TOOL BOOK 1
for agriculture extension staff

Trainings Needs Assessment
- Keep It Short and Simple -

KISS TNA
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Introduction

1. Background

This toolbook belongs to a series of handbooks for agricultural extensionists. The series includes:

- Extension Methodology Modules
- Toolbooks for agricultural extension
- Technical Subject Modules
- Curricula (Generalist District Extension Workers and Village Extension Workers)

These handbooks were developed during the first phase of LEAP, the Laos Extension for Agriculture Project, in collaboration with NAFES Master Trainers (mostly from CETDU, the Central Extension Training and Development Unit). The LEAP is a project funded by Lao/Swiss technical cooperation. Helvetas (Swiss Association for International Cooperation), implements the LEAP on behalf of SDC in co-operation with NAFES (the National Agriculture and Forestry Extension Service) within the Ministry of Agriculture and Forestry. The goal of LEAP is to support the establishment of a decentralized, participatory, pluralistic and sustainable agricultural extension system that reaches male and female farmers equally.

These modules are intended to provide background information on agricultural extension methodology and can be used as training and working tools in extension work. The idea was to develop a set of materials which enables extension staff at the district level to deliver a demand-driven training and service-support to male and female farmers.

1.1 The Toolbooks

The toolbooks follow a step-by-step introduction and are therefore easy to apply. Nevertheless, it is better to provide these tools to the district and provincial extension staff along with an introductory training and coaching session.

There are many more tools that can help district extension workers work with farmers to improve agricultural production and their livelihoods. This series concentrates on the tools we found most appropriate in the majority of the pilot villages. They are easy to use, easy to understand and easy to apply. In addition, they do not take much time to implement. They will help extension staffs prepare for village meetings and training in line with objectives. Furthermore, application of the tools creates a dynamic and enjoyable atmosphere in the village. The tools can be adjusted to specific situations and help to achieve specific objectives.

1.2 The development process

These handbooks have been developed and tested by the LEAP during a continuous training, coaching and strengthening process of provincial- and district-level agricultural extension staff. This process includes training, supervision in the field and provision of training materials in order to enable the extension staff to deliver participatory extension services. After successfully participating in at least one training-coaching-production cycle, the extension staff will have the required knowledge and will receive a certificate from NAFES, verifying them as trained agricultural extension staff. In addition to being able to
initiate a sustainable increase in agricultural production, they will be capable of transferring their knowledge to other provinces and districts.

The first training for provincial and district agriculture extension staff in July 2002 concentrated on transferring knowledge regarding the objectives of the project, the principles of a demand-driven, pluralistic and participatory agricultural extension, the tasks and duties of extension staff at the central-, provincial- and district-level and teamwork. This first training included the joint development of an activity plan for three months. This activity plan included schedules for the district and provincial teams to visit all pilot villages at least once a month. The main activities during this implementation phase were the introduction of the understanding of the projects objectives, a basic data collection tool and a simple and easy needs assessment (TNA KISS, see Section II).

The second training focused on the implementation of training sessions for villagers: training curricula were developed, technical inputs were provided and further extension and coaching activities were scheduled. This was all based on socio-economic and agricultural data collected, as well as the identified needs of the pilot villages. It is important to point out that training does not simply imply a one-day training session in a village, but is a process involving preparation, technical training, group development, Village Extension Worker (VEW) strengthening, regular coaching, monitoring, study visits and follow-up. Villagers should be actively involved in all steps.

After the finalisation of the documents and materials for the villagers’ training in the respective districts, 138 training sessions in 66 pilot villages (in three provinces) were conducted in one season. The training covered three different technical issues (chicken, pig, dry season rice).

Training was monitored with the support of the coaching and monitoring tool SIFT’. The monitoring data collected represents the base for the third training. Data and needs at the village-level were available, groups and VEWs have been established and technical trainings have been conducted and followed-up. The question therefore arose as to how to continue extension activities based on the evaluation of concrete results. Consequently, the third training focused notably on the improvement of knowledge and skills in the field of motivating VEWs and how to initiate properly functioning farmer groups. The purpose of VEW and group strengthening is to enable the extension staff to conduct participatory farmer-training monitoring and evaluation. Based on these outcomes, concrete activities were defined in order to further support farmer groups. Action plans for additional training, exchange visits and further extension activities at district-, provincial- and central-level were prepared and implemented.

Finally in a fourth and final step of the cycle the training process will be assessed. An evaluation tool will support this process and lead the way to the further performance based on the initiatives of the communities of practice (COP) as well as the management of the VEW. This includes an evaluation concerning financial inputs and leads to the creation of a set of strategies for financing VEWs.

All tools have been tested in the 66 pilot villages and reflect the local conditions of Lao farmers. Even though all above-mentioned modules and toolbooks can be used as stand-alone substance, combining them summarizes the requirements for the minimum basic skills a generalist district extension worker needs. This has resulted in a comprehensive program for setting up a curriculum for training extensionists at district-level.

Nevertheless the series is not yet seen as a finished product - expansion and adjustment is a continuous process. As the adjustment relies on practical experiences with the handbooks, feedback from users is highly appreciated.
Practical instruction

2. Objective of and introduction to the tool

The Training Needs Assessment Keep It Short and Simple (TNA KISS) is a method that identifies the main problems in a village and assesses training needs in an easy and timesaving manner. Based on this needs assessment, you will be able to set up a training schedule which responds to the most pressing problems in a village. As a precondition for performing the TNA KISS, you should assess basic agricultural data in the village. This might be data collected by you first-hand or/and secondary data available in every DAFO or district office.

It is better to carry out this TNA KISS with two or three extension staff. If this is not possible, select a villager as a volunteer to support your work.

As mentioned in the introduction, there are other methods, such as PRA, RRA to assess villagers’ needs, which you might already be familiar with. Select the most appropriate method depending on your respective needs and time availability.

As a supplementary tool, we would like to suggest you become familiar with the constraints analysis. This method helps you identify more precisely the problems contained within a single issue, if you feel unclear about the information received. This tool is especially relevant when upgrading training to identify bottlenecks relating to one activity (e.g. if you are not yet able to answer questions like: “Are chickens dying because of: the lack of feed, the inability of the farmers to vaccinate or the inaccessibility of the medicine?”)

1 compare tool book 3 and 4

Tool Book 1: TNA KISS

LEAP, July 2003
3. Material

You will need:

- A flipchart containing about 8-10 sheets
- Tape to stick the paper on the wall or board
- Marker pens at least 2 different colors
- TNA KISS reporting sheet 2 copies
- A4 paper and a pen for noting down villagers’ names and other relevant information

You may also find it useful to have access to a blackboard or whiteboard.
4. Timeframe

You will need maximum half a day to prepare the KISS. It is preferable to prepare a plan for a number of villages or a cluster/sub-district at one time. Carrying out the KISS will take about half a day (3 hours in the meeting room plus the time needed for the field visit). In order to make the whole training more interesting, you can implement the different steps in an alternate manner. The timeframe can always be adjusted slightly to fit the specific conditions in a village.

Discussion of the training needs in groups (Step 5) is the main part of the assessment. At least 30 minutes should be devoted to this topic. If additional time is required to arrange locations for groups to work in, consider this an essential part of the TNA.

Another important part is the discussion of the detailed procedures of the training (Step 12), which should also take around 30 minutes. During this step you should complete the reporting sheet. Give one copy to the contact farmer selected and keep one copy for yourself. You should agree carefully on the definition of the skills and concrete results to be achieved. These issues will be crucial for following-up activities and helping you decide whether a project was successful or not.

We strongly recommend that you arrange to have an informal meal with the villagers and village authorities (contributed by the villagers), as this provides an excellent opportunity to collect useful information during informal discussion.
5. Concrete steps for application

5.1 Preparation

Adequate preparation requires three steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>about 2 hrs</td>
<td>Analyse and summarize all available data in the village</td>
<td>Use data you have collected together with secondary data available in the DAFO or the district office. Once the data has been summarized, make it into a simple presentation that can be used for discussion.</td>
</tr>
<tr>
<td>2</td>
<td>about 1 hr</td>
<td>Prepare for the village meeting</td>
<td>Prepare all necessary materials, organise transportation, make a list of the participants and prepare the necessary budget.</td>
</tr>
<tr>
<td>3</td>
<td>about 1 hr</td>
<td>Send a letter informing the village of your visit and include the reason for your visit</td>
<td>The letter should include the exact time, place, objective and number of participants. Make it clear that the whole village (at least 1 representative of every family) should attend the meeting. Also point out the importance of an equal representation of men and women. Do not forget to consider the time it takes to deliver the letter to the village (depending on accessibility) and time required by the villagers to prepare for such a meeting.</td>
</tr>
</tbody>
</table>
### 5.2 Implementation in the village

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5min</td>
<td>Introduction of staff</td>
<td>Include ice-breakers, songs or games in the introduction to create a light-hearted atmosphere.</td>
</tr>
<tr>
<td>2</td>
<td>10min</td>
<td>Explain the objective of your visit</td>
<td>Pictures, charts or other tools are useful when explaining the purpose of the visit.</td>
</tr>
<tr>
<td>3</td>
<td>20min</td>
<td>Explain your understanding of the main occupation(s) in the village (use a visual presentation which suits the prevailing literacy status of the villagers), asking villagers to confirm whether this information is true or not</td>
<td>It is essential to present the secondary data visually. Be aware of the literacy status in each village and prepare your presentation accordingly. Without any visual representation, it will be difficult to generate a discussion about the data. Adjust your presentation according to the feedback of the villagers if necessary.</td>
</tr>
<tr>
<td>4</td>
<td>10min</td>
<td>Facilitate the selection of between 1-3 topics which represent the main problems in the village. The training needs for these topics will then be explored in the next step</td>
<td>The topics selected should represent the main problems and training needs of the villagers all over the year. Seasonality will be considered in step 8.</td>
</tr>
<tr>
<td>5</td>
<td>30min</td>
<td>Form groups for each topic (ask villagers to raise their hands, dividing them into groups according to which topic is most relevant /interests them most), split into groups and discuss the training needs for each topic (this training needs will be called a ‘learning project’)</td>
<td>Each extensionist should facilitate one group discussion. One staff should be responsible for involving and motivating those villagers who did not join a group themselves. If there is not enough staff, select a volunteer from the village to support the activities.</td>
</tr>
<tr>
<td>6</td>
<td>15min</td>
<td>Leave the summary of the discussion to one villager and avoid presenting yourself.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>15min</td>
<td>Form groups for each topic (ask villagers to raise their hands, dividing them into groups according to which topic is most relevant /interests them most), split into groups and discuss the training needs for each topic (this training needs will be called a ‘learning project’)</td>
<td>Each extensionist should facilitate one group discussion. One staff should be responsible for involving and motivating those villagers who did not join a group themselves. If there is not enough staff, select a volunteer from the village to support the activities.</td>
</tr>
<tr>
<td>8</td>
<td>5min</td>
<td>Facilitate the choice of which ‘learning project’ to start first (consider seasonality)</td>
<td>During this stage it is important to consider seasonality. Agree on the most appropriate timetable for each subject.</td>
</tr>
<tr>
<td>9</td>
<td>5min</td>
<td>Note down the names of participants interested in this particular learning project</td>
<td>Be sure that all interested villagers are on the list. Consider gender: interested villagers should be women or men who are most involved in the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>20min</td>
<td>Facilitate the selection of 10 families (maximum) and 3 contact farmers (maximum) for the first training. In order to be able to transfer knowledge properly consider: a) motivation b) financial ability c) knowledge d) experience of participants e) gender aspect Be aware that you are only the facilitator. Facilitate to set up criteria for the selection, but avoid influencing the decision. This is quite important for the process of spreading information and the development process. In order to achieve good results and be able to perform a suitable follow-up, the number of trainees should not exceed 10 people (even if the selection might be difficult). The chosen contact farmer and/or his/her deputies can be officially appointed to be a village extension worker at a later stage.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>flexible</td>
<td>Field visit to the identified production site and families Visiting the production site is important to give you valuable inputs for your training preparation.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30min</td>
<td>Discuss the detailed procedures of the training and follow-up with the contact farmers and the village representatives ?? Detailed skills the villagers expect to attain (incl. indicators) ?? Concrete results to be achieved (incl. indicators) ?? Fix time schedule of the training and follow-up ?? Preparation to be done by farmers ?? Preparation to be done by extension staff Use your KISS reporting sheet. This step involves numbers 3,4,5,8 and 9. Be sure that villagers agree on indicators in order to be able to measure the success of the project. Fill in the two sheets and leave one copy with the contact farmer. Steps 11 and 12 are interchangeable, depending on the specific conditions in the village (e.g. distance to production area, praying hours of the monks in case the meeting takes place in the village temple) It might be advantageous to fix an additional meeting with the contact farmers and village representatives prior to the training in order to confirm the time schedule, contents/expected outputs and discuss open questions.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional remark**

Special attention should be paid to women’s participation. Our experience so far shows that women’s involvement in meetings is lower then men’s. While in Lao Loum and Lao Theung societies, women’s participation accounts for about 40% on average, among most of the Lao Sung groups, only men join in the meeting. In terms of identified training participants, the percentage of women was even lower and less than 5% of contact farmers selected were women. It is therefore important that you select the time and place of the meeting very carefully in order to allow women to participate. Discuss this issue with the village authorities prior to the meeting.

In order to avoid excluding those villagers who are not able to read and write, the training aids you use should reflect the prevailing literacy status in the village. You should point out clearly that illiteracy is not a criterion for exclusion from training or other extension activities. Try and use drawings or pictures as much as possible when in villages with a high percentage of illiterate villagers.
### 5.3 Follow up the village performance

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 min</td>
<td>Summarize the results</td>
<td>Collect the KISS reporting sheet together with the adjusted baseline data of the village and make the data available for other extension staff.</td>
</tr>
<tr>
<td>2</td>
<td>3 hrs</td>
<td>Prepare a training plan based on training needs</td>
<td>Prepare a timetable, session plan, training material and budget. Get the plan approved by your office.</td>
</tr>
<tr>
<td>3</td>
<td>2 hrs</td>
<td>Coordinate with technical departments in DAFO and PAFES for technical inputs</td>
<td>Contact Subject Matter Specialists at the provincial level to support you with technical inputs, literature, leaflets, posters, etc.</td>
</tr>
</tbody>
</table>
6. Reporting Format

How to use the reporting sheet? The reporting sheet is easy to fill in. It helps you to summarize the requirements of the villagers, the time schedule and the duties agreed. Furthermore it is the basis for developing your training schedule and monitoring the activities.

Fill in the sheet as follows:

| Reporting of a Training Needs Assessment (revised) |
| KISS (Keep It Short and Simple) |

1. Village ________ Date ________ Participants: ______ Total ( Women)
2. Objective of learning project
3. Definition of skills
   - Skills the villagers want to achieve
   - Indicators for assessing skills
4. Definition of concrete results
   - Concrete results of skills
   - Indicators
5. Time schedule
   - First training (date, time, training place):
   - Follow up (date, time, meeting place):
6. Participating Farmer Families (max. 10 farmers)
   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.
7. Name of contact farmer (and deputy):
8. Preparation to be done by farmers:
   1.
   2.
   3.
9. Preparation to be done by DAFES:
   1.
   2.
10. Remarks
10.a Other learning projects
   Second Priority ________ Total interested farmers ( Women)
   Third Priority ________ Total interested farmers ( Women)

1. Village name, date & participants
2. Clear objective decided during the group work
3. Which skills (e.g. all participants of the training being able to vaccinate chicken) do the villagers want to achieve and how can you measure them? Use the SMART for identifying the indicators.
4. Which concrete results (e.g. 20 chicken houses are built) do the villagers want to achieve and how can you measure them? Use the SMART for identifying the indicators.
5. Agree on time schedule for training and follow-up. Confirm the dates 2 to 3 days before the visit
6. Fill in the names of maximum 10 participating farmers (consider gender aspect and choose those member of the family which actually is doing the work)
7. Insert the name of the selected contact farmer and maximum two deputies
8. Agree on the preparation done by the farmers: e.g. preparing meeting, room, material for building a chicken house, food, ....
9. Agree on the things you will prepare, but also who and how much has to be paid
10. Any special observation, consideration or reminder shall be mentioned here
10.a State the other issues discussed and the number of interested farmers. A separate reporting sheet will be filled in for setting up those learning projects
The most important part is the identification of skills (No. 3) and concrete results (No. 4), which the villagers participating in the learning project would like to achieve. The data should give you a clear picture of the knowledge and skills required and how to measure those requirements. Thus a clear and substantial definition of those skills and results including indicators for assessing them is necessary.

How can you set up a clear definition? What is an indicator? How can you formulate indicators properly?

An indicator can be defined as a quantitative or qualitative characteristic of a process or activity against which changes are to be measured.

With the help of those indicators you will be able to follow up the training and coach the activities easily. You will be able to decide whether a project was successful or not. You can use the indicators to point out changes initiated through your training input and support.

Useful indicators should be short and precise, and verification should be easy. It is not an simple task to define such indicators and it will need some time and practise until you are familiar with a clear and useful definition. There are several methods to verify if a definition is appropriate. One well-known and simple tool for assessing formulations is the SMART approach. The indicators should be formulated in such a way that they are:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Specification</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Is the object (Who? What?) addressed precisely?</td>
<td>A clear and simple formulation will make the indicator understandable</td>
</tr>
<tr>
<td>Measurable</td>
<td>Can the indicator be expressed in figures or numbers?</td>
<td>Quantitative criteria for achievement are required to provide this information. In some cases, qualitative criteria may be used if no quantitative measure is suitable -- but they should be clearly characterized!</td>
</tr>
<tr>
<td>Achievable</td>
<td>Can the task realistically be accomplished?</td>
<td>The yardstick should not be set too high!</td>
</tr>
<tr>
<td>Relevant</td>
<td>Does the indicator clearly relate to a specific task?</td>
<td>The indicator should have an unambiguous relationship to the objective.</td>
</tr>
<tr>
<td>Time bound</td>
<td>Within what timeframe should the objective be achieved?</td>
<td>The indicator must specify by when the task is supposed to be achieved. With no specification, the end of the activity/phase/project would be the legitimate timeframe.</td>
</tr>
</tbody>
</table>

An indicator is explained in a SMART way if the statement reflects each of the five SMART components.

Four types of indicators are usually distinguished. They are result indicators, impact indicators, process indicators and context indicators. We would like to concentrate on the first two, as they are relevant for us.

**Results indicators**
The most obvious ones are result indicators. They basically measure whether what was planned was achieved according to the plan.
**Impact indicators**
The second category of indicators is impact indicators. Impact indicators measure the effect of activities in the long run and in a wider sense. The results of an activity may only have an indirect influence on the impact or they may contribute to the impact together with many other events. [e.g. good quality seeds (= input) → higher yield (= result) → increased income ( = effect) → more bicycles in the village ( = impact)]. Attention: The impact of an activity may also be negative.

The following example will help you understand the system:

*Skill every participant wants to attain (objective):*

“To be able to use proper quality rice seeds”

*Description for the verification of the achievement (indicator):*

“All participants of the training will have planted certified rice seeds in all their fields during the next planting season (by June/July 2003)”

SMART indicator in the example:

- **Specific**  
  Actors ( = participants), activity ( = planted) and object ( = rice seeds) are clearly expressed

- **Measurable**  
  All participants use certified seeds on all fields. Easy to measure!

- **Achievable**  
  The creators of the indicator consider it realistic that all participants can plant certified seeds in all fields.

- **Relevant**  
  Planting certified rice seeds is related to the achievement of the objective.

- **Time bound**  
  The time frame is clearly defined
7. Example

This example is from Ban Hae, Soukkhoumma district, Champasak province and was performed on November 15, 2002. Three DAFO generalist extension staff and one PAFES Subject Matter Specialists carried out this TNA KISS. The agricultural data collected before the visit was summarized on a fact sheet (see below) and presented to the villagers on a flipchart:

![Fact Sheet: Hae](image)

### Socio economic data:
- **Ethnic group**: Lowland Lao
- **Number of families**: 284
- **Number of inhabitant**: 1,513 person (including 762 women)

### Agriculture Infrastructure:
- Permanent irrigation scheme: 0
- Self made irrigation scheme: 3
- Hand-tractor: 6

### Agriculture data:
- **Production area of**
  - Rainy season paddy rice: 513.9 ha
  - Off-season rice with irrigation: 170.0 ha
  - Off-season rice without irrigation: 61.5 ha
- **Total HH with paddy rice**: 255 HH
- **Vegetable (seasonal)**: 5 ha

### Livestock production:
- Water-buffalo: 401
- Pig: 200
- Cattle: 293
- Poultry: 1,800

### Living standard:
- **HH well off**: 8 HH, 646 person (including 24 women)
- **HH sufficient**: 166 HH, 863 person (including 435 women)
- **HH poor**: 95 HH, 563 person (including 259 women)
- **HH extreme poor**: 15 HH, 161 person (including 47 women)

The main occupational field of the villagers is rice production, off-season as well as rain-fed production. Livestock farming and plant production is seen to be an additional source of income.
Based on this TNA KISS from November 1, 2002, the training and coaching was performed according to plan on November 16, 2002, respective then twice a month. On March 24, 2003 the monitoring tool SIFT has been applied in order to be able to plan for further group activities.
8. Form sheets

Framework for KISS Training Needs Assessment
for agricultural extension staff

Keep It Short and Simple
(Revised version)

I. Preparation:
1. Analyse all available data of the village and summarize on a flipchart paper
2. Prepare the village meeting
3. Send an information letter to the village, including the objective of the visit

II. Implementation in the village:

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Pictures</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5min</td>
<td></td>
<td>Introduction of staff</td>
</tr>
<tr>
<td>2</td>
<td>10min</td>
<td></td>
<td>Explain the objective of your visit</td>
</tr>
<tr>
<td>3</td>
<td>15min</td>
<td></td>
<td>Explain your understanding of the main occupation(s) in the village (use a visual presentation which suits the prevailing literacy status of the villagers), asking villagers to confirm whether this information is true or not</td>
</tr>
<tr>
<td>4</td>
<td>10min</td>
<td></td>
<td>Facilitate the selection of between 1-3 topics, which represent the main problems in the village. The training needs for these topics will then be explored in the next step</td>
</tr>
<tr>
<td>5</td>
<td>30min</td>
<td></td>
<td>Form groups for each topic (ask villagers to raise their hands, dividing them into groups according to which topic is most relevant /interests them most), split into groups and discuss the training needs for each topic (this training needs will be called a ‘learning project’)</td>
</tr>
<tr>
<td>6</td>
<td>15min</td>
<td></td>
<td>One villager out of each group presents a ‘learning project’ to the plenary</td>
</tr>
<tr>
<td>Step</td>
<td>Time required</td>
<td>Pictures</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>15min</td>
<td><img src="image1.png" alt="Picture" /></td>
<td>Each villager should note his/her priority interest on the whiteboard or paper (male and female use different colors). Consider an appropriate location, which is easily accessible for women.</td>
</tr>
<tr>
<td>8</td>
<td>10min</td>
<td><img src="image2.png" alt="Picture" /></td>
<td>Facilitate the choice of which 'learning project' to start first (consider seasonality)</td>
</tr>
<tr>
<td>9</td>
<td>5min</td>
<td><img src="image3.png" alt="Picture" /></td>
<td>Note down the names of participants interested in this particular learning project</td>
</tr>
<tr>
<td>10</td>
<td>20min</td>
<td><img src="image4.png" alt="Picture" /></td>
<td>Facilitate the selection of 10 families (maximum) and 3 contact farmers (maximum) for the first training. In order to be able to transfer knowledge properly consider: a) motivation b) financial ability c) knowledge d) experience of participants e) gender aspect.</td>
</tr>
<tr>
<td>11</td>
<td>flexible</td>
<td><img src="image5.png" alt="Picture" /></td>
<td>Field visit to the identified production site and families</td>
</tr>
<tr>
<td>12</td>
<td>45min</td>
<td><img src="image6.png" alt="Picture" /></td>
<td>Discuss the detailed procedures of the training and follow-up with the contact farmers and the village representatives ?Detailed skills the villagers expect to attain (inc. indicators) ?Concrete results to be achieved (inc. indicators) ?Fix time schedule of the training and follow-up ?Preparation to be done by farmers ?Preparation to be done by extension staff</td>
</tr>
</tbody>
</table>
Reporting of a Training Needs Assessment (revised)  
KISS (Keep It Short and Simple)

1. Village ___________ Date _______ Participants: _______Total (___ Women)

2. Objective of learning project

3. Definition of skills

<table>
<thead>
<tr>
<th>Skills the villagers like to achieve</th>
<th>Indicators for assessing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Definition of concrete results

<table>
<thead>
<tr>
<th>Concrete results of skills</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Time-schedule

First training (date, time, training place): ________________________________

Follow up (date, time, meeting place): ________________________________

6. Participating Farmer Families (max. 10 farmers)

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

7. Name of contact farmer (and deputy): ____________________________________

8. Preparation to be done by farmers:

?? __________________________________________________________

?? __________________________________________________________

?? __________________________________________________________

9. Preparation to be done by DAFES:

?? __________________________________________________________

?? __________________________________________________________

?? __________________________________________________________

10. Remarks

____________________________________________________________________

10.a Other learning projects

Second Priority_________________ Total interested farmers _____ (___ Women)

Third Priority_________________ Total interested farmers _____ (___ Women)
TOOL BOOK 1
for agriculture extension staff

Trainings Needs Assessment
- Keep It Short and Simple -

KISS TNA
TOOL BOOK 1
for agriculture extension staff

Trainings Needs Assessment
- Keep It Short and Simple -

KISS TNA

Laos Extension for Agriculture Project
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Tel/Fax: 00856 - 21 — 732162, 740253
Mobile: 00856 – 20 - 5526277
Email: leap@laotel.com
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Introduction

1. Background

This toolbook belongs to a series of handbooks for agricultural extensionists. The series includes:

- Extension Methodology Modules
- Toolbooks for agricultural extension
- Technical Subject Modules
- Curricula (Generalist District Extension Workers and Village Extension Workers)

These handbooks were developed during the first phase of LEAP, the Laos Extension for Agriculture Project, in collaboration with NAFES Master Trainers (mostly from CETDU, the Central Extension Training and Development Unit). The LEAP is a project funded by Lao/Swiss technical cooperation. Helvetas (Swiss Association for International Cooperation), implements the LEAP on behalf of SDC in co-operation with NAFES (the National Agriculture and Forestry Extension Service) within the Ministry of Agriculture and Forestry. The goal of LEAP is to support the establishment of a decentralized, participatory, pluralistic and sustainable agricultural extension system that reaches male and female farmers equally.

These modules are intended to provide background information on agricultural extension methodology and can be used as training and working tools in extension work. The idea was to develop a set of materials which enables extension staff at the district level to deliver a demand-driven training and service-support to male and female farmers.

1.1 The Toolbooks

The toolbooks follow a step-by-step introduction and are therefore easy to apply. Nevertheless, it is better to provide these tools to the district and provincial extension staff along with an introductory training and coaching session.

There are many more tools that can help district extension workers work with farmers to improve agricultural production and their livelihoods. This series concentrates on the tools we found most appropriate in the majority of the pilot villages. They are easy to use, easy to understand and easy to apply. In addition, they do not take much time to implement. They will help extension staffs prepare for village meetings and training in line with objectives. Furthermore, application of the tools creates a dynamic and enjoyable atmosphere in the village. The tools can be adjusted to specific situations and help to achieve specific objectives.

1.2 The development process

These handbooks have been developed and tested by the LEAP during a continuous training, coaching and strengthening process of provincial- and district-level agricultural extension staff. This process includes training, supervision in the field and provision of training materials in order to enable the extension staff to deliver participatory extension services. After successfully participating in at least one training-coaching-production cycle, the extension staff will have the required knowledge and will receive a certificate from NAFES, verifying them as trained agricultural extension staff. In addition to being able to
initiate a sustainable increase in agricultural production, they will be capable of transferring their knowledge to other provinces and districts.

The first training for provincial and district agriculture extension staff in July 2002 concentrated on transferring knowledge regarding the objectives of the project, the principles of a demand-driven, pluralistic and participatory agricultural extension, the tasks and duties of extension staff at the central-, provincial- and district-level and teamwork. This first training included the joint development of an activity plan for three months. This activity plan included schedules for the district and provincial teams to visit all pilot villages at least once a month. The main activities during this implementation phase were the introduction of the understanding of the projects objectives, a basic data collection tool and a simple and easy needs assessment (*TNA KISS*, see Section II).

The second training focused on the implementation of training sessions for villagers: training curricula were developed, technical inputs were provided and further extension and coaching activities were scheduled. This was all based on socio-economic and agricultural data collected, as well as the identified needs of the pilot villages. It is important to point out that training does not simply imply a one-day training session in a village, but is a process involving preparation, technical training, group development, Village Extension Worker (VEW) strengthening, regular coaching, monitoring, study visits and follow-up. Villagers should be actively involved in all steps.

After the finalisation of the documents and materials for the villagers’ training in the respective districts, 138 training sessions in 66 pilot villages (in three provinces) were conducted in one season. The training covered three different technical issues (chicken, pig, dry season rice).

Training was monitored with the support of the coaching and monitoring tool *SIFT*. The monitoring data collected represents the base for the third training. Data and needs at the village-level were available, groups and VEWs have been established and technical trainings have been conducted and followed-up. The question therefore arose as to how to continue extension activities based on the evaluation of concrete results. Consequently, the third training focused notably on the improvement of knowledge and skills in the field of motivating VEWs and how to initiate properly functioning farmer groups. The purpose of VEW and group strengthening is to enable the extension staff to conduct participatory farmer-training monitoring and evaluation. Based on these outcomes, concrete activities were defined in order to further support farmer groups. Action plans for additional training, exchange visits and further extension activities at district-, provincial- and central-level were prepared and implemented.

Finally in a fourth and final step of the cycle the training process will be assessed. An evaluation tool will support this process and lead the way to the further performance based on the initiatives of the communities of practice (COP) as well as the management of the VEW. This includes an evaluation concerning financial inputs and leads to the creation of a set of strategies for financing VEWs.

All tools have been tested in the 66 pilot villages and reflect the local conditions of Lao farmers. *Even though all above-mentioned modules and toolbooks can be used as stand-alone substance, combining them summarizes the requirements for the minimum basic skills a generalist district extension worker needs*. This has resulted in a comprehensive program for setting up a curriculum for training extensionists at district-level.

Nevertheless the series is not yet seen as a finished product - expansion and adjustment is a continuous process. As the adjustment relies on practical experiences with the handbooks, feedback from users is highly appreciated.
Practical instruction

2. Objective of and introduction to the tool

The Training Needs Assessment Keep It Short and Simple (TNA KISS) is a method that identifies the main problems in a village and assesses training needs in an easy and timesaving manner. Based on this needs assessment, you will be able to set up a training schedule which responds to the most pressing problems in a village. As a precondition for performing the TNA KISS, you should assess basic agricultural data in the village. This might be data collected by you first-hand or/and secondary data available in every DAFO or district office.

It is better to carry out this TNA KISS with two or three extension staff. If this is not possible, select a villager as a volunteer to support your work.

As mentioned in the introduction, there are other methods, such as PRA, RRA to assess villagers’ needs, which you might already be familiar with. Select the most appropriate method depending on your respective needs and time availability.

As a supplementary tool, we would like to suggest you become familiar with the constraints analysis\(^1\). This method helps you identify more precisely the problems contained within a single issue, if you feel unclear about the information received. This tool is especially relevant when upgrading training to identify bottlenecks relating to one activity (e.g. if you are not yet able to answer questions like: “Are chickens dying because of: the lack of feed, the inability of the farmers to vaccinate or the inaccessibility of the medicine?”)

\(^1\) compare tool book 3 and 4
3. Material

You will need:

- A flipchart containing about 8-10 sheets
- Tape to stick the paper on the wall or board
- Marker pens at least 2 different colors
- TNA KISS reporting sheet 2 copies
- A4 paper and a pen for noting down villagers’ names and other relevant information

You may also find it useful to have access to a blackboard or whiteboard.
4. Timeframe

You will need maximum half a day to prepare the KISS. It is preferable to prepare a plan for a number of villages or a cluster/sub-district at one time. Carrying out the KISS will take about half a day (3 hours in the meeting room plus the time needed for the field visit). In order to make the whole training more interesting, you can implement the different steps in an alternate manner. The timeframe can always be adjusted slightly to fit the specific conditions in a village.

Discussion of the training needs in groups (Step 5) is the main part of the assessment. At least 30 minutes should be devoted to this topic. If additional time is required to arrange locations for groups to work in, consider this an essential part of the TNA.

Another important part is the discussion of the detailed procedures of the training (Step 12), which should also take around 30 minutes. During this step you should complete the reporting sheet. Give one copy to the contact farmer selected and keep one copy for yourself. You should agree carefully on the definition of the skills and concrete results to be achieved. These issues will be crucial for following-up activities and helping you decide whether a project was successful or not.

We strongly recommend that you arrange to have an informal meal with the villagers and village authorities (contributed by the villagers), as this provides an excellent opportunity to collect useful information during informal discussion.

<table>
<thead>
<tr>
<th>Total Time required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
</tr>
<tr>
<td>Application</td>
</tr>
<tr>
<td>Follow up</td>
</tr>
</tbody>
</table>
5. Concrete steps for application

5.1 Preparation

Adequate preparation requires three steps:

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>about 2 hrs</td>
<td>Analyse and summarize all available data in the village</td>
<td>Use data you have collected together with secondary data available in the DAFO or the district office. Once the data has been summarized, make it into a simple presentation that can be used for discussion.</td>
</tr>
<tr>
<td>2</td>
<td>about 1 hr</td>
<td>Prepare for the village meeting</td>
<td>Prepare all necessary materials, organise transportation, make a list of the participants and prepare the necessary budget.</td>
</tr>
<tr>
<td>3</td>
<td>about 1 hr</td>
<td>Send a letter informing the village of your visit and include the reason for your visit</td>
<td>The letter should include the exact time, place, objective and number of participants. Make it clear that the whole village (at least 1 representative of every family) should attend the meeting. Also point out the importance of an equal representation of men and women. Do not forget to consider the time it takes to deliver the letter to the village (depending on accessibility) and time required by the villagers to prepare for such a meeting.</td>
</tr>
</tbody>
</table>
## 5.2 Implementation in the village

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5min</td>
<td>Introduction of staff</td>
<td>Include ice-breakers, songs or games in the introduction to create a light-hearted atmosphere.</td>
</tr>
<tr>
<td>2</td>
<td>10min</td>
<td>Explain the objective of your visit</td>
<td>Pictures, charts or other tools are useful when explaining the purpose of the visit.</td>
</tr>
<tr>
<td>3</td>
<td>20min</td>
<td>Explain your understanding of the main occupation(s) in the village (use a visual presentation which suits the prevailing literacy status of the villagers), asking villagers to confirm whether this information is true or not</td>
<td>It is essential to present the secondary data visually. Be aware of the literacy status in each village and prepare your presentation accordingly. Without any visual representation, it will be difficult to generate a discussion about the data. Adjust your presentation according to the feedback of the villagers if necessary.</td>
</tr>
<tr>
<td>4</td>
<td>10min</td>
<td>Facilitate the selection of between 1-3 topics which represent the main problems in the village. The training needs for these topics will then be explored in the next step</td>
<td>The topics selected should represent the main problems and training needs of the villagers all over the year. Seasonality will be considered in step 8.</td>
</tr>
<tr>
<td>5</td>
<td>30min</td>
<td>Form groups for each topic (ask villagers to raise their hands, dividing them into groups according to which topic is most relevant /interests them most), split into groups and discuss the training needs for each topic (this training needs will be called a ‘learning project’)</td>
<td>Each extensionist should facilitate one group discussion. One staff should be responsible for involving and motivating those villagers who did not join a group themselves. If there is not enough staff, select a volunteer from the village to support the activities.</td>
</tr>
<tr>
<td>6</td>
<td>15min</td>
<td>Leave the summary of the discussion to one villager and avoid presenting yourself.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>15min</td>
<td>Each villager should note his/her priority interest on the whiteboard or paper (male and female use different colors). Consider an appropriate location, which is easily accessible for women.</td>
<td>Noting interests can be difficult or cause chaos if not introduced properly. Villagers might all rush to the board at the same time. Others might not want to express their opinion. It is therefore important to select an appropriate location, which in particular, is easily accessible for women. The time needed can vary, depending on the number of participants.</td>
</tr>
<tr>
<td>8</td>
<td>5min</td>
<td>Facilitate the choice of which ‘learning project’ to start first (consider seasonality)</td>
<td>During this stage it is important to consider seasonality. Agree on the most appropriate timetable for each subject.</td>
</tr>
<tr>
<td>9</td>
<td>5min</td>
<td>Note down the names of participants interested in this particular learning project</td>
<td>Be sure that all interested villagers are on the list. Consider gender: interested villagers should be women or men who are most involved in the activity.</td>
</tr>
<tr>
<td>10</td>
<td>20min</td>
<td>Facilitate the selection of 10 families (maximum) and 3 contact farmers (maximum) for the first training. In order to be able to transfer knowledge properly consider: a) motivation b) financial ability c) knowledge d) experience of participants e) gender aspect</td>
<td>Be aware that you are only the facilitator. Facilitate to set up criteria for the selection, but avoid influencing the decision. This is quite important for the process of spreading information and the development process. In order to achieve good results and be able to perform a suitable follow-up, the number of trainees should not exceed 10 people (even if the selection might be difficult). The chosen contact farmer and/or his/her deputies can be officially appointed to be a village extension worker at a later stage.</td>
</tr>
<tr>
<td>11</td>
<td>flexible</td>
<td>Field visit to the identified production site and families</td>
<td>Visiting the production site is important to give you valuable inputs for your training preparation.</td>
</tr>
<tr>
<td>12</td>
<td>30min</td>
<td>Discuss the detailed procedures of the training and follow-up with the contact farmers and the village representatives ?? Detailed skills the villagers expect to attain (incl. indicators) ?? Concrete results to be achieved (incl. indicators) ?? Fix time schedule of the training and follow-up ?? Preparation to be done by farmers ?? Preparation to be done by extension staff</td>
<td>Use your KISS reporting sheet. This step involves numbers 3,4,5,8 and 9. Be sure that villagers agree on indicators in order to be able to measure the success of the project. Fill in the two sheets and leave one copy with the contact farmer. Steps 11 and 12 are interchangeable, depending on the specific conditions in the village (e.g. distance to production area, praying hours of the monks in case the meeting takes place in the village temple) It might be advantageous to fix an additional meeting with the contact farmers and village representatives prior to the training in order to confirm the time schedule, contents/expected outputs and discuss open questions.</td>
</tr>
</tbody>
</table>

**Additional remark**

Special attention should be paid to women’s participation. Our experience so far shows that women’s involvement in meetings is lower than men’s. While in Lao Loum and Lao Theung societies, women’s participation accounts for about 40% on average, among most of the Lao Sung groups, only men join in the meeting. In terms of identified training participants, the percentage of women was even lower and less than 5% of contact farmers selected were women. It is therefore important that you select the time and place of the meeting very carefully in order to allow women to participate. Discuss this issue with the village authorities prior to the meeting.

In order to avoid excluding those villagers who are not able to read and write, the training aids you use should reflect the prevailing literacy status in the village. You should point out clearly that illiteracy is not a criterion for exclusion from training or other extension activities. Try and use drawings or pictures as much as possible when in villages with a high percentage of illiterate villagers.
### 5.3 Follow up the village performance

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Activity</th>
<th>Comments and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 min</td>
<td>Summarize the results</td>
<td>Collect the KISS reporting sheet together with the adjusted baseline data of the village and make the data available for other extension staff.</td>
</tr>
<tr>
<td>2</td>
<td>3 hrs</td>
<td>Prepare a training plan based on training needs</td>
<td>Prepare a timetable, session plan, training material and budget. Get the plan approved by your office.</td>
</tr>
<tr>
<td>3</td>
<td>2 hrs</td>
<td>Coordinate with technical departments in DAFO and PAFES for technical inputs</td>
<td>Contact Subject Matter Specialists at the provincial level to support you with technical inputs, literature, leaflets, posters, etc.</td>
</tr>
</tbody>
</table>
# 6. Reporting Format

How to use the reporting sheet? The reporting sheet is easy to fill in. It helps you to summarize the requirements of the villagers, the time schedule and the duties agreed. Furthermore it is the basis for developing your training schedule and monitoring the activities.

Fill in the sheet as follows:

**Reporting of a Training Needs Assessment (revised)**  
KISS (Keep It Short and Simple)

| 1. Village [ ] Date [ ] Participants: [ ] Total ( [ ] Women) | 1. Village name, date & participants |
| 2. Objective of learning project [ ] | 2. Clear objective decided during the group work |
| 3. Definition of skills | 3. Which skills (e.g. all participants of the training being able to vaccinate chicken) do the villagers want to achieve and how can you measure them? Use the SMART for identifying the indicators. |
| Skills the villagers want to achieve | Indicators for assessing skills |
| | |
| | |
| | |
| 4. Definition of concrete results | 4. Which concrete results (e.g. 20 chicken houses are built) do the villagers want to achieve and how can you measure them? Use the SMART for identifying the indicators. |
| Concrete results of skills | Indicators |
| | |
| | |
| | |
| 5. Time schedule | 5. Agree on time schedule for training and follow-up. Confirm the dates 2 to 3 days before the visit |
| First training (date, time, training place): [ ] | |
| Follow up (date, time, meeting place): [ ] | |
| 6. Participating Farmer Families (max. 10 farmers) | 6. Fill in the names of maximum 10 participating farmers (consider gender aspect and choose those member of the family which actually is doing the work) |
| 1. | 7. Insert the name of the selected contact farmer and maximum two deputies |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 8. Preparation to be done by farmers: | 8. Agree on the preparation done by the farmers: e.g. preparing meeting, room, material for building a chicken house, food, ... |
| ?? | |
| ?? | |
| 9. Preparation to be done by DAFES: | 9. Agree on the things you will prepare, but also who and how much has to be paid |
| ?? | |
| ?? | |
| 10. Remarks | 10. Any special observation, consideration or reminder shall be mentioned here |

## 10. Other learning projects

| 10. a State the other issues discussed and the number of interested farmers. A separate reporting sheet will be filled in for setting up those learning projects | 10. a Other learning projects |
| Second Priority [ ] Total interested farmers ( [ ] Women) | |
| Third Priority [ ] Total interested farmers ( [ ] Women) | |
The most important part is the identification of skills (No. 3) and concrete results (No. 4), which the villagers participating in the learning project would like to achieve. The data should give you a clear picture of the knowledge and skills required and how to measure those requirements. Thus a clear and substantial definition of those skills and results including indicators for assessing them is necessary.

How can you set up a clear definition? What is an indicator? How can you formulate indicators properly?

An indicator can be defined as a quantitative or qualitative characteristic of a process or activity against which changes are to be measured.

With the help of those indicators you will be able to follow up the training and coach the activities easily. You will be able to decide whether a project was successful or not. You can use the indicators to point out changes initiated through your training input and support.

Useful indicators should be short and precise, and verification should be easy. It is not an simple task to define such indicators and it will need some time and practise until you are familiar with a clear and useful definition. There are several methods to verify if a definition is appropriate. One well-known and simple tool for assessing formulations is the SMART approach. The indicators should be formulated in such a way that they are:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Specification</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td>Is the object (Who? What?) addressed precisely?</td>
<td>A clear and simple formulation will make the indicator understandable</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td>Can the indicator be expressed in figures or numbers?</td>
<td>Quantitative criteria for achievement are required to provide this information. In some cases, qualitative criteria may be used if no quantitative measure is suitable – but they should be clearly characterized!</td>
</tr>
<tr>
<td><strong>Achievable</strong></td>
<td>Can the task realistically be accomplished?</td>
<td>The yardstick should not be set too high!</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>Does the indicator clearly relate to a specific task?</td>
<td>The indicator should have an unambiguous relationship to the objective.</td>
</tr>
<tr>
<td><strong>Time bound</strong></td>
<td>Within what timeframe should the objective be achieved?</td>
<td>The indicator must specify by when the task is supposed to be achieved. With no specific time, the end of the activity/phase/project would be the legitimate timeframe.</td>
</tr>
</tbody>
</table>

An indicator is explained in a SMART way if the statement reflects each of the five SMART components.

Four types of indicators are usually distinguished. They are result indicators, impact indicators, process indicators and context indicators. We would like to concentrate on the first two, as they are relevant for us.

**Results indicators**
The most obvious ones are result indicators. They basically measure whether what was planned was achieved according to the plan.
Impact indicators
The second category of indicators is impact indicators. Impact indicators measure the effect of activities in the long run and in a wider sense. The results of an activity may only have an indirect influence on the impact or they may contribute to the impact together with many other events. [e.g. good quality seeds (= input) → higher yield (= result) → increased income (= effect) → more bicycles in the village (= impact)]. Attention: The impact of an activity may also be negative.

The following example will help you understand the system:

Skill every participant wants to attain (objective):
“To be able to use proper quality rice seeds”

Description for the verification of the achievement (indicator):
“All participants of the training will have planted certified rice seeds in all their fields during the next planting season (by June/July 2003)”

SMART indicator in the example:
Specific Actors (= participants), activity (= planted) and object (= rice seeds) are clearly expressed

Measurable All participants use certified seeds on all fields. Easy to measure!

Achievable The creators of the indicator consider it realistic that all participants can plant certified seeds in all fields.

Relevant Planting certified rice seeds is related to the achievement of the objective.

Time bound The time frame is clearly defined
7. Example

This example is from Ban Hae, Soukkhoumma district, Champasak province and was performed on November 15, 2002. Three DAFO generalist extension staff and one PAFES Subject Matter Specialists carried out this TNA KISS. The agricultural data collected before the visit was summarized on a fact sheet (see below) and presented to the villagers on a flipchart:

[Fact sheet: Hae]

Socio economic data:
- Ethnic group: Lowland Lao
- Number of families: 284
- Number of inhabitant: 1.513 person (including 762 women)

Agriculture Infrastructure:
- Permanent irrigation scheme: 0
- Self made irrigation scheme: 3
- Hand-tractor: 6

Agriculture data:
- Rainy season paddy rice: 513,9 ha
- Off-season rice with irrigation: 170,0 ha
- Off-season rice without irrigation: 61,5 ha
- Total HH with paddy rice: 255 HH
- Vegetable (seasonal): 5 ha

Livestock production:
- Water-buffalo: 401
- Pig: 200
- Cattle: 293
- Poultry: 1,800

Living standard:
- HH well off: 8 HH
- HH sufficient: 166 HH
- HH poor: 95 HH
- HH extreme poor: 15 HH
- 646 person (including 24 women)
- 863 person (including 435 women)
- 563 person (including 259 women)
- 161 person (including 47 women)

The main occupational field of the villagers is rice production, off-season as well as rain-fed production. Livestock farming and plant production is seen to be an additional source of income.
Based on this TNA KISS from November 1, 2002, the training and coaching was performed according to plan on November 16, 2002, respective then twice a month. On March 24, 2003 the monitoring tool SIFT has been applied in order to be able to plan for further group activities.
8. Form sheets

Framework for KISS Training Needs Assessment
for agricultural extension staff

Keep It Short and Simple
(Revised version)

I. Preparation:
1. Analyse all available data of the village and summarize on a flipchart paper
2. Prepare the village meeting
3. Send an information letter to the village, including the objective of the visit

II. Implementation in the village:

<table>
<thead>
<tr>
<th>Step</th>
<th>Time required</th>
<th>Pictures</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5min</td>
<td></td>
<td>Introduction of staff</td>
</tr>
<tr>
<td>2</td>
<td>10min</td>
<td></td>
<td>Explain the objective of your visit</td>
</tr>
<tr>
<td>3</td>
<td>15min</td>
<td></td>
<td>Explain your understanding of the main occupation(s) in the village (use a visual presentation which suits the prevailing literacy status of the villagers), asking villagers to confirm whether this information is true or not</td>
</tr>
<tr>
<td>4</td>
<td>10min</td>
<td></td>
<td>Facilitate the selection of between 1-3 topics, which represent the main problems in the village. The training needs for these topics will then be explored in the next step</td>
</tr>
<tr>
<td>5</td>
<td>30min</td>
<td></td>
<td>Form groups for each topic (ask villagers to raise their hands, dividing them into groups according to which topic is most relevant /interests them most), split into groups and discuss the training needs for each topic (this training needs will be called a 'learning project')</td>
</tr>
<tr>
<td>6</td>
<td>15min</td>
<td></td>
<td>One villager out of each group presents a 'learning project' to the plenary</td>
</tr>
<tr>
<td>Step</td>
<td>Time required</td>
<td>Pictures</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>7</td>
<td>15min</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Each villager should note his/her priority interest on the whiteboard or paper (male and female use different colors). Consider an appropriate location, which is easily accessible for women.</td>
</tr>
<tr>
<td>8</td>
<td>10min</td>
<td><img src="image2.png" alt="Image" /></td>
<td>Facilitate the choice of which 'learning project' to start first (consider seasonality)</td>
</tr>
<tr>
<td>9</td>
<td>5min</td>
<td><img src="image3.png" alt="Image" /></td>
<td>Note down the names of participants interested in this particular learning project</td>
</tr>
<tr>
<td>10</td>
<td>20min</td>
<td><img src="image4.png" alt="Image" /></td>
<td>Facilitate the selection of 10 families (maximum) and 3 contact farmers (maximum) for the first training. In order to be able to transfer knowledge properly consider: a) motivation b) financial ability c) knowledge d) experience of participants e) gender aspect.</td>
</tr>
<tr>
<td>11</td>
<td>flexible</td>
<td><img src="image5.png" alt="Image" /></td>
<td>Field visit to the identified production site and families</td>
</tr>
<tr>
<td>12</td>
<td>45min</td>
<td><img src="image6.png" alt="Image" /></td>
<td>Discuss the detailed procedures of the training and follow-up with the contact farmers and the village representatives. ?Detailed skills the villagers expect to attain (inc. indicators) ?Concrete results to be achieved (inc. indicators) ?Fix time schedule of the training and follow-up ?Preparation to be done by farmers ?Preparation to be done by extension staff</td>
</tr>
</tbody>
</table>
Reporting of a Training Needs Assessment (revised)
KISS (Keep It Short and Simple)

1. Village_________________Date_________Participants:______Total (___ Women)

2. Objective of learning project

3. Definition of skills

<table>
<thead>
<tr>
<th>Skills the villagers like to achieve</th>
<th>Indicators for assessing skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

4. Definition of concrete results

<table>
<thead>
<tr>
<th>Concrete results of skills</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

5. Time-schedule
First training (date, time, training place): __________________________
Follow up (date, time, meeting place): __________________________

6. Participating Farmer Families (max. 10 farmers)
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

7. Name of contact farmer (and deputy): __________________________

8. Preparation to be done by farmers:
?? ____________________________
?? ____________________________
?? ____________________________

9. Preparation to be done by DAFES:
?? ____________________________
?? ____________________________
?? ____________________________

10. Remarks

10.a Other learning projects
Second Priority_________________Total interested farmers______ (___ Women)
Third Priority_________________Total interested farmers______ (___ Women)