

Extension Need Analysis

Extension need analysis helps to identify the needs of women and men farmers, herders and other rural people. Like Participatory Rural Appraisal (PRA) tools, it enables local communities to conduct their own analysis and to plan and take action. Extension need analysis gathers information and sets extension priorities; selects suitable extension approaches and methods in order to develop effective extension activities (e.g. need-based trainings).

Selection of extension approach

The first step in extension need analysis is to identify the most suitable extension approach. There are different approaches to extension, which consist of different procedures for planning and implementation of extension activities. The best approach for any specific situation depends on the following aspects (Bolliger et al., 1990):

- The wider context, values and conditions, e.g. culture, religion, value concepts of population, geographical and climatic conditions, economic and political conditions, population density, etc.;
- The overall objectives of extension;
- The extension institution(s) with its values and principles;
- The target population with their values and principles;
- The functions and procedures of extension based on these objectives, values and principles.

The five-element model helps to select the most suitable extension approach based on the needs of the target group.

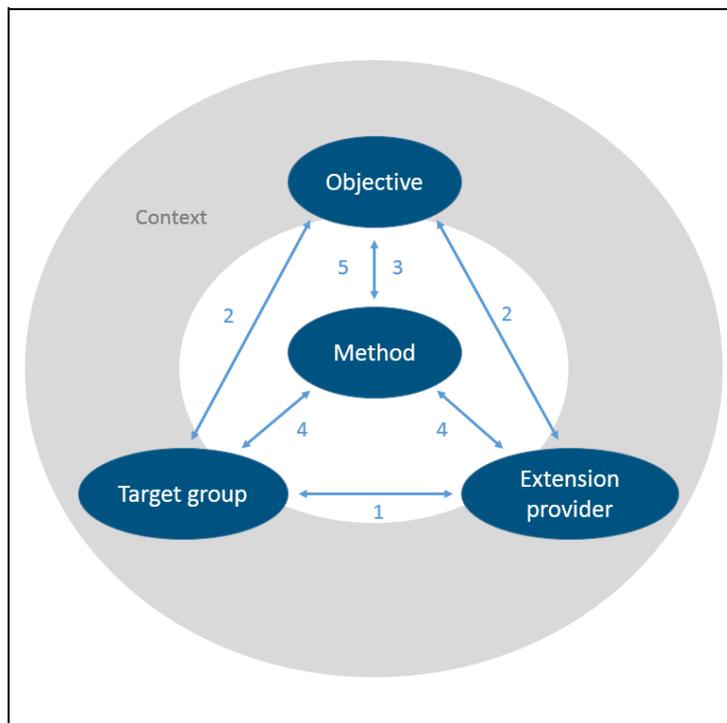


Figure 1: Five-element model for selecting the extension approach (adapted from Bolliger et al., 1990)

The five-element model

The main questions to answer prior to deciding on the extension approach are (Bolliger et al., 1990):

- Who takes the initiative (supply and demand)?
- Who sets the objective?
- Who decides the methods to be used?
- Who does what?
- Who is responsible for what?
- Who assesses the extension activity?

Participatory extension approaches put farmers in the centre. Thus extension provider(s) work closely with the target group to plan, implement and evaluate extension activities (Bolliger et al., 1990):

- 1) The **extension provider(s) and the target group get** in contact;
- 2) **They jointly** discuss the objective based on an extension need analysis;
- 3) **They jointly** agree on the most suitable extension approach and method;
- 4) **They jointly** decide on who does what;
- 5) **They jointly** assess the results of their activities.

After key stakeholders are identified, the first step is to identify the needs of the target group (beneficiaries). A need can be defined as the discrepancy or gap between “what is” (the present situation) and “what should be” (a desired situation). There are different tools and methods for doing this. In participatory extension approaches, the use of participatory methods such as Participatory Rural Appraisal (PRA) is self-evident. The scope of PRA

is to 1) identify problems and opportunities of a community, 2) jointly establish priorities for development activities, and 3) make extension interventions relevant for the community. For more information on PRA, refer directly to the concept note “Participatory Rural Appraisal (PRA)”.

Table 1: Steps of a TNA-KISS (Schroeter, 2004)

Phase	Steps
Preparation	1 Analyse and summarise all available data
	2 Prepare the meeting with the target group
	3 Inform the target group of the visit and its reasons
Implementation with target group	1 Introduce all participants
	2 Explain the purpose of the visit
	3 Present, discuss and confirm available data
	4 Facilitate the selection (participatory way) of 1-3 main problems
	5 Split into groups (by interest) to discuss the training needs for each of these 1-3 identified main problems
	6 Presentation of the training needs (= definition of learning projects) by the groups
	7 Each individual selects his or her priority of the suggested learning projects
	8 Facilitate the ranking of the suggested learning projects
	9 Identify who is interested in which learning projects
	10 Facilitate the selection of persons for the first learning project to take place
	11 Field visit to identify production site and households
	12 Discuss the details of the first learning project with the target group
Follow-up	1 Summarise the results
	2 Prepare a training plan based on training needs
	3 Coordinate with other staff for technical inputs

For example, it is important, prior to starting with the development of a training curriculum, to conduct a training need analysis to identify the training needs (knowledge gaps) of the target group. This will allow one to offer need- or demand-based training courses.

LEAP in Laos developed a specific and simple method to analyse the major needs of the target group, called Training Need Assessment – Keep it Short and Simple (TNA-KISS).

TNA-KISS

A TNA-KISS makes it possible to assess training needs in a quick and simple way (keep it short and simple - KISS), thus being an easy and timesaving method. Based on a TNA-KISS, extension or training activities can be planned according to the most pressing problems of a specific target group.

Always, before conducting a TNA-KISS it is important to assess and analyse all available data. Moreover, a TNA-KISS is best performed with a small group of 2-3 extensionists (service providers). Table 1 presents the steps for conducting a TNA-KISS including a preparation phase, the actual implementation with the target group, and follow-up actions.

It is a matter of utmost importance to adapt the TNA-KISS to the literacy levels of the target group. To avoid excluding people, particularly women, who are not able to read and write, it is necessary to use drawings, pictures, role-plays, etc. Illiteracy should never exclude people from training or extension activities, especially not when it comes to gender. Pressing problems may vary for men and women, and it is essential to also assess women’s view. Women should be strongly facilitated to participate in TNA-KISS processes. If adequate, separate TNA-KISS can be performed with women and men (LEAP, 2004).

The most pressing problems and/or training needs are identified and then transformed into “learning projects”. A “learning project” presents a possible extension activity, e.g. specific training on poultry vaccination.

Finally, a TNA-KISS needs to be properly documented. A Report Form, as used by LEAP in Laos, is attached to the Annex 1 for reference.

Box 1 presents the main advantages of conducting a TNA-KISS.

Extension need analysis such as TNA-KISS helps groups to set priorities, but also to increase the ownership and credibility of the target group.

Box 1: Why TNA-KISS (Strong, 2011)

- 1) Customers (target group) achieve a “sense of ownership”
- 2) For an organisation to set priorities
- 3) For an organisation to enhance its credibility among its customers and among peer organisations

Table 2: Steps in a Constraints Analysis (Schroeter, 2004)

Phase	Steps
Preparation	Same as TNA-KISS
Implementation	1 Participatory identification of the steps in one production process (e.g. chicken rearing)
	2 Target group identifies and rates the labour intensity and who does what (gender roles) for each step
	3 Target group identifies inputs needed for each step
	4 Target group agrees on the production steps that represent the main constraints and actions to be taken to overcome these difficulties
Follow-up	1 Summarise the results
	2 Use the results as the starting point for the preparation of the training
	3 Coordinate with other staff

Constraints Analysis

A constraints analysis can supplement a TNA-KISS as it helps to identify more specific problems within a single issue or topic, e.g. “Are chickens dying because of a lack of feed, a lack of vaccinations or a lack of medicine (treatment)?”

Table 2 presents the steps of a constraints analysis. The advantage is that the constraints analysis does not require additional preparation and can be appended to any TNA-KISS. A constraints analysis is performed along the production process and takes a close look at labour intensity, the roles and responsibilities of women and men, and the required inputs. Moreover, constraints analysis helps to rank priorities in a given production process. (LEAP, 2004)

the PRA “food path” tool, where problems and opportunities are identified along the value chain. For more information refer to the concept note on “Participatory Rural Appraisal (PRA).”

Constraints analysis is similar to

Production Process	Labour Intensity	Male	Female	Materials Needed
Seed bed preparation	+++	♂		Fertilizer
Sowing and taking care of seedlings	+	♂	♀	Pesticides, seeds
Land preparation ranked 1	+++++	♂		Fertilizer, tractor, water
Transplantation	+++	♂	♀	Labour, water
Taking care of plants and water level	++++	♂	♀	Pesticides, fertilizer, water
Seed selection	+	♂	♀	None
Harvest ranked 2	+++++	♂	♀	Labour, threshing machine
Storage	+	♂	♀	Bags
Selling	+	♂	♀	None

Figure 2 gives an example of a constraints analysis of LEAP in Laos.

The next step after extension need analysis is to plan based on the identified needs for extension activities. For more information about participatory planning, please refer to the concept note “Participatory Planning, Monitoring and Evaluation”.

If it comes to training in particular, participatory curricula development is the next logical step.

Figure 2: Constraints Analysis of LEAP in Laos (Schroeter, 2004)

The participatory curricula development process involves the target group in the development of training contents. Participatory curricula development therefore contributes to more effective training and the sharing of experiences, and fosters mutual learnings among extensionists and the local communities, as well as giving the target group a sense of ownership of their own training courses.

Further reading and references

- Schroeter Andrea, 2004: Basic Tools Handbook for Agricultural Extension, Laos Extension for Agriculture Project (LEAP).
- Bolliger Ernst, Reinhard Peter and Zellweger Tanino, 1990: Agricultural Extension, Guidelines for Extension Workers in Rural Areas, Agricultural Advisory Centre Lindau (LBL).
- Strong Robert, 2011: DEVELOPING AND UTILIZING NEEDS ASSESSMENTS TO ENHANCE FARMER-DRIVEN EXTENSION SYSTEMS. A Training Module, Modernizing Extension and Advisory Services (MEAS). Available at: http://www.meas-extension.org/meas-offers/training/needs_assessment



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Annex 1: TNA-KISS Reporting Format

Training Needs Assessment Report

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:

- _____
- _____
- _____

9. Preparation to be done by DAFO:

- _____
- _____
- _____

10. Remarks

10.a Other learning projects

Second Priority _____ Total interested farmers _____ (_____ Women)

Third Priority _____ Total interested farmers _____ (_____ Women)

Annex 1: Report form TNA-KISS (Schroeter, 2004)