230183
17	Dr Md. Saleh Ahmed	Consultant, Dhaka	saleh4s@yahoo.com 880-1712740107
18	Dr Rasheed Sulaiman V	Director, CRISP and AESA Focal Point, Hyderabad, India	rasheed.sulaiman@gmail.com +91 9849331610
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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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The Centre for Research on Innovation and Science Policy (CRISP) hosts the Secretariat of AESA. CRISP conducts policy-relevant research on agricultural extension and rural innovation.

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Sharing, learning and networking for innovation

**Agricultural Extension
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