

CAPACITY DEVELOPMENT FOR SCALING UP OF RHODES GRASS PRODUCTION IN AMHARA REGION

FACILITATOR'S GUIDE

For Subject Matter Specialists
(SMS)

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Acronyms

AGDP	Agricultural Gross Domestic Product
CP	Crude Protein
CSA	Central Statistics Authority
DA	Development Agent
DM	Dry Matter
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
GHG	Green House Gas
LS	Livestock
masl	meter above sea level
MoA	Ministry of Agriculture
MoAL	Ministry of Agriculture and Livestock
RG	Rhodes Grass

Note to the Facilitator

The purpose of this Guide is to enable the implementation of Capacity Development in the context of AGP to the highest possible standards. This Facilitator's Guide has been developed to support trainers and facilitators delivering training and facilitation activities on Rhodes Grass Production.

This Facilitator's Guide has been developed as a supportive and guidance tool to facilitators to enable them to implement the training program in a participatory and experiential way. It will also aim at supporting the delivery of quality capacity development programs at Woreda level.

This document is a guide and not a prescriptive manual. It assumes that individuals have strong facilitation and communication skills. Facilitators are encouraged to adapt this guide to suit their individual communication and delivery styles. It is recommended to facilitators to become comfortable with the material prior to delivery.

The most important element for a facilitator is to remember that she is aiming at achieving outcomes from the training program and each of its learning units. Key questions to ask prior the delivery of each units of the training program are: What are the intended results of this training activity? What should the participant be able to do? And what should the participant know?

This facilitator guide has been designed using four-step experiential learning cycle called ERGA: Experience, Reflection, Generalization and Application. This learning cycle considers adult learning principles and the neuroscience explanation of how we learn. The ERGA learning cycle begins with an experience where participants gather information which is followed by a reflection on that experience; then information is created or generalized; and finally, it is actively tested or applied in a real (work place/site) situation. Each step of the cycle is associated with four parts of the brain – those areas associated with sensory, temporal lobe, prefrontal cortex, and motor cortices. It also realizes that adults learn best by both doing and experience. It has to be accounted that all learners have unique styles of learning.

Evaluation of the training:

To assist facilitators in evaluating the training program, Appendix 1 provides training evaluation form. This evaluation has two parts:

- Part A: Relevance, Applicability and Effectiveness
- Part B is designed to help the facilitator with continuous improvement based on the feedback of the participants.

Recommended Schedule and Agenda

Content	Estimated Duration	Schedule
DAY 1		
Registration	15 min	08:00 – 08:15
Opening	5 min	08:15 – 08:20
Climate setting	30 min	08:20 – 08:50
The importance of RG in LS production	40 min	08:50 – 09:30
Potential areas & agro-ecologies for RG production	15 min	09:30 – 09:45
Drivers of adoption for RG production	15 min	09:45 – 10:00
Strategies for RG production	30 min	10:00 – 10:30
Tea Break	20 min	10:30– 10:50
Strategies for RG production	20 min	10:50 – 11:10
Agronomic practices for RG production	80 min	11:10 – 12:30
Lunch Break	60 min	12:30 – 01:30
Productivity, nutritive value & utilization	50 min	01:30 – 02:20
Considerations on sustainability of RG Production	25 min	02:20 – 02:45
Nutrition, Gender and CSA Considerations	45 min	02:45 – 03:30
Tea Break	20 min	03:30– 03:50
Nutrition, Gender and CSA Considerations	25 min	09:50 – 04:15
Marketing of Forage and Seed	60 min	04:15 – 05:15
Performance task (farmer training and scaling up plan share), final evaluation and closure	30 min	05:15 – 05:45

DAY 1

Unit Number	Introduction
Session number and Title	Creating a collaborative environment
Materials Required	Flip chart paper, stand, markers, scotch paper PowerPoint presentation, ice breaker
Start Time/Duration	8:200 (30 minutes)
Learning objectives	Participants will: <ul style="list-style-type: none"> • Create a collaborative environment • Build dialog and set the group dynamics.



Step 1: Welcome participants:

The introduction sets the tone. Give participants the chance to introduce each other by *name, job title, working organization, place of work, their experience in training and CD.*

It is important to model good facilitation practice throughout the training program including the standard AGP:

- 1. starting on time and honor set health and lunch breaks times,**
- 2. make effort to get participants involved and give them responsibilities throughout the program,**
- 3. make the responsibilities of facilitators clear, and**
- 4. begin each different unit by introducing the objectives and end each session with debriefing so that participants know what was covered so far.**

Estimated time: **30 seconds/person**

Step 2: Create a collaborative Environment:

The facilitator can choose one of the following exercises. The facilitator can use the following icebreaker options to create a collaborative learning environment.

Option # 1: Names and Adjectives Time: 8 minutes

Description of the ice breaker:

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Almaz and I'm amazing." As they say this, they can also mime an action that describes the adjective.

Option # 2: I like you because... Time: 8 minutes

Description of the ice breaker:

Ask participants to stand in a circle and say one thing they like about the person on their right. Give them time to think about it first!

Step 3: Ask participants to identify some of the principles that will apply to the learning environment (e.g. question could be “what would enable us as group to work effectively together as group and achieve the objectives of the training?”).

Workshop principles/rules could be:

- Dialogue
- Everyone teaches/everyone learns (we all have important knowledge and can learn from each other)
- Differences are not a problem
- Learning by doing
- Hard on issues; soft on people



Estimated time: **5 minutes**

Step 4. Roles and responsibilities (5 minutes):

The facilitator introduces the main roles that would ensure the success of the workshop. Together with the participants the facilitator outlines the roles and responsibilities of the facilitator and the participants on a flip chart (see the table below). The main roles and responsibilities are the following:

- *Evaluation and recap team* is to design and administer the daily evaluation and recapping. They can meet with the facilitator to discuss possible evaluation methodology. They need to brief facilitator(s) so that adjustments to the next day’s program can be made. They also present the daily evaluation and learning summary to participants prior to start the first session in the morning.
- *Time keepers* notify the facilitator(s) of the approaching break times and ensure participants are back from breaks on time.
- *Energizer team* design and deliver energizers. They can meet with facilitators to discuss possible ideas.

Establish an Action Agreement (ask participants to put their names down in a square during the first tea break).

Action	Day 1	Day 2
Evaluation and recap	am pm	am pm
Timekeeper(s)	am pm	am pm
Energizer (s)	am pm	am pm

Step 5: Discuss the logistics with participants. Review the start, end, break and lunch times with the group (2 minutes).

Step 6: Ask participants what they expect from the workshop, write them on flipchart and compare later with learning objectives. Estimated time: **5 minutes**.

Step 7: Present the slide showing the purpose of the training, and training agenda. Estimated time: **5 minutes**.

Unit Number	One
Session number and Title	Importance of RG in LS production
Materials Required	PowerPoint, flipchart, manual, parker, plaster
Start Time/Duration	8:50 (40 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> • Recognize the national & regional livestock potentials and constraints • Clarify the importance of RG in LS development activities

Overview (2')

In this unit the nutritive value and income generation from Rhodes grass feed and seed production will be discussed. Participants will share their experiences using the group exercise from the PowerPoint slide. This session is essential to initiate farmers and get adoption fast. This unit leads to suitable agro-ecologies and areas for Rhodes grass production in the next unit, which comes after getting oneself persuaded on the importance of the technology to meticulously select agro-ecologies that best produce the Rhodes grass products.

Basic Concepts

NA

Learning Activities:

Experience (10')

Brief objectives of the unit to the participants, team up the participants into three groups, let one group does the first question and the other two groups do the second question.

- What do you know about the livestock potential of Amhara Region?
- What is the importance of RG in livestock production?

Reflection (20')

Facilitate the three groups to present their group work on flipchart in a gallery walk, invite the participants to ask /comment on the presentations. Please generalize the presentation and the discussion.

Present the PowerPoint slides on the importance of RG for livestock production and facilitate discussion on the presentation.

Generalization (3')

Ask participants the debriefing question on what they grasped from the above reflection, and finally let them conclude their learning in both the experience and presentation perspectives.

Application (3')

Continue on debriefing you started at the generalization stage and facilitate the participants to reach on consensus how to apply all the generalized ideas at their workplace, considering the different situations that may exist in different localities. Facilitate the discussion to reach on agreement among the participants.

Unit Number	Two
Session number and Title	Potential areas & agro-ecologies for RG production
Materials Required	Potential areas & agro-ecologies for RG production
Start Time/Duration	9:30 – 9:45 (15 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> Describe selection criteria of potential areas and agro-ecologies for RG production

Overview (2')

This unit deals with selecting an ideal agro-ecology (altitude from 1400 – 2400 masl and average annual rainfall of more than 600 mm) that is crucial to get the desired forage yield from RG. Participants will share their experiences using the think-pair-share exercise from the PowerPoint and ERGA stages apply in the process. Knowing the contents of this session helps DAs to select appropriate site for maximum productivity of RG. This unit is linked with the next unit: 'drivers of adoption for RG production' in that being able to select the right place brings the desired change and attracts farmers to scale up the technology. Otherwise, the extension fails not only in RG but also in other technologies since DAs lose trust from farmers.

Basic Concepts

NA

Learning Activities:

Experience (3')

Introduce learning objective of the unit, ask the participants the think-pair-share question from the PowerPoint, facilitate the participants to discuss and agree on it in pairs.

Reflection (6')

Let some willing/selected pairs reflect their agreed experiences to the audience. Facilitate discussion after each presentation and generalize the exercise at the end.

Present the PowerPoints prepared on the topic and facilitate questions and answers on the presentation.

Generalization (2')

Facilitate the participants conclude what they learnt both from the experience and the PowerPoint presentation using the debriefing question in the PowerPoint.

Application (2')

Continue with the debriefing and ask the participants how they will apply the knowledge they gained and concluded on this unit considering the different situations, including opportunities and challenges, at their workplace. Facilitate the participants to discuss and reach on consensus on the mechanism of the practical application at the real work situation.

Unit Number	Three
Session number and Title	Drivers of adoption for RG production
Materials Required	LCD projector, flipchart, parker, plaster, manual, notebook
Start Time/Duration	9:45 (15 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> Specify drivers of adoption for RG production

Overview (2')

This unit is all about the factors that facilitate adoption of RG among farmers. Participants will share their experience by discussing on the brainstorming question from the PowerPoint. Unless factors for the technology adoption are clearly known, there will no be successful achievement on its scaling up. Factors of adoption vary in different production strategies and the following unit clarifies the strategies for adapting adoption factors respective of them.

Basic Concepts (2')

Location, farmers' education level, extension methods used, and farmers' evaluation criteria are determinant factors for adoption rate of technologies.

Learning Activities:

Experience (3')

Clarify objective of the unit to the participants, ask them the brainstorming question from the PowerPoint, give them time to think over the question and find the response individually.

Reflection (6')

Facilitate the participants to discuss on the question until agreement is reached and conclude it at the end.

Present the PowerPoint slides prepared on the topic. Facilitate question and answer by the participants and

Generalization (2')

Let the participants conclude what they learnt from their experience and your presentation based on a debriefing question on the PowerPoint.

Application (2')

Continue on the debriefing and ask the participants how to apply the knowledge they concluded on their location specific situation (both drivers and barriers), facilitate the discussion until consensus is reached.

Unit Number	Four
Session number and Title	Strategies for RG production
Materials Required	LCD projector, flipchart, parker, plaster, manual, notebook
Start Time/Duration	10:00 (50 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> • Differentiate the recommended strategies for RG production

Overview (3')

This unit addresses backyard, mixed, over-sowing and permanent pasture production strategies with their merits and demerits. Participants will share their experiences with one another using the group work exercise from the PowerPoint and the ERGA model will apply in the process of learning. This is important to enable DAs and farmers choose appropriate strategy/ies depending on the locality and farmers situation. After selecting strategies, the practical agronomic practices continue to apply as presented in the following unit.

Basic Concepts (3')

Livestock feed resources in Ethiopia are mainly natural pastures and crop residue. Grazing lands are degraded due to overgrazing and crop residues are also poor quality feed resources. Furthermore, cost of industrial by-products is too expensive for smallholder farmers to afford and, hence, introducing improved forages like Rhodes grass can help farmers to withstand the prevailing feed shortages.

Learning Activities:

Experience (10')

Introduce objective of the topic, team up the participants into four groups and facilitate them to discuss and reflect with flip chart on the question from the PowerPoint, supply them with flipchart papers and parkers.

Reflection (25')

Let two willing/selected groups present their response on gallery walk after posting all the flipcharts on the wall, allow questions and comments on the presentations. Eventually, conclude the discussion from different perspectives.

Now present the PowerPoint slides prepared on the topic to the participants, facilitate questions and answers and generalize ideas raised by them.

Generalization (4')

Ask participants the debriefing question from the PowerPoint on what they have captured from the above reflection portion, let them discuss and conclude it.

Application (5')

Continue with the debriefing question and facilitate the participants to discuss and agree on how they will apply their learning in their workplace using opportunities and adapting/solving challenges.

Unit Number	Five
Session number and Title	Agronomic practices for RG production
Materials Required	LCD, flip chart, parker, manual, plaster
Start Time/Duration	11:10 (80 minutes)
Learning objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • List out the main characteristics of Rhodes Grass production • Explain all recommended agronomic practices for Rhodes Grass production

Overview (5')

Agronomic practices in Rhodes grass include land preparation, planting, fertilizer application, plant protection & harvesting and post-harvest handling. Group discussion exercise in the PowerPoint will help participants share their experience and the ERGA model will apply in the learning process. Unless appropriate agronomic practices are applied, Rhodes grass end with diversified losses like economic, extension trust, social and environmental.

Basic Concepts (4')

The Rhodes grass vegetative and seed yield depends on environmental factors it grows in. Since Rhodes grass seed is small, well-prepared land favors its germination, seedling emergence and growth. Rhodes grass has its own seed rate, planting time and method, fertilizer application, plant protection, irrigation supply and postharvest handling techniques to get the intended result.

Learning Activities:

Experience (15')

Introduce learning objectives of the unit, group the participants into 4 teams and facilitate them to discuss on the question from the PowerPoint, supply them with flipchart papers and parkers for writing.

Reflection (44')

Post all the flipcharts on the wall and let two of the groups present their response, invite questions and answers on the presentations and conclude them based on the discussion and the science.

Present the PowerPoint prepared on the topic, facilitate discussion on the presentation and conclude the discussion.

Generalization (5')

Ask the participants the debriefing question to conclude the learnings they gained from the experience and the PowerPoint presentation. Facilitate the discussion and conclude on it.

Application (7')

Proceed with your debriefing and ask the participants on how they will apply the takeaway from the discussion in their workplace condition. Facilitate the discussion and the conclusion on the question.

Unit Number	Six
Session number and Title	Productivity, nutritive value & utilization of RG
Materials Required	LCD, flip chart, parker, manual, plaster
Start Time/Duration	1:30 (50 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> • Specify productivity factors of Rhodes Grass, • Recognize nutritive value & utilization of Rhodes Grass

Overview (4')

This unit touches the productivity of Rhodes grass in different conditions like with and without irrigation, fertilizer application and soil and other factors. Besides, the high nutritive value of Rhodes grass, provided that appropriate harvesting time is used, as well as varied utilization methods like cut and carry, grazing, hay and seed will be dealt with in this unit. Think-pair-share question in the PowerPoint will help participants share their experiences with one another. Knowing factors for variation on Rhodes grass productivity and nutritive value and alternative utilization methods help farmers and DAs apply fitting ones to the locality conditions.

Its adaptability in wide range of conditions and best nutrient supply links this unit to the following unit: 'sustainability'.

Basic Concepts (3')

Natural pasture coverage and the livestock population is not balanced now a days for many factors. What is worsening the feed problem is the lower nutritive content and digestibility of the natural forage. Hence, it has become a must to use other alternatives that alleviate the forage problem. The current best forage type in its productivity, nutritive content, and adaptability in wide range of agroecology is Rhodes grass. Rhodes grass can be used as cut and carry and hay form and it also could be produced for seed business. If Rhodes grass is irrigated, it can give many rounds of yield with supply of fertilizer.

Learning Activities:

Experience (10')

After clarifying learning objectives of the topic, facilitate the participants to discuss on the think-pair-share question from the PowerPoint and reach on consensus in their pairs.

Reflection (25')

Get some willing pairs reflect their response to the question, entertain comments, questions and answers on the responses and, finally, generalize the discussion.

Present the PowerPoint slides prepared on the topic, invite questions and answers

Generalization (4')

Ask participants the debriefing question from the PowerPoint to conclude the learnings from the experience and the PowerPoint presentation; entertain comments, questions and answers, and facilitate the discussion to be agreed.

Application (5')

Continue with the debriefing question how the participants will apply the knowledge gained from the training process in the diversified condition back at their workplace. Assist the participants to raise the convenient and constraining conditions in their conditions and how they will adapt the practical application to the ground reality in their locality.

Unit Number	Seven
Session number and Title	Considerations of sustainability on RG Production
Materials Required	LCD, flip chart, parker, manual, plaster
Start Time/Duration	2:20 (25 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> Describe sustainability issues of Rhodes Grass production

Overview (2')

This portion is about factors that influence sustainability of RG production. The brainstorming question in the PowerPoint will help participants share their experiences with one another. ERGA model will wholly apply here also, as usual. This unit is important to identify factors of sustainability and work towards that to get farmers benefited for long time. Sustainability plays key role for addressing gender, nutrition and CSA issues in the RG production system.

Basic Concepts (2')

Sustainability of a technology can be favored or constrained by the economic, social and environmental factors. A technology is assessed using indicators developed from the above three factors to weigh whether they are sustainable or not. When Rhodes grass is weighed in this regard, it has high economic value, it benefits the whole people without any discriminatory factor, and it is environmentally friendly since it reduces green-house-gas emission for various reasons.

Learning Activities:

Experience (4')

After introducing learning objective of the unit to the participants, ask them the brainstorming question from the PowerPoint, give time for thinking over the question and encourage their participation.

Reflection (12')

Entertain responses, questions and answers in the discussion process, and conclude it at the end. Present the PowerPoint slides to the participants, invite questions and answers and generalize the discussion ultimately.

Generalization (2')

Ask the participants the debriefing question from the PowerPoint to conclude the captured knowledge both from the experience and the presentation, facilitate questions and answers on the issue, generalize at the end of the discussion.

Application (3')

Proceed with the debriefing question on how the participants will apply the concluded competency back at their workplace within driving and constraining conditions, allow them reflect both positive and negative sides and how to adapt the application to those existing realities.

Unit Number	Eight
Session number and Title	Rhodes grass from Nutrition, Gender and CSA perspective
Materials Required	LCD, flip chart, parker, manual, plaster
Start Time/Duration	2:45 (45 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> • Elaborate Rhodes grass from nutrition, gender CSA perspectives

Overview (3')

The role of RG production for minimizing women labor and increasing their income, increasing human nutrition in quantity and quality as well as for CSA improvement will be dealt with in this unit. The brainstorming, group exercise and think-pair-share exercises in the PowerPoint will help participants share their experiences with one another and the ERGA model, as usual will apply in the whole process. Unless every production business benefits gender, nutrition and CSA, it misses its meaning of application. So it is important to link this technology with the three crosscutting issues. The above all units are linked with the next marketing and record keeping portion since every production is done for marketing purpose and commodities exchange through marketing.

Basic Concepts

NA

Learning Activities:

Experience (12')

Brief the learning objectives for the unit to the participants, ask them the brainstorming questions from the PowerPoint, give them time to think over it and come up with their responses.

Reflection (20')

Invite answers to the brainstorming question from the participants, facilitate discussion also with questions and answers, eventually, conclude the discussion ideas raised by the participants.

Present content of the unit from the PowerPoint slides to the participants, entertain questions and answers and facilitate discussion on the presentation, conclude it finally.

Generalization (3')

Ask the participants the debriefing question from the PowerPoint to conclude the competency what they captured from the experience and the PowerPoint presentation, facilitate sort of discussion on the conclusion and generalize it at the end.

Application (4')

Continue with the debriefing question from the PowerPoint about the practicality of the knowledge obtained from the training in this unit, assist the participants raise the existing conditions in their workplace and relate them with the applicability of the learning, and conclude the discussion as closure.

Unit Number	Nine
Session number and Title	Marketing of Rhodes Grass Forage and Seed
Materials Required	LCD, flip chart, parker, manual, plaster
Start Time/Duration	4:15 (60 minutes)
Learning objectives	Participants will be able to: <ul style="list-style-type: none"> • Clarify techniques of best Rhodes Grass marketing system

Overview

This is the last unit, which deals with recommended fodder and fodder-seed marketing value chain and what is existing in Ethiopian condition as well as the benefits and formats for record keeping modernizing the RG production business. The group exercise in the PowerPoint will help participants share their experiences with one another and rest of adult learning stages will apply in the process. Unless the RG production is market oriented and evidenced, it does not get out of the traditional practice that is inefficient in productivity.

Basic Concepts

Production system of fodder is not market-oriented in Ethiopia. Poor market infrastructure, lack of marketing support services and limited market information also are problems of fodder marketing. Besides, forage market is only seasonal. In areas of dairy production forage is of a year-round demand. But, supply of fodder is limited to local variety and below the demand due to low production. Hence, this chapter adds value on market-oriented Rhodes grass production and supply to cover farmers' demand.

Learning Activities:

Experience (15')

Introduce learning objective of the unit to the participants, group them into 3 groups and facilitate them to do the exercises from the PowerPoint, supply them with flipchart papers and parkers for writing their responses.

Reflection (35')

Facilitate the groups to post their flipcharts on the wall and two groups present their responses on gallery walk; invite comments, questions and answers; conclude ideas eventually.

Present contents of the unit from your PowerPoint slides, entertain questions and answers and generalize the discussion at the end.

Generalization (5')

Ask the participants debriefing question from the PowerPoint to conclude the facts retained from their experience and the PowerPoint presentation, facilitate discussion on the conclusion, and give concluding remark on the discussion.

Application (5')

Go ahead with the debriefing question how the participants will apply the competencies they took from the training through their work considering drivers and constraints that will face them in their locality.

Appendix I: Sample Training Evaluation

We request your assistance in evaluating this capacity development event. As part of this evaluation, please provide us with information about your experience. The data compiled will be used to improve future capacity development events and facilitation processes. Our staff will be monitoring the overall effectiveness of capacity development events.

Participant:	Mobile Number
Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Activity Code and Name	
Start date	
End date	
Training location	
Region (where you come from)	

Please rate your level of agreement as per the rating scale below (Likert). The estimated time to complete this questionnaire is 20 minutes.

Section A: Relevance (R) and Applicability (A) of the CD Event to Participant Learning Needs. Effectiveness (E) of the Training Methodology

Please use the rating scale (1 to 5) to rate your level of agreement about each statement.

**1= Not at all 2= Somewhat relevant 3= Relevant & Applicable
4 = Very relevant & Applicable 5= Most relevant & Applicable**

Relevance and Applicability of this Event to My Work Effectiveness of the Training Methodology	Rate				
	1	2	3	4	5
A.1 The content of the training is relevant to my work. (R) የስልጠናው ይዘት ከተጨባጭ ስራዬ ጋር ቀጥተኛ ግንኙነት ያለው መሆኑን ተገንዝቤያለሁ					
A.2 I will apply what I learned in this training to my work. (A) ከስልጠናው የተማርኩትን በተግባር ስራዬ ላይ ማዋል እችላለሁ					
A.3 The handout materials will be a good reference at my work. (E) የስልጠናውን ደጋፊ ማቴሪያሎች በስራላይ እንደማጣቀሻ መሳሪያነት እጠቀምባቸዋለሁ					
A.4 The training process (participatory, learner-centred, experiential) helped me to better understand the content. (E) የስልጠናው (አሳታፊ፣ አስተማሪ፣ በተሞክሮ የዳበረ) ሂደት ይዘቱን ይበልጥ እንደገነዘብ ረድቶኛል					
A.5 I would recommend this training to my colleagues. (E) ይህን ስልጠና የስራ ባልደረቦቼም ቢያገኙ ስል እመክራለሁ					

A.6 What aspects of the training did you like best. Why?
የወደዱት የስልጠናው አሠጣጥ ዘዴ የትኛው ነው? ለምን?

A.7 What aspects of the training did you NOT like. Why?
ያልወደዱት የስልጠናው አሠጣጥ ዘዴ የትኛው ነው? ለምን?

A.8 What suggestions do you have for improving this training next time?
 በሚቀጥለው ጊዜ ስልጠናውን ከአሁኑ የተሻለ ለማድረግ የሚያስችል ምን አስተያየት አለዎት?

Section B: Facilitation Skill Effectiveness

Please use the rating scale (1 to 5) to rate your level of agreement about each statement.

1= Do not agree 2= Agree to some extent 3= Agree 4 = Highly agree 5= Strongly agree

Delivery of Capacity Development	Rate				
	1	2	3	4	5
B.1 Course objectives were explained to us at the outset					
B.2 An agenda was provided that described what would be learned and how.					
B.3 There was enough time for discussion. ለውይይት በቂ ጊዜ ነበር					
B.4 Everyone, including me, was able to participate freely. እኔን ጨምሮ ሁሉም ተሳታፊዎች በነፃነት የመሳተፍ እድል ነበራቸው					
B.5 The learning process was guided in a logical way to meet our learning objectives. የስልጠናው ሂደት ምክንያታዊ በሆነና የታለመለትን ግብ መምታት በሚያስችል መልኩ መመራቱን ለማስተዋል ችያለሁ					
B.6 Questions were answered with helpful real-life examples. የተጠየቁ ጥያቄዎች አግባብ ባላቸው ምሳሌዎች በማስደገፍ ተመልሰዋል					
B.7 Varied learning methods were used to keep the sessions interesting. በገጠናዎቹ ውስጥ የቀረቡ የስልጠና ማቴሪያዎች አቀራረብ በስልጠናው ክፍለግዜዎች ሁሉ የስልጣኞችን ፍላጎት ያነቃቁ ነበሩ					
B.8 Time was managed effectively so that all agenda items were covered					
B.9 The facilitator was friendly and approachable at all times					
B.10 The training venue provided an appropriate and comfortable learning environment. የአዳራሽና ሌሎች መስተንግዶዎች ሁኔታ ለስልጣኞች ተስማሚና ምቹ ነበሩ					

B.7 What steps could be taken by the facilitator(s) to improve this session for you?

B.8 Overall, please rate the quality of this training event.



B.9 What could we do next time to make this event better?
 ስልጠናው በሚቀጥለው ጊዜ የተሻለ እንዲሆን አዘጋጆቹ ምን ማድረግ አለባቸው?

Appendix II: Sample Training Evaluation

Amhara Region LRDPA / AGP 2 CDSF: Pre and post test questions for RG production training

1. Write at least three strengths of RG over other species?
2. Describe the mean altitude range, rainfall and soil types of the area that should be considered critically for RG production?
3. List 2 appropriate strategies that are used for RG production?
4. The seed rate of RG should be from ----- to ---- kg per ha considering different factors.
5. Under which of the following conditions does Rhodes grass not or hardly produce biomass yield
A) Salty soil B) waterlogged areas C) acidic soil D) moisture stressed areas

