

3.4. Workshop II: Initiating PID in a village



Workshop II - Initiating PID in a village aims at entering into intensive interactions with interested villagers

- to explore ideas for innovations and
- to develop experiments with clear-cut activity plans for PID experiments to be undertaken by the villagers.

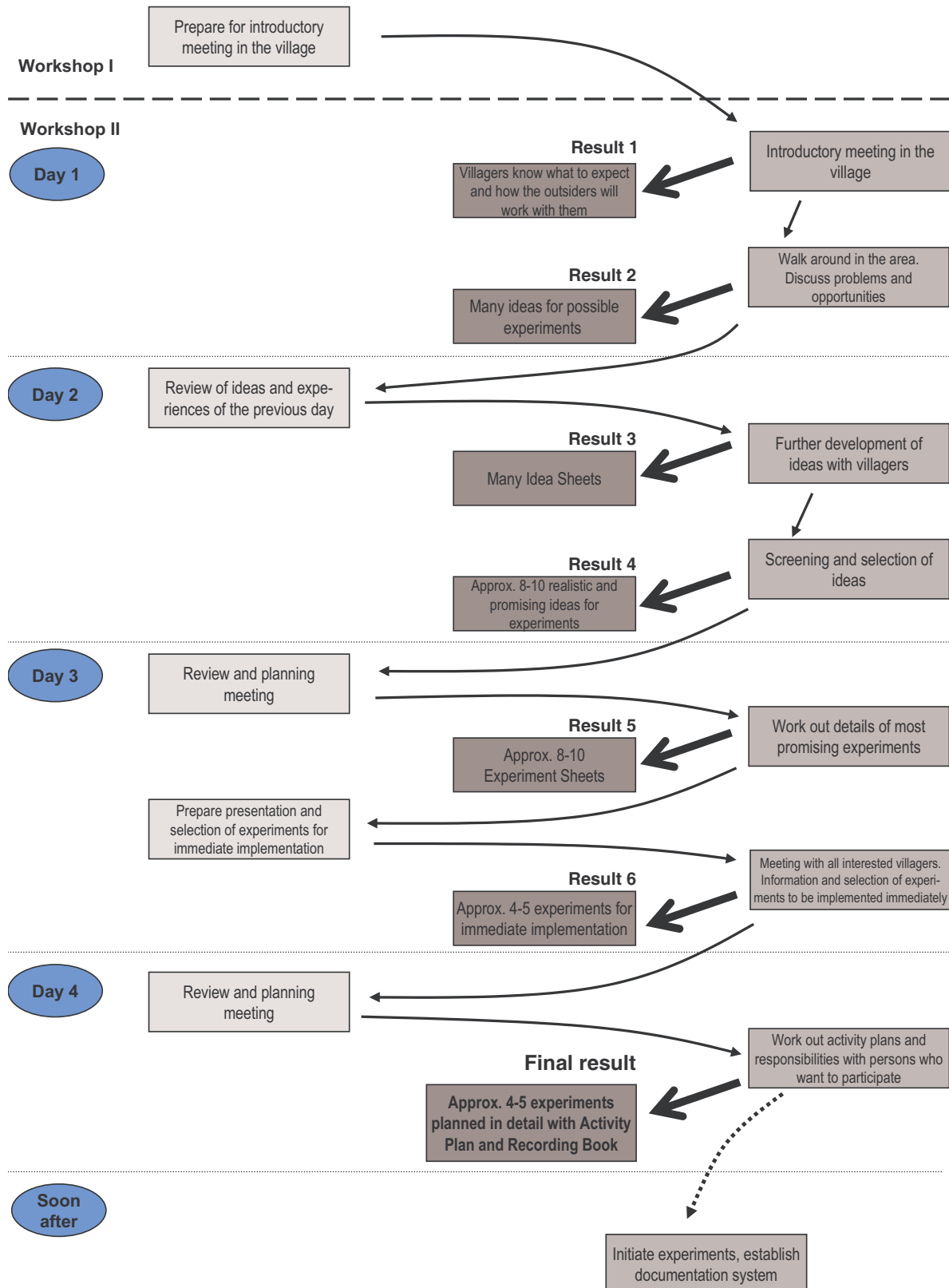
Overview of modules for Workshop II

MODULE	OBJECTIVE
1) Introductory meeting in the village	Inform villagers about the purpose of the PID effort, the contents and the procedures of the work in the village.
2) Walk around to gather ideas	Discover and explore issues and concerns with regard to the topic of the PID effort on the spot. Expose the outsiders to the real situation and places. Gather ideas for new things to try out.
3) Innovation survey	Gather information on past innovations, innovations currently taking place, and ideas for future innovations.
4) Reviewing gathered ideas	Review and sort the ideas gathered during the walk around or innovation survey.
5) Further development of ideas	Further develop the gathered ideas together with interested farmers. Discuss possible experiments in more detail. Define exactly what they want to try out and why.
6) Screening and prioritising Idea Sheets	Screen the Idea Sheets and prioritize them. Decide which ones are to be processed into experiments right now.
7) From Idea Sheet to Experiment Sheet	Develop together with interested villagers the selected Idea Sheets further into Experiment Sheets.
8) Review experiment design and prepare presentation of experiments for village meeting	Prepare presentations of the elaborated experiments as well as an overview of the whole work process which took place in the village.
9) Final village meeting and selection of experiments	Inform villagers about what was done during the work in the village, present the elaborated experiments and facilitate the selection of those experiments which the villagers would like to carry out first.
10) Elaboration of Activity Plans	Plan with interested villagers details of the experiments to be implemented immediately and assign responsibilities.
11) Conclusion of work in the village	Agree on follow-up by outsiders and next steps. Ensure that all documents are with the concerned people.

The modules of Workshop II correspond to the sequence of work in the village introduced in module 26 of workshop I. Use the graph belonging to that module (and repeated below) to see where each of the modules belongs in the sequence of work.

ONLY PID TEAM FROM OUTSIDE

WITH VILLAGERS



MODULE 1: Introductory meeting in the village

✓ Objective

To inform villagers about the purpose of the PID effort, the contents and the procedures, so that they know what to expect and how the outsiders will work with them.



👁 Situation in which to use the module

This is the beginning of the real interaction between villagers and outsiders, so it would usually be the first module in the village.

The walk around or innovation survey (modules 31/32) may be conducted before the introductory meeting in the village if logistical reasons demand it (e.g. if the village meeting can take place only in the evening and the outsiders have to start work earlier in the day). In such a case make sure that the villagers are sufficiently informed in advance and that you explain the necessary things to those villagers participating in the walk/survey.

🔔 Intended learning effects

- Good preparation of the meeting results in clear messages at the meeting and subsequently good understanding of the purpose and the procedure, and a good atmosphere between outsiders and villagers.
- When conditions and framework are well explained, farmers realise that this will be different to what they are used to. They will therefore not demand unrealistic things from the outsiders.
- There may be many or even all villagers participating in this meeting, but only the very interested ones will participate in the subsequent walk around, idea gathering and experiment design.
- It is advisable to arrange the meeting in a participatory, interactive way, as opposed to a lecture and instruction meeting.

📅 Procedure

1. Follow the prepared agenda.
2. State right from the beginning, that this will only be a short introduction. The real work will be to go out and gather ideas for innovations together with the farmers. Thematic discussions should take place then.
3. Let farmers decide the best route to take for the walk around, in order to see as many different spots as possible, which are relevant to the chosen topic of the PID effort. This can be done for example through outlining a resource map as described in Module 29. When designing the map, put it on a table or on the ground, and let farmers stand/sit around it. Or have everybody come near the map on the wall and ask them to point out on the map, what they are talking about.
4. If farmers already mention first ideas, record them on empty Idea Sheets.

🕒 Time

2 hours, including questions and discussions

✂ Material

Flipcharts etc. prepared in module 27 of workshop I, visualising material, possibly a resource map (or if available a physical map) of the area, empty Idea Sheets

MODULE 2: Walk around to gather ideas

✓ Objective

Discover and explore issues and concerns with regard to the topic of the PID effort on the spot. Expose the outsiders to the real situation and places. Gather ideas for new things to try out.

👁 Situation in which to use the module

At the beginning of the stay in the village (normally after the introductory meeting; if logistics demand it, the walk may also take place before the meeting).

In this early phase of the work in the village the perspective should be broad to gather in as many ideas which might result in things to try out as possible.



💡 Intended learning effects

- At the beginning in the village it is important to probe and discover all kinds of possible innovations which may be interesting to try.
- Probe an innovation idea only to the point, where you can write up a rough outline of an Idea Sheet, i.e. what the experiment would be about, reasons of villagers why this might be an interesting idea, possible expected results. Once that is clear, move on to find more interesting ideas.
- It is much more useful to discuss things with villagers on the spot out in the fields and forests, than to sit in houses and drink tea.

📄 Procedure

1. Mixed groups of researchers and extensionists team up with a number of villagers. Together these groups walk through the areas that are interesting for the topic of the PID effort. Determine the route of the walk with the help of the resource map (during the introductory meeting or together with the villagers participating in the walk). Groups may be assigned specific areas in the village which they should look at.
2. Discuss the current situation, practices, and ideas for improvements and experiments with the villagers.
3. Take notes of ideas which are emerging during the walks and discussions.
4. Gradually discuss ideas in more detail and finally fill in an Idea Sheet for each idea.
5. Make sure that none of the generated Idea Sheets are lost.

🕒 Time

3 hours (if time allows have two or even three walk periods)

✂ Material

Pen, paper, a bunch of empty Idea Sheets

MODULE 3: Innovation survey

✓ **Objective**

Discuss with villagers innovations that have come up in the past, and innovations going on at this time. Explore ideas for innovations to try out now.

👁️ **Situation in which to use the module**

This module can be used instead of a simple walk around to gather ideas as given in module 31.

🔔 **Intended learning effects**

- In villages new things are tried continuously; some are successful, others fail for various reasons. Very likely there are some innovations being developed by the villagers also precisely at the time you visit the village.
- Awareness about successful innovations in the past show villagers that experimentation and trying out new things is nothing really new for them, but this time the process should be enhanced by the combination of villagers' and outsiders' knowledge.
- The people who were involved in innovations earlier are often creative people which are helpful for PID work.
- At the beginning of the work in the village it is important to probe and discover all kinds of possible innovations which may interesting to try.
- Probe an innovation idea only to the point, where you can write up a rough outline of an Idea Sheet, i.e. what the experiment would be about, reasons of villagers why this might be an interesting idea, possible expected results. Once that is clear, move on to find more interesting ideas.
- It is much more useful to discuss things with villagers on the spot out in the fields and forests, than to sit in houses and drink tea and discuss ideas in an abstract way.

📄 **Procedure**

1. Mixed groups of researchers and extensionists team up with a number of villagers. Together these groups walk through the areas that are interesting for the topic of the workshop. Determine the route of the walk with the help of the resource map (during the introductory meeting or together with the villagers participating in the walk). Ask specifically to include places where past innovations can be seen. Groups may be assigned specific areas in the village which they should look at.
2. Ask the villagers about new things which they have tried out in the last 10 years or so. Which things worked? What did not work and why? Who was involved in these innovations?
3. Discuss the current situation and practices, things being tried out now, and ideas for further improvements and experiments with the villagers.
4. Take notes of the past innovations and the new ideas which are emerging during the walks and discussions.
5. Gradually discuss ideas in more detail and finally fill in an Idea Sheet for each idea.
6. Make sure that none of the generated Idea Sheets are lost.

🕒 **Time**

3 hours (if time allows have two or even three survey periods)

✂️ **Material**

Pen, paper, a bunch of empty Idea Sheets

MODULE 4: Reviewing gathered ideas

✓ **Objective**

Review the idea sheets gathered during the walk around or innovation survey. Sort and regroup them if necessary. Determine where further discussion is needed and which villagers could be interested in developing which ideas further.

👁️ **Situation in which to use the module**

After returning from the walk around or innovation survey. This review is best done by the outsiders; a couple of villagers may join.

💡 **Intended learning effects**

- Often a range of similar ideas can be regrouped and combined into a new concise idea, which may be interesting for many people.
- Sometimes farmers aren't actually suggesting an experiment, but rather the application of something known to them on a larger scale. They are hoping for support to implement something which isn't really new. This cannot be a PID experiment, because there isn't really a question that the farmers want to find an answer for. So such ideas must be taken out of the PID process. However, the issue which villagers raise may be very relevant for the advisory/extension service in other ways, such as for instance making sure information reaches the right places at the right time (such as informing seed producers about the increasing interest of farmers in a certain crop or variety, or informing the veterinary services of endemic pests in poultry etc).
- In this phase the competence and experience of the outsiders must come to play. They must contribute their experience to making sense out of the many ideas of the villagers, and translate all this information into realistic and practical ideas for experiments which can be managed by the farmers in the village.
- Ideas should not be discarded, even if they do not fit with the immediate theme of interest. They may be taken up later.

📄 **Procedure**

1. Screen all ideas and group them thematically.
2. Edit ideas in a way, that they result in practical ideas for potential experiments to be conducted in the village.
3. Screen all the farmers contacted during the introductory meeting and the transect, and decide on the farmers with whom the possible experiments can be discussed in more detail.
4. Discard those idea sheets, which have been incorporated into new idea sheets. Also discard those idea sheets which are completely understandable. But keep all the others!

🕒 **Time**

1-3 hours, depending on the number and variation of Idea Sheets

✂️ **Material**

The Idea Sheets filled out during the walk around, cards and pinboards or flipchart for visualisation

MODULE 5: Further development of ideas

✓ **Objective**

Further develop the gathered ideas together with interested farmers. Discuss possible experiments in more detail. Define exactly what they want to try out and why.

☛ **Situation in which to use the module**

Further develop the gathered ideas together with interested farmers. Discuss possible experiments in more detail. Define exactly what they want to try out and why.

🔔 **Intended learning effects**

- This is the time during which we look for the most promising ideas, which have a high chance for successful implementation in the village.
- As opposed to the previous day (walk around or innovation survey) where the purpose was to get a broad range of ideas, now we want to go more into depth and probe into the details of what the farmers may want to find out concretely.
- To ensure that farmers and outsiders have the same understanding on a particular idea, it is helpful to explain a possible experiment based on that idea in our own words to the villagers and ask for their view on it.
- It is important that farmers understand the difference between trying out something new, and applying something known to them on a large scale.
- Sometimes the first impression of a farmer may not be the correct one. Enthusiastic farmers may turn out to be less prepared to actually discuss their concrete involvement. On the other hand, initially less interested farmers may turn out to be highly knowledgeable and keen to participate in PID. This means, that one has to react flexibly to the interest shown by farmers.
- There are farmers who only expect benefits from outsiders. They have no real interest in trying out how they can manage on their own. Such farmers are unsuitable to participate in a PID process. PID experiments are managed by farmers. They can only be managed by those who really want to.
- PID works best with farmers who have a natural interest in trying out new things. It is no use trying to convince an unwilling farmer to participate. That would be counterproductive.

📄 **Procedure**

1. The groups of outsiders of the walk around/innovation survey meet with the farmer(s) who contributed a particular idea, at their home or on the farm.
2. Discuss with them the details of what exactly they want to find out. What is the question they want to find an answer for? Help in formulating this question.
3. Discuss why they want to find this out. What problem or constraint would be solved by the experiment or what opportunity could be exploited?
4. If possible involve also other members of a household or neighbours who happen to be around in the discussion.

5. Often this search for a question and the reasons for it, results in a new, even more useful idea, which would tackle an even more pressing problem. For example a farmer who originally had an idea for improved hay-making may realise during the discussion, that actually his problem is over-grazing of his nearby pastures. He may then want to find out how he can profitably manage the underutilised upland pastures, and become much more excited about questions on how he could do that with the resources at his disposal.
6. Conceptual problems may arise, because farmers usually do not make a clear distinction between an experiment and their normal activities. Refer to the attached examples on how to deal with typical conceptual problems of farmers with experimentation.

🕒 **Time**

A full day

✂ **Material**

- Idea Sheets filled out during walk around/innovation survey or during the review module
- Notes on the analysis made during the review
- Empty Idea Sheets for any new formulations or new ideas which may emerge
- Examples on how to deal with typical conceptual problems of farmers with experimentation (attached)

Examples on how to deal with typical conceptual problems of farmers with experimentation

Farmers usually do not differentiate between actual experimentation and their normal farming routine. The rare farmers who consciously do this are of course ideal partners for conducting PID. However, mostly farmers do not think in terms of an experiment.

Following some typical situations which were encountered in Kyrgyzstan, and how they may be dealt with:

1. «I have three hectares. I want to plant one hectare with this new fodder mixture.»

In such a case we have to ask the farmer, what he will do in case the new innovation fails. We cannot guarantee success of something new. So therefore we will suggest, that the farmer does on his field what he would normally do. But in a small part of his field (say 10mx10m or 20mx20m), he may try out the innovation and see how it compares with the rest of his field. (That would be a really good question to enter into the idea-sheet: «Will the new fodder mixture be better or worse than the Esparsette that I normally plant»). In case the small plot fails, he can still manage. In case it looks promising, he can try it out on a larger scale next year.

We may also suggest, that several farmers together try out the same innovation on a small scale, each on his own field. This is much more interesting for each farmer, because they can go and visit each others' plots and discuss the new innovation. In this way, farmers can get much more information about the conditions under which the crop grows well, than just from one single location. As an additional result, researchers may be very interested to be able to analyse data and comments of farmers from the many plots, each plot being a replication.

2. «If it has to be so small, it cannot be a good experiment. I need a big trial»

Here the same applies as above.

One further argument which would apply here for small plots of 10mx10m each may be, that the farmer could try out more than only one variable on his field. For instance he may want to try out the effect of an oilseed crop for reducing the weed infestation in the following year. Now, instead of planting one full hectare with one oilseed crop, he could use three different oilseed crops, and even compare them with the application of herbicides on one such plot (the question may then be: «Which is the most cost-effective and profitable method for reducing weeds in the following year: Oilseed crops or herbicides? Which oilseed crop?»). In such a case, the replication of the experiment in the fields of many farmers is even more interesting to both farmers and researchers.

3. «You have to provide the inputs for the experiment, because they are very expensive»

Here the first question to ask is: In case the experiment turns out to be successful, will the farmers buy the input with their own money in the next year? Maybe they say yes, because once they are sure of the profitability of the input, they may consider spending the money. On the other hand, if they say that they would not buy the input next year, then this cannot be a PID experiment!

The reason is this: A PID experiment must always also act as a demonstration, particularly if it is successful. Advisors will want to bring groups of farmers from other villages to come and have a look and discuss with the experimenting farmers. No matter how successful the experiment may be, the visiting farmers will not be convinced of the innovation as soon as they realise that it was only possible

because the outsiders provided the inputs. They know of course, that the outsiders will not be providing inputs to all of them.

4. «I like this idea with the new crop, but I'm not interested in conducting an experiment. You see, we don't get good seed for this crop».

Very good! So here we have an opening for a new idea: Seed production! The same farmer may be very interested to try some seed propagation of his own, if he were shown how to do it. Or he may know somebody who would be interested. Then the question of a new experiment may be: «Can I learn from the SMS how to produce seed of acceptable quality on my farm? Can I sell it or exchange it with other farmers in the village?»

However, the farmer may say: «I would like to do seed production, but the summer here is too short for that». So here we can ask, whether he has relatives or friends in another area, which may be suitable. In case he has, there may be the chance, that we request the extensionists in that area, to conduct such a trial with those relatives or friends of the farmer. Even better would be if we ask the farmer to arrange for his people to contact the extension service there. Such contacts may develop further into an official seed production program, with certified seed.

MODULE 6: Screening and prioritising Idea Sheets

✓ Objective

Screen the Idea Sheets and prioritize them. Decide which ones are to be processed into experiments right now.

📍 Situation in which to use the module

After sufficient Idea Sheets have been developed and before going into the effort of developing Experiment Sheets.

💡 Intended learning effects

- The idea sheets have to be reviewed, and possibly grouped and rearranged before developing them into experiment sheets.
- It is important to check the relevance and feasibility of an idea with a wider group of people than only those involved in developing it.
- In most cases there will be far more experiment ideas than it is possible to implement immediately. It makes sense to select only the most interesting and promising ideas for further development into experiment sheets. Therefore the gathered idea sheets need to be prioritised. The remaining ideas may be processed into experiments at a later point of time.
- The screening and prioritisation may be done together with all interested villagers, or just with those who were involved with developing the idea sheets, depending on the context.

📋 Procedure

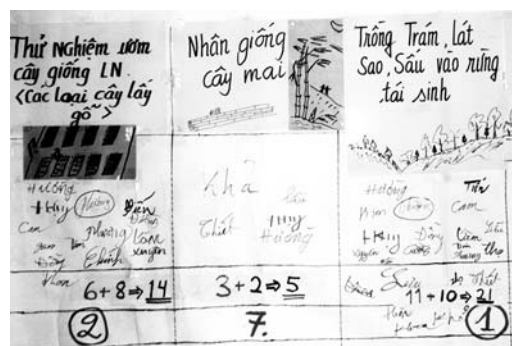
1. Ask each walk around/innovation survey group to screen all their Idea Sheets, group them thematically and prepare a short presentation of them for the plenary (on cards or flipcharts).
2. Check whether they fulfill the criteria for a useful idea (it must be something new, it must be specific, reasons must be clear and those of villagers'; villagers' language must be used).
3. See whether there are duplicates of ideas. Take the duplicates out.
4. See whether there are ideas which are so near to each other, that they can be merged into another idea which covers them both, and whether there are idea sheets which actually contain more than one idea. Reformulate the Idea Sheets accordingly. Remember: The new formulation of an idea must also fulfill the four criteria for a useful idea.
5. Let the participating villagers prioritise the resulting Idea Sheets. This may be done simply by asking the villagers to select those experiments which interest them most and which seem to be most promising to them, or according to specific criteria which are elaborated beforehand, e.g. in a direct matrix ranking. Depending on the context, the outsiders may also have a say in the prioritisation.
6. Select as many of the prioritised Idea Sheets for development into Experiment Sheets as is useful in your situation. This may be only those 3 or 4 that will be immediately implemented, or some 6-8 of major interest which will be further prioritised towards the end of the work in the village.

🕒 Time



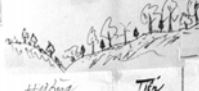
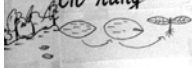









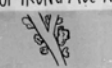



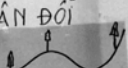
1 -2 hours, depending on how many villagers are involved.

✂ Material

Cards, flipcharts, markers



Priorisation of ideas as done in Vietnam with the title of the idea and an illustration of it, votes of villagers, the vote counts (separate for men and women) and the rank. The ideas selected for implementation are encircled.

<p>Thử nghiệm ươm cây giống LN. <Các loại cây lấy gỗ></p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>6+8⇒14</p> <p>2</p>	<p>Nhân giống cây mai</p>  <p>Khả Chí Hương</p> <p>3+2⇒5</p> <p>7</p>	<p>Trồng Trám, lát Sao, Sầu vào rừng tái sinh</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>11+10⇒21</p> <p>1</p>	<p>xử lý hạt bồ đề để gieo trồng trên rừng</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>5+1⇒6</p> <p>6</p>	<p>Đưa cây Cối khí vào làm đường băng xanh chống xói mòn trong Nông lâm kết hợp</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>0+3⇒3</p> <p>9</p>	<p>Thử nghiệm trồng Muồng xen Cè Cai Sao đất.</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>5+4⇒9</p> <p>3</p>
<p>NHÂN GIỐNG SONG MÂY</p>  <p>Hương Lily Chí</p> <p>1+2⇒3</p> <p>9</p>	<p>NƯÔI HỒN TẠI HỒ GIA ĐÌNH</p>  <p>Hương</p> <p>0+1⇒1</p> <p>11</p>	<p>NƯÔI DỪM TẠI HỒ GIA ĐÌNH</p>  <p>Hương</p> <p>0+1⇒1</p> <p>11</p>	<p>Trồng thử nghiệm cây giới Tại Thôn Vầu</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>0+5⇒5</p> <p>7</p>	<p>THỬ NGHIỆM Gây giống một số loài cây thực Nạn</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>1+0⇒1</p> <p>11</p>	<p>Cải tạo rừng PAM (bạch đàn) bằng các cây Sầu, trám, Lát, Sao bồ đề, trâu.</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>4+4⇒8</p> <p>4</p>
<p>THỬ NGHIỆM TRỒNG MÔI VƯỜN ĐỒI</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>3+1⇒4</p> <p>8</p>	<p>THỬ NGHIỆM NƯÔI TRỒNG MỘC NHỈ</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>1+4⇒5</p> <p>7</p>	<p>NƯÔI ONG MẬT</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>0+2⇒2</p> <p>10</p>	<p>Đánh giá ảnh hưởng của trồng Quế xen Cè Cai Sao đất.</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>5+2⇒7</p> <p>5</p>	<p>THỬ NGHIỆM TRỒNG CÂY QUẾ LẤY LA. CÀNH LÂM TINH DẦU</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>0+3⇒3</p> <p>9</p>	<p>THỬ NGHIỆM TRỒNG QUẾ SƯỜN, ĐÌNH VÀ CHÂN ĐỒI</p>  <p>Hương + Huy (Nam) Đình Cao Nguyễn Văn Xuân + Huy (Nam) Đình + Huy (Nam) Đình + Huy (Nam) Đình</p> <p>3+0⇒3</p> <p>9</p>

Ranking of ideas in Vietnam

No	Topic	What do we want to investigate?	Voting (women's + men's)
1	Management of different types of rattan in natural forest	Find out tending methods suitable for wild rattan	3+4=7
2	Planting «song bot» (a rattan species) in natural forests	With or without fertilisers at the beginning of planting	1+2=3
3	«Cat» rattan planting in forests using wild species	Does «cat» rattan planted under shade have good growth	1 (w)
4	Princess jackfruit planting on higher land	Whether the jackfruit can grow and bears fruits? Can the jackfruit prevent erosion?	1+4=5
5	Planting durian in coffee gardens by seeds and grafted seedlings	Compare yield of grafted durian and durian planted by seeds	3+2=5
6	Fruit trees (orange, mandarine, durian, ginger, pineapple, jackfruit, rambutan) planting in coffee gardens	Which trees are suitable for the village conditions?	2+5=7
7	Different designs for inter-cropping cinnamon in coffee gardens	- Density of cinnamon in coffee gardens - Planting cinnamon on boundary - Planting and tending techniques for different designs	2+2=4
8	Inter-cropping cinnamon in natural forests	Suitable planting methods	1+1=2
9	Planting cassia in coffee gardens	Whether cassia can be used as shade, erosion protection in coffee gardens	1 (m)
10	Technique of cinnamon propagation in nursery	Find out suitable techniques to propagate cinnamon in nursery	3+3=6
11	Grafting technique for durian	Find out grafting technique for durian in the village	1+4=5
12	Fruit tree propagation		2+2=4
13	«Song bot» propagation (Korlet)	Whether «song bot» can be propagated at home	4+6=10
14	«Cam lai» propagation	Whether «cam lai» can be propagated at home	2+1=3

15	Pepper planting on living poles (black cassia and thorn «vong»)	Compare fruit production between the 2 types of living poles and between the living poles with conventional poles	2+6=8
16	Pepper planting in natural forests	Find out which trees can be used as poles best Whether pepper can survive and bear fruits	2+2=4
17	Dipterocarpus and «sao» planting in allocated natural forests	Find out suitable age of seedlings for planting	3+2=5
18	Planting hopea in natural forests (for enrichment)	Find out suitable planting methods, and which areas are more suitable	1+4=5
19	Inter-cropping «cam lai» in natural forests	Whether «cam lai» can survive on soft soils What is quality of timber	2+2=4
20	Planting bamboo in natural forests	Whether bamboo can be planted and grow in natural forests	2+2=4
21	Planting «dong» (Lhadru) (belongs to bamboo family) near streams in natural forests	Whether «dong» can survive and have better quality than wild «dong» leaves	1+3=4
22	Mushroom planting on timbers in natural forests	What kind of timbers is better for mushroom (more mushroom with good quality)	1+2=3
23	Italian bee keeping in natural forests	Find out methods to keep bees in natural forests	3 (w)

MODULE 7: From Idea Sheet to Experiment Sheet

✓ **Objective**

Develop together with interested villagers the selected Idea Sheets further into Experiment Sheets.

👁️ **Situation in which to use the module**

This module takes place after the screening and prioritising of the gathered ideas.

🔔 **Intended learning effects**

- Making an Experiment Sheet out of an Idea Sheet requires in-depth discussion between outsiders and villagers.
- Participating people gain experience in the designing of PID experiments.
- Writing good Experiment Sheets is a matter of practice.

📅 **Procedure**

1. Split up in groups and assign each of them an equal number of the selected Idea Sheets for further work. Those villagers that were involved in developing an idea should also be involved in elaborating the respective Experiment Sheet.
2. Explain the task and ask the groups to go to suitable places to discuss and elaborate the ideas into Experiment Sheets.

🕒 **Time**

3 hours

✂️ **Material**

The gathered Idea sheets, empty Experiment Sheets, flipcharts, markers

MODULE 8: Review experiment design and prepare presentation of experiments for village meeting

✓ **Objective**

Prepare presentations of the elaborated experiments as well as an overview of the whole work process which took place in the village.

👁 **Situation in which to use the module**

Towards the end of the work in the village, once the selected ideas have been elaborated into Experiment Sheets.

🔔 **Intended learning effects**

- This may be done by the outsiders, or jointly with the key villagers. In one of our efforts in Vietnam, the key villagers involved in developing particular experiments also presented the experiments to the fellow villagers.
- Experiment Sheets need to be thought through well and carefully worded.
- It is important also for outsiders and villagers to be able to explain an experiment in as simple terms as possible. That also helps us in clarifying our understanding of the experiment.

📅 **Procedure**

1. Ask the groups to present the design of experiments and the variables to be measured or assessed. Discuss and suggest improvements.
2. Prepare for each experiment a flip chart on which the experiment is explained in simple terms, including the question which the experiment should answer. The chart must be legible from a distance so that it can be used for visualisation during a village meeting.
3. Determine the process to select the experiments to be implemented immediately (if necessary), and the process for selecting those farmers who will take part in the implementation of the experiments. This may be a simple voting process or a more complex ranking method (e.g. direct matrix ranking based on criteria to be first discussed and agreed by villagers).
4. Prepare further agenda points of the village meeting (introduction, information on the work process so far, how the further preparation of experiments and the implementation will be done etc.).
5. Assign tasks for the village meeting to the adequate persons (main facilitator, presenters of experiments and other agenda points).

⌚ **Time**

3-4 hours

✂ **Material**

The elaborated Experiment Sheets, flip charts, visualising material, markers

MODULE 9: Final village meeting and selection of experiments

✓ Objective

Inform villagers about what was done during the work in the village, present the elaborated experiments and facilitate the selection of those experiments which the villagers would like to carry out first, based on a sound overall understanding of each proposed experiment.

☛ Situation in which to use the module

This is the concluding mile stone of the work in the village and serves to update and involve also those villagers who did not participate directly in the work on ideas and experiment design.



🔔 Intended learning effects

- Outsiders understand that it is important to inform villagers about what has been done during the work in the village, and to involve villagers in the final selection of those experiments which will be implemented shortly.
- Villagers understand the main features and purpose of every proposed experiment for which an experiment sheet has been prepared.
- Villagers consciously select the experiments which look most promising or interesting to them as the first ones to be implemented.
- All villagers, also those who did not participate in the development of the experiments, can take part in the implementation of experiments.
- In this form the module is suitable only where the literacy rate is fairly high. If literacy is lower other ways of presenting the proposed experiments should be used.

📄 Procedure

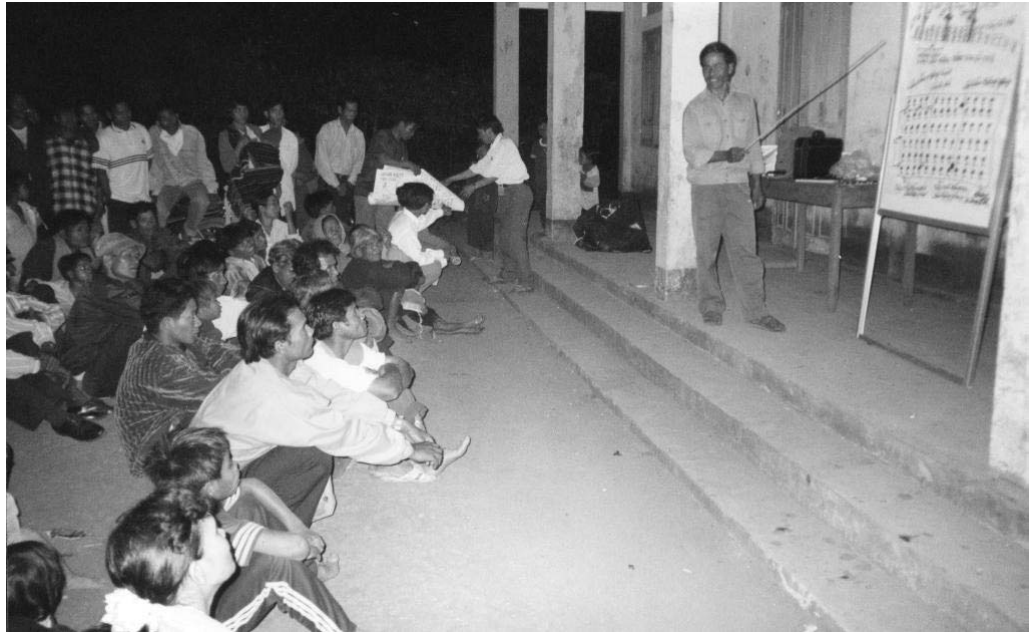
1. Conduct the meeting according to agenda.
2. Present each experiments carefully.
3. Experiment selection process: Ask all villagers to individually select those experiments which they would like to see starting soon. Each villager can write his or her name or a sign under as many experiments as are intended to be initiated in the near future (the number of experiments which will be taken up soon is largely determined by the implementation capacity of the involved researchers and extensionists). If men and women use different colour markers you will be able to see whether there are major differences in preference between men and women.
4. Count the names and rank the experiments.
5. Present the outcome to the villagers and discuss if necessary discuss.
6. Explain that the experiments not selected now will be implemented in future if there is still interest at that point in time.
7. Explain that all the villagers who are interested and willing to commit time and agreed resources can participate in the implementation of an experiment. Those who are interested should already participate in the ensuing elaboration of activity plans.
8. Explain the next steps in the process (e.g. now concrete activity plans will be elaborated for each experiment jointly by all those villagers who want to participate in a particular experiment).

🕒 Time

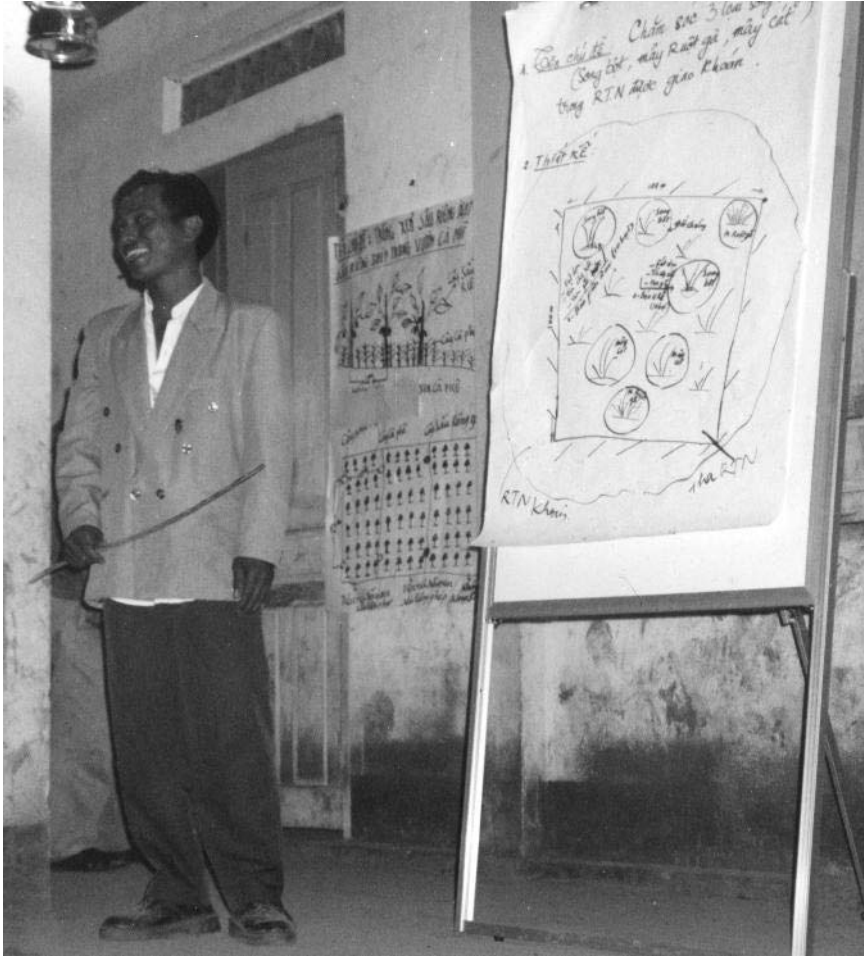
1 ½ hours

✂ Material

All experiment designs on flipchart, tape or string and clips to hang up the charts, markers



Final meeting in Vietnam.



A villager presenting an experiment on rattan management.

MODULE 10: Elaboration of Activity Plans

✓ Objective

Plan together with interested villagers details of the experiments to be implemented immediately and assign responsibilities.

☛ Situation in which to use the module

After the selection of the experiments which will be implemented first. The activity planning is best done with all the villagers who intend to participate in an experiment.



💡 Intended learning effects

- How to plan the details of an experiment.
- During detailed planning flaws in the design often become apparent and can be improved.
- The scale of an experiment needs to be in accordance with the risk taking capacity of the participating villagers
- The distribution of responsibilities must be negotiated and agreed.
- Often additional information needs to be collected from outside sources, before an experiment can be fully planned.
- It is important to keep good records of an experiment.

📅 Procedure

1. Have a brief introduction about what needs to be done with just the outsiders and possibly the key villagers. Then meet with the villagers (all those who want to participate in the implementation of experiments).
2. Show an activity plan and explain how to fill it best: Write activities first on cards, which then can be easily rearranged in the adequate sequence. When activities and their sequence are clear they can be transferred to the plan and the timing and responsibilities filled in.
3. Show suggested headings for recording book. Discuss and amend if necessary. Show with examples how this will be filled. Explain that the headings of the recording book may be adapted slightly to suit particular experiments.
4. Summarize what needs to be available for each experiment at the end of the work in the village (complete Experiment Sheet, Activity Plan, Recording Book).
5. Divide the outsiders in as many groups as there are experiments. Make sure that in every group there are outsiders who will be involved in implementation in that area, and that relevant knowledge and experience is available in every group.
6. Let villagers choose which experiment group they want to join.
7. Explain that the groups should review the experiment sheet and amend if necessary, and then fill in an Activity Plan and write the headings of the recording book.
8. Advise that when designing the scale of an experiment it is important to take into account the capacity of participating villagers to invest labour and land and bear the associated risk.

9. After completing the assigned work, each group presents the revised Experiment Sheet, the Activity Plan and the headings of the recording book.

10. Discuss the presented plans and amend immediately if necessary.

🕒 **Time**

3 hours for the group work and approx. 2 hours for presentation and discussion

✂️ **Material**

Empty Activity Plans, a Recording Book for each experiment, flipcharts, cards, markers etc.

MODULE 11: Conclusion of work in the villa

✓ **Objective**

Agree on follow-up by outsiders and next steps. Ensure that all documents are with the concerned people.

👁️ **Situation in which to use the module**

At the very end of the work in the village after the activity plans are finalised.

🔔 **Intended learning effects**

- Care needs to be taken that there are copies of all the relevant documents (idea sheets, experiment sheets, activity plans etc.) with each relevant person or organisation.
- The original papers and flipcharts remain with the villagers. This ensures ownership.
- The follow-up by the outsiders and the next steps to be undertaken by villagers need to be clear and mutually agreed.

📁 **Procedure**

1. Make copies of all the relevant papers (with whatever technology is available; hand copying, photocopies, computer, fotos of flipcharts etc.)
2. Ensure that the originals (mostly on flipcharts) are handed over to the responsible persons in the village, and that all necessary copies are available to be carried with the outsiders.
3. Discuss and agree on the follow-up by outsiders and the next steps to be undertaken by villagers.

🕒 **Time**

½ hour + time for copying if this was not done earlier.

✂️ **Material**

All documents produced during the work in the village