PROLINNOVA
South Africa
PROmoting Local INNOVAtion
in ecologically-oriented agriculture and natural resource management

PARTICIPATORY INNOVATION DEVELOPMENT (PID)

TRAINING REPORT

17 – 21 AUGUST 2015

BERGVILLE, SOUTH AFRICA

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Institute of Natural Resources

mahlathini development foundation

KIT

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1. Summary and Background

Through their Tailor-made Training Programme, NUFFIC has made funding available to Mahlathini Development Foundation to work with KIT (The Dutch Royal Tropical Institute) and the Institute of Natural Resources NPC (INR) to provide a training and mentorship programme that builds capacity in undertaking joint experimentation.

Joint experimentation, sometimes known as participatory innovation development (PID) is seen as an effective mechanism to develop solutions that are appropriate to the local environment rather than introducing solutions from outside, which often do not fit the social and physical context.

PID, which gives recognition to different sources of knowledge and idea (farmers, scientists, practitioners, market agents, etc.), also stimulates innovative behaviour amongst stakeholders. It recognises and builds on the innovative capacity of farmers, but draws on other sources of knowledge too.

The programme comprises the 5-day training event documented in this report, followed by an implementation and mentorship component and then ending with a 3-day feedback session.

2. Introduction

A five day training workshop was conducted from 17 – 21 August 2015, attended by 24 participants from four Non-Governmental Organizations (NGOs) namely: LIMA Rural Development Foundation, SaveAct, Farmer Support Group, Zimele, Institute of Natural Resources, Mahlathini Development Foundation and the KwaZulu-Natal Department of Agriculture and Rural Development – Okhahlamba District Office. The five day session covered the theory of joint experimentation and other participatory approaches used for determining research needs and designing and evaluating trials.

3. Methodology

The training was facilitated using participatory approach of plenary, group discussion, and feedback sessions to engage participants. To evaluate the learnings of each day a “mood-meter” was introduced to get a sense of the mood from participants at the end of each the day’s proceedings and new learnings. The mood-meter was based on the following:

- Training content/relevance
- Process/facilitation style
- Networking
- Logistics.

At the end of each day, participants had to put a symbol to give a percentage score (above and below 50%). This was reviewed and used as basis for recapping the previous day and raising concerns before proceeding to the next day’s program.

3.1 Objectives and overall programme

A welcome and introductory session by participants was facilitated. The participants introduced each other after interviewing, asking the following questions: Educational background; PID/participatory experience; present projects/activities. The five day program for the training was outlined.

3.2 Participants' expectations and questions

Participants were given coloured cards to write their expectations and/or questions they want addressed for the duration of the training. These were grouped according to the subjects as follows:

- Up scaling techniques or development of new techniques
- Sustainability of PID process
- How to help farmers get into markets
- Can PID be incorporated with enterprise development
- How to eliminate dependency created by programmes; there are always incentives
- How do you work with set variables and integrate farmers into this – project criteria are generally set
- PID Institutionalisation/How to make PID part of regular work.

Figure 1: Participants expectations and questions

4. Introduction to basic concepts

4.1 Local innovation and indigenous knowledge - IK

What is an **innovation** and **local innovation**? One is an outcome and one is a process. Historically farmers innovate and change in their local context. It is knowledge that people in an area have developed over time and continue to use and change. This is known as indigenous knowledge. As the environment changes, people adapt their local innovations. Innovation implies "newness". There is a need to differentiate to an extent between cultural practices and a local innovation. There are both

technical and social ways in which people organise themselves or make changes to cultural behaviour or gender roles. The presentation on basic concepts gave rise to an active discussion about whether the cases discussed were innovations or just changes in practices.

4.2 Reasons for getting involved in Innovation Development

Below are some of the points that were said to persuade people to get involved in innovation development:

- Exploring new possibilities out of curiosity and need
- Responding to changes such as - condition of natural resources, availability of assets, market access and other socio economic and institutional contexts
- New challenges and opportunities.

Innovators are those people who develop new production methods or management processes to improve their own livelihoods, the livelihoods of those around them or the natural environment around them. Research and extension programmes can benefit from innovative people and farmers can be encouraged to share experiences and exchange ideas. Innovations can be adaptations due to need. They can be ***new*** to the group or locality or new to the world. Adaptations could be defined as small changes within a practice to adjust it to its locality.

4.3 Participatory innovation development

Participatory innovation development (PID) is defined as an approach to find new things that work, are feasible, acceptable and improve livelihoods. The process is farmer-led; farmers have a key role in all critical stages and the process brings local and external knowledge together on an equal level.

There is a trend in development to design projects and write proposals and only then contact farmers. There is a need to design more flexible projects where farmers are involved in all aspects. Innovation is also about people organising themselves and it is possible to support and strengthen that. It starts with farmers; recognition that they have issues and agree that they want to try and deal with them. The outsiders should participate in the efforts of farmers. Farmers need to identify and agree on their issues before outsiders can be involved. They have a key role in decision making in every step of the way.

Why there is a need for PID?

- Frequent lack of uptake of new technologies and innovations, due to the fact that they not addressing farmers' challenges or constraints
- Research sometimes does not focus on farmers' priorities
- Assessment can be based on criteria that are not important to farmers - Need to take farmers' priorities and criteria into account
- Farmers own experimentation allows adaptation to new situations and allows them to improve their livelihoods
- Farmers often conduct informal experiments with certain components of technologies/ innovations that are introduced
- PID can happen as a development process, even if not linked to formal research.

4.3.1 Key features of PID

PID emphasises the joint learning process in which change follows from systematic experimentation. Attention is given to technical and social organisation including gender. The ultimate aim is to strengthen local capacity to face future challenges, innovate and adapt to change, so that the process or the way of thinking becomes sustainable. PID is a cyclical process that is made up of the following key elements:

a) **Understanding local context**: Explore solutions that farmers are working on – joint analysis
b) **Action research**: Finding things to try and develop a joint learning activity - joint experimentation
c) **Sustainability of the process** : sharing and dissemination, institutionalisation of PID- joint learning
d) **Farmers**: They have local knowledge, local innovation, and skills.
e) **Researchers:** They have systematic approach, new knowledge and documentation
f) **Extension**: Locally relevant scientific knowledge, and process facilitation.

4.3.2 Practical experiences of PID

Mr Madondo – a farmer who has been involved in research initiatives with various organisations as well as with fellow farmers was asked to share how he came up with ideas with for experimentation. Mr Madondo presented the joint experimentation of planting potatoes using minimum and conventional tillage. Mahlathini Development Foundation presented about conservation agriculture and testing of maize seed varieties.

4.4 Communication and facilitation skills

This session was facilitated by Laurens, where different ways of communicating with farmers were highlighted i.e.:

- **Facilitation**: Analysis of the resent situation, identifying local options and resources, making choices, planning experiments and organising for this
- **Networking**: Encouraging exchange among farmers, linking farmers with relevant sources of information sharing with formal research
- **Training**: To enhance farmers' diagnostic capacities, increase their understanding of technologies and principals involved and building organisations.

4.4.1 Effective listening

There are four key points that make up effective listening skills when engaging with the farmers. These points were explained as follows:

- **Clarifying**: to get additional information and explore all sides of a problem. 6 Helpers – where, when, what, why, who and how ***(5 Wives and 1 Husband)***
- **Restatement:** check your understanding and show the person you are listening. Encourage continued discussion
- **Reflective:** Show that you understand how people feel and help people reflect; you feel that, so it was annoying for you.

- **Summarising:** Help bring out key issues, help the person focus again, serve as springboard for new topics.

When having a discussion with the farmers, one should refrain from the leading questions (questions that make farmers agree with the point of view of the speaker, e.g. don't you think that...isn't it?). These questions do not stimulate a discussion instead the farmer will just agree with speaker. Correct way of stimulating a discussion is to as open or probing questions, these questions get farmers talking and engaging to discussion. This is where the 5 Wives and 1 Husband become handy.

Group exercise

In groups of three, participants were given four topics to discuss in a form of interviewing each other to practice facilitation and communication skills. The topics for the session were as follows:

- How do you think social grants impact on agricultural development in South Africa?
- Why is gender still not getting enough attention in agricultural programmes?
- Do GMO crops need to be promoted in SA? Why?

After this exercise the participants mentioned how they realised the importance of asking probing or open questions.

4.5 Basic concepts experimentation

4.5.1 Treatment

The conditions or combination of factors that you are testing (e.g. levels of fertilizer). Keep everything constant across treatments; to be able to see the difference of the treatment- thus the treatment is the ONLY thing that is changing. There always have to be a control. It may take a number of repetitions of treatments in order to be sure of the result. There can be variations in a field and something in a particular site that influences the result. So it needs to be done a few times in different places. One could sit with farmers and work out what factors differ between the fields and farmers can keep journals – participatory covariate analysis.

4.5.2 Control

The baseline against which you are comparing your treatment.

4.5.3 Replicates

How many times a particular treatment is repeated. For farmer experiments, normally avoid replications within the fields, but rather make them across farms and ensure systematic monitoring.

4.5.4 Farmer led joint experimentation

The focus is on experiments that farmers can manage and evaluate and gives results on which farmers can base sound decisions. Before this, farmers and scientists agree on a research agenda based on local priorities to avoid the danger of scientists defining the research agenda.

The different levels of farmer participation were highlighted as significant in understanding how we engage with farmers. This was brought about participants questioning if paying farmers to cooperate

in research is ideal. The facilitator emphasised that with PID the research is farmer-led and should remain that way. However, depending on what is to be achieved the following farmer's participation levels were discussed:

- ***Contractual***: not very participatory- agreement from farmer to help researcher
- ***Consultative***: researcher managed, farmer still assists
- ***Collaborative*** : partnership in planning and working together
- ***Collegiate :*** Farmers do experimentation that is supported by researchers : # PID

4.5.5 Overall steps in conducting an experiment

- Generate ideas – ideas from farmers and or external support persons
- Prepare idea sheets - capture the ideas: Topic, what we want to investigate, why we want to investigate this
- Prepare experiment sheets- how and why the experiment is to be done: Topic, what we want to investigate, why (the underlying problem/opportunity/benefit), what we want to find out, questions to be answered by the experiment, the design of the experiment, what we need to know to tell if the experiment was successful, Sources of additional information.
- Prepare an action plan- so that the nature of the experiment is clear to all, responsibilities and time schedules, should remain with experimenter, with a copy for field worker
- Prepare recording books
- Collect data
- Keep a journal- record of what was discussed and decided upon

The experiment sheets were discussed later in the workshop and some points are made in section 4.9.

4.5.6 Group exercise: Analysing joint experimentation cases

In the PID concept it is important for farmers to be able to see what they are trying out. Participants were divided into groups and given case studies to discuss and analyse, and report back in plenary to address the following aspects:

- Topic of the experiment
- Purpose of the experiment
- Outcomes/Results of the experiment

After the analysis exercise, group representatives presented on how they analysed the cases they were allocated to. The cases were different, for some it was easy to distinguish the above aspects whereas with others it was not very clear. For those which were tricky the facilitators provided more clarity.

Figure 2: Feedback from group work on analysing joint experimentation cases.

4.6 Experimentation and Demonstration

After group presentations, there was a discussion about why people engage on experimentation. Experimentation is a process of generating knowledge and information that farmers can use to make informed decisions and for researchers to have locally based trustworthy information to share into the academic environment. The following points are what triggers experimentation:

- **Exploration**: Try new ideas, can't predict the result
- **Hypothesis testing**: where you already have an idea of the result (testing assumptions)
- **Verification**: Confirming that something really works

Demonstration is then a process of showing the benefit of a certain practice or product. The farmer follows a given recommendation as is ensured of success. Compare different practices that fit it into a social and physical environment or methods and processes that could work in different ways.

4.7 Participatory Rural Appraisal (PRA) tools

The session introduced participants to the PRA tool basket. Participants shared their experiences on some of the tools they have used when working with communities as follows:

- Direct observation
- Semi-structured interviews
- Focus Group Discussions
- Participatory mapping
- Transect walk
- Seasonal calendar
- Venn Diagram
- Matrix ranking

Participants were then divided into groups and given an exercise to practice *matrix ranking.*

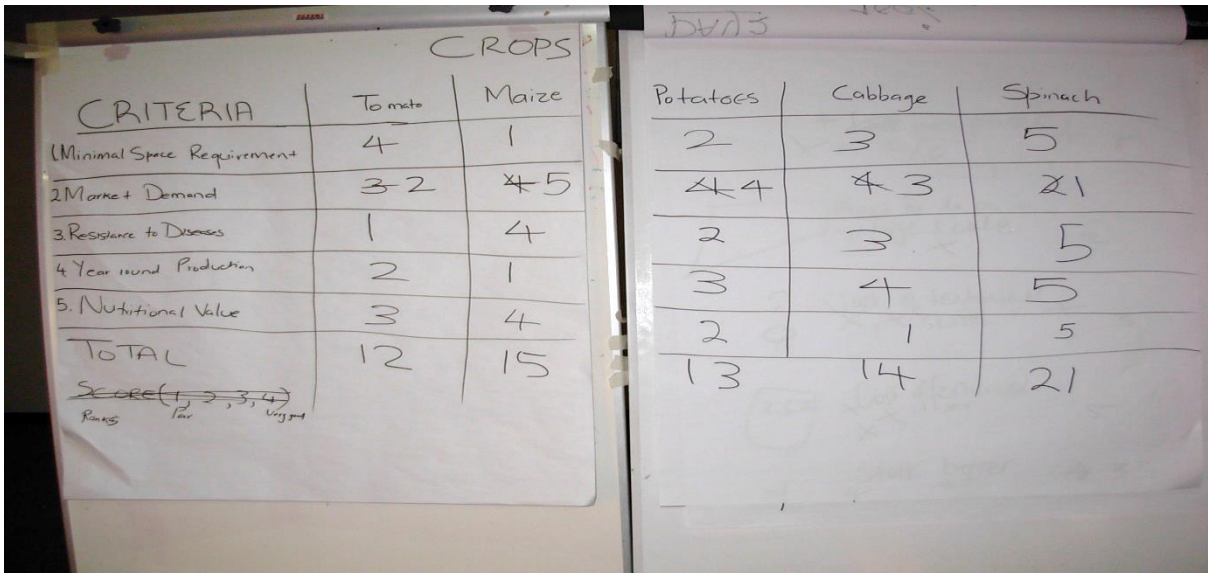

Figure 3: Presentation on working with Matrix ranking tool

The following points were highlighted after the participants did an exercise on matrix ranking:

- Participants acknowledged that when doing matrix ranking one has to decide whether is using ranking or scoring
- Introducing "as little as possible" - not too many ideas at the same time
- Handling of disagreements between participants in the matrix exercise is important as it leads to a lot of discussion and people need to agree on issues or criteria; work with probing and people providing evidence for their stated opinions
- There is diversity within groups that needs to be considered
- Consider the potential criteria in advance and probe for these.

4.8 Joint planning of experiments

Participants were introduced to the idea and experiment sheets as a guide when planning experiments. The idea sheet consists of the following guiding questions that help formulate and experiment:

- Topic
- What do we want to investigate
- Why do we want to investigate this
- What exactly do we want to find out
- Experiment design
- What will we measure (quantitative and qualitative data)
- Where to get additional information

Group exercise

In a group exercise, each group planned the joint experimentation using case studies on the improvement of organic matter and soil fertility. The purpose of this exercise was for the participants to use the idea sheet guidelines which were explained in the beginning of the sessions. The following topics were used for the exercise:

Group 1: **Investigating the effect of 21 day compost on improving soil fertility**

Group 2: **Evaluating the effect of liquid manure on improving soil fertility**

Group 3: **Increasing soil fertility and organic matter content using legume crop rotation**

4.9 Participatory monitoring and evaluation

Monitoring is defined as a continuous process of collecting/analysing data and information to correct the activity if needed and feed into evaluation that is a systematic assessment of implementation and results at a given time. For participatory M&E the control over the process and results is shared between stakeholders. It goes beyond participatory techniques for information gathering and operationalises the PID aim of joint learning; farmers' criteria and perspectives are taken into account, and enables them to make informed decisions and strengthens their capacity to continue to use systematic M&E. One can look at the experimentation process itself as well as the PID process.

Use the following process to come up with questions**:**

- What is the objective?
- Then the criteria used (to assess the experiment against the objective mentioned)
- Then which indicators are used to measure the criteria
- Then look at what needs to be measured to find the indicators
- How do we measure these? And who measures this?
- How will the data be recorded and by whom?
- What will it be used for?

Monitoring systems need to be put in place at the beginning; farmers may not always be meticulous about their record keeping. Some farmers are not literate enough to do record keeping.

Possible methods include: farmer record sheets, calendars and maps, note books, pictures, group discussions, interviews, ranking exercises, strength and weakness analysis.

Farmers generally tend to be satisfied with qualitative data while the external support researchers and implementers are more interested in quantitative data. Then there is the challenge of how this information is presented - graphs and tables. Statistical analysis allows a measure of precision in complex situations. All this should lead to a joint evaluation of the results. Farmers also take different criteria more seriously than others. During the evaluation, it is ideal to go back to the main questions, compare full costs and benefits, focus on aspects differing between treatments, consider side effects, farmer involvement remains critical, check the need for further experimentation, and consider how the results will be shared at community level and other.

4.10 Gender Perspectives

Introducing gender topic, Laura Washington (Director of the NGO Project Empower) asked participants what comes to mind when one talks about gender. Differences between male and female are mostly physical characteristics. Gender is more about the relationships and roles between men and women- social and cultural; at different levels at home in community and in society. These things shift and change. It has to include issues of class and race.

Gender equality is about:

- Access and control over resources
- Participation in decision making
- Control over your body
- Access to and control over resources
- In all spheres of life, it is important to change the consciousness of women and men.

Participants were asked to share what they do when they wake up every morning. Then the concept of time poverty came up.

Time poverty

The facilitator explained this as when people do not have enough time in a day to get through everything that needs to be done. Participants shared that it does happen during meetings particularly with women that they normally pressed with time i.e. they insist on being home before children come back from school. It was highlighted that women often have more commitments, especially around the house, than men, and this needs to be considered when planning projects.

5. Field visit exercise

Mahlathini Organics, Zimele and Farmers Support Group have projects running in the Bergville area. Therefore as part of the training, participants were allocated into small groups to visit these project sites. The purpose of these visits was for participants to implement the joint experimentation techniques with farmers. In preparation, participants sat in groups to plan for the field trips that were aimed at providing an opportunity to put concepts into action with farmers. The lead organizations (Farmer Support Group, Zimele, and Mahlathini Organics) clarified context and gave background about farmers to be visited and activities in the field. Groups were further given a reporting format for the following day.

5.1 Field visit feedback session

After the field visits, the groups gave feedback on how they undertook this exercise. Each group presented how their field visit went, what process they used, challenges they encountered and the findings.

5.1.1 Lead organization: Mahlathini Organics – Stulwane

Group Members: Teboho, Mr Msimanga, Zinhle, Brigid, Njabulo and Sane

The process of the field study:

- When we got there we discussed how to run the meeting
- Sat down with farmers and introduced ourselves
- Discussions around how they feel about the CA compared to their conventional way of goring
- Attempted to do a matrix with the different varieties of crops used
- Then walked in the fields for an explanation of how the experimental design was laid out, talked about the intercropping, cover crops etc and also to see the CA implements
- Farmers were very cooperative and offered traditional refreshment to the group

Findings

Farmers are positive about the Conservation Agriculture (CA) - they use their own terms for describing the seeds, so it was a little confusing using the official variety names such as PAN6479. The experimental group was big and they had issues of weeding when they were working together helping each other to plant. They are planning to divide their work parties into smaller groups. A couple of farmers had very low yields due to very acidic soil. With CA the micro-dosing of fertilizer was interesting and farmers found this a good thing.


Figure 4: **Field interactions with farmers (Stulwane group)**

5.1.2 Lead Organization: Farmer Support Group – Busingatha

Group members: Velelo, Zanele, Nomonde, Laurens, and Lumko

- FSG has been working with this group and they would like to test an alternative way of growing potatoes in sacks/bags
- Had planned the programme of the day the previous afternoon and each person's role
- Started with a visit in the garden. Had informal discussions with the group (11 women ,1 man)
- Introduced the concept of PID in the group meeting. Asked them about their experience and what they have done
- Then spoke through potato production and linked it to PID
- Discussed problems in agriculture and potato production and how PID could be used to address those problems
- Generated possible solutions to those problems and decided on the preferred solutions using a matrix exercise
- Then an explanation was provided of the experimental design and the practicality of the research to be done
- Process was useful and lively

Findings

- Garden was well maintained.
- Discussions in the garden prior to the meeting was an informal way of getting to know people
- Farmers already familiar with the concept of experimentation and do some of their own experiments and do not rely on outsiders for this
- A big problem is moles in potato production and some pests and diseases. The bag growing would be a good intervention for this. Present strategies include pouring water, urine and manure into the holes and other ideas. Some have not worked that well to date.
- The matrix with the possible solutions attempted ranking and that did not work so well. We then went on to using a voting exercise (Planting in dish, sack/bag, drum on corrugated iron or in tyres)

- Farmers also discussed what the sacks should or could look like. The experimental design was discussed and agreed upon with farmers looked including the hosting of the experiment by garden group members and individuals.

5.1.3 Lead Organization: Zimele - Ntabamhlope

Group members: Bheki, Michael, Erna, Gavin and, Dumisani

- Met with members of Siyanqoba in their garden.
- They are self-help groups, where they do craft, sell soap and sausages and practice gardening. The garden started in March 2015. They have grown cabbage, spinach, onions and beetroot and sell to the community and to themselves.
- The soil is obviously a problem; grey, hard, structure-less.
- We discussed their understanding and what they plan to do but guarded against making recommendations to them without being able to work with people properly through the process.

Findings

They described the soil as sour using a weed known locally as *isimuncwana* and felt that this was the problem with their soil and said that even the crops tasted sour. The extension officer has suggested they put a lot of manure in their garden. They had already used manure when they planted.

They have put up some fencing, but want to do a proper fence of somewhat larger areas and also grow potatoes and beans. They have received training through Zimele, but the trainings have not really provided them with information to deal with the soil. They are open to any other suggestions to improve their soil quality and fertility.

Recommendations/ ideas for future interventions

Look at their larger farming system; labour, resources, savings, cost and benefit of their activities, diversity in their activities and synergies between these. Soil samples had been taken to Cedara for analysis, still waiting for results and take the discussion forward with the farmers.

5.1.4 Lead Organization: Mahlathini Organics - Emmaus

Group members: Jeff, Mazwi, Laura, Tema, and Mpho.

- People came to the meeting 34-40, only 3 men, mainly women who also brought their children along. Potential new members came along as well.
- Fields empty so did not really go into the fields
- Asked about their views and feelings of CA.
- Asked them to describe the CA process to someone who has no idea. They were going to report on their no-till practice
- Jeff could not get a sense of whether they understand what CA is about
- For them they learn together practically and together in a group, they go and plant with each other

- We asked the farmers what was important to them and what criteria they would use and found that it is similar to the ones we had come up with in the planning. So for some of the criteria everyone voted as it was a big issue for all of them. For PAN 53 they said the yields were obviously better. Farmers felt the matrix reflected what they were thinking so it was a good exercise.
- Perhaps if we had used "counters' or beans to do this it would have worked better than the voting but the group was a bit big, so we ended up doing the voting instead. Also it could be quite time consuming

Findings

- For their next year (year 3) they do not want to do the intercropping again. They did not get a good harvest on the maize, whereas the beans were better. The second year the yields on beans was much worse than the first.
- There were some issues in terms of mid-season drought that also affected the beans as well as maize yields.
- They used a number of different varieties of maize: PAN 6479, PAN 53, Border king and Colarado. They found that PAN 53 was their most preferred variety. The Border king grows well, producing a lot of stover, but not so good for seed. Border king also has fewer lines of seed per cob. PAN 53 cannot be kept as it is a hybrid. They found that PAN 6479 is more drought resistant than PAN 53. Wind can cause lodging for the OPVs, PAN 6479 does not lodge as it is shorter in height.
- Weed control was achieved using Round-up and Dual Gold and then manual weeding.
- With CA, they don't have to hire tractors and are getting good yields even without ploughing.

Participant's reflection around matrix ranking with farmers

- It allows for more participation from all the people and not just the stronger people.
- Voting seems to work well as it includes everybody
- People get excited and involved
- Very difficult to explain the ranking – and the difference between ranking and scoring. It is hard for farmers to understand the idea of a rank – if you use 4 as the best people are confused because 1 means best for them.
- While doing the matrix there is some information that comes out that would not come out in the main discussions and it is interesting to capture this information.

Figure 5: Presentation on working with matrix ranking with farmers (Busingatha group)

5.2 Planning field work for the participating organisations

The outcome of the training was for participants to decide on how they will integrate PID into their scope of work. A proposal format was presented for participants to use when writing PID proposals. Participants per organisation shared their ideas in brief (table 1).

Table 1: Summary of activities proposed for PID integration by organizations

Organization	Activity details – PID	Area/Community
1. Zimele	Soil fertility management	Ntabamhlophe
2. LIMA RDF	Rangeland management	Matatiele
3. SaveAct	Enterprise Development with Savings and Credit Groups	To be advised
4. Farmer Support Group	Potato planting in bags	Bergville and Msinga
5. Mahlathini Organics	Conservation Agriculture	Bergville
6. Institute of Natural Resources	Water user of agroforestry systems	Bergville and Ixopo
7. Department of Agriculture	To be advised	-
8. Mr Thabani Madondo (Sinethemba Co-op)	To be advised, still to talk to other Potshini farmers	Potshini

Proposals for funding: Organisations were given a week to complete and submit their proposals (See Annex 2 for proposal guidelines) to INR (Brigid Letty), with the possibility that funds could be made available by end of September 2015. The follow-up workshop will be held in April 2016, where participants will give feedback on PID activities in which they have been engaged.

5.3 Evaluation and closure

The training was evaluated using the mood-meter. The evaluation considered content, process/facilitation and logistics (figure 10 A & B). In general participants were mostly satisfied with the content and highlighted its relevance. Some areas of improvement for the next training were also noted. The facilitators thanked all participants for their active participation and cooperation for the duration of the training.

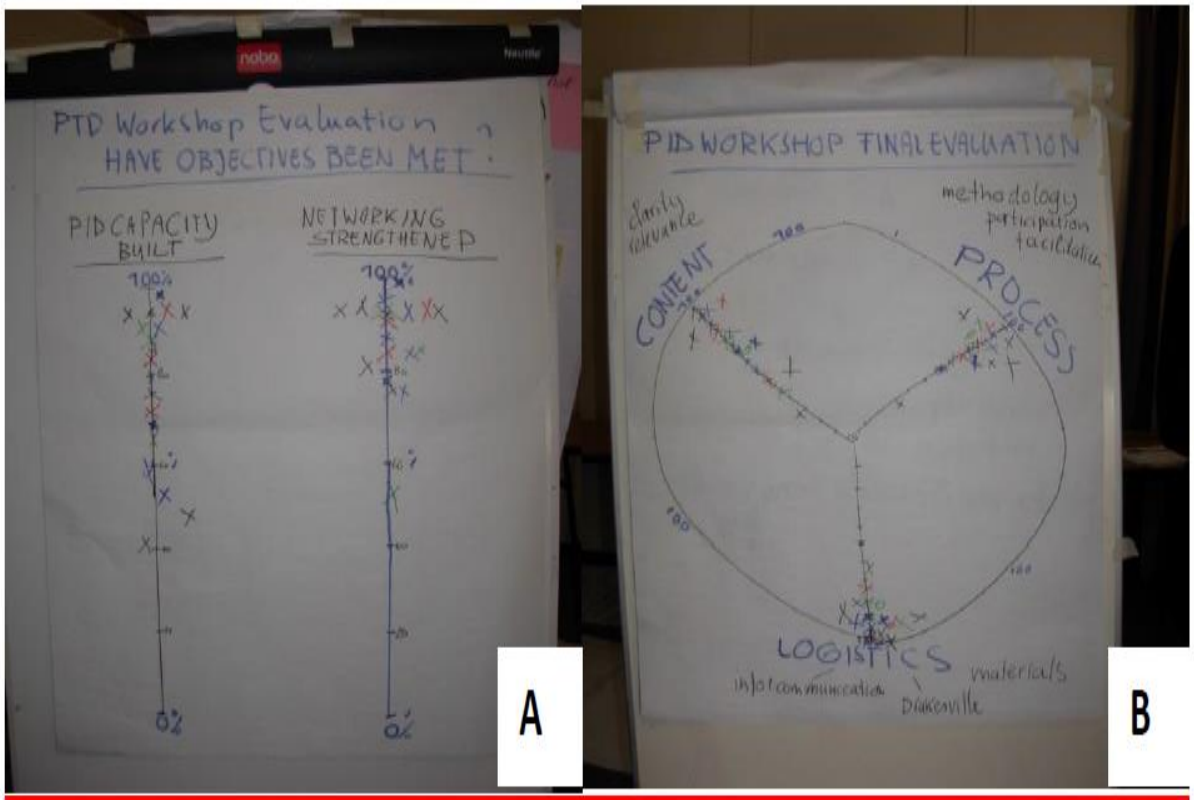

Figure 6: (A) Mood-meter – (B) Final evaluation

6. Conclusion

The training was largely a success. With the help from participant's evaluations (mood meter) after each day, the facilitators could improve the training day by day. The participants showed interest in the content of the training throughout the workshop. The style of having open discussions and getting participants talking at all times resulted in an interactive training session. The task at hand is to go back to work and implement what was gathered from the training and then deliver feedback at another meeting that will be held in April 2016.

Annex 1: Training program

Date/Time	Activity	Responsible
Sun 16 Aug 17h00	Arrival at Drakensville ATKV, Bergville	All
Monday 17 Aug		
08h30 - 09h00	Welcome and introductions	Erna
09h00 – 10h00	Objectives of the workshop and participants' questions and expectations; outline of programme	Laurens
10h00 – 10h30	Tea	
10h30 – 11h15	Introduction to basic concepts – local innovation, IK	Brigid
11h15 – 12h00	Introduction to PID and joint experimentation	Laurens
12h00 – 13h00	Lunch	
13h00 – 13h30	Discussion: Purpose of experimentation/testing	Brigid
13h30 – 15h00	Practical experiences of PID – Erna, Michael, Madondo	Brigid
15h00	Tea	
15h15 – 16h30	Communication & listening skills (incl. exercise)	Laurens
Tuesday 18 Aug		
08h00 – 08h30	Recap of day 1	Erna
08h30 – 09h30	Basic concepts related to experimentation	Brigid
09h30 – 11h30	Group exercise: analysing joint experimentation cases	Brigid
11h30 – 12h00	Feedback from group work	Brigid
12h00 – 13h00	Lunch	
13h00 – 13h30	Identifying / finding things to try	Laurens
13h30 – 15h00	Participatory approaches (PRA tools)	
15h00	Tea	
15h15 – 16h30	Exercises: Participatory approaches cont.	Laurens
Wed 19 Aug		
08h00 – 08h30	Recap of day 2	Erna
08h30 – 09h00	Joint planning of experiments– *Using idea sheets, etc*	Brigid
09h00 – 10h15	Group exercise: How to plan an experiment	Brigid
	Tea	
10h15 – 11h00	Feedback	Brigid
11h00 – 12h00	Participatory monitoring and evaluation Data collection and analysis	Laurens
12h00 – 12h30	Documentation and dissemination (including FLD)	Brigid
12h30 – 13h30	Lunch	
13h30 – 15h00	Gender session – what should you consider when planning your fieldwork and your PID	Laura
15h00	Tea	
15h15 – 16h30	Plan for fieldwork	Brigid/Erna
Thursday 20 Aug		
08h00 – 15h00	Fieldwork excursion – putting concepts into action with farmers	All
15h00 – 16h30	Groups prepare feedback	All
Friday 21 Aug		
08h00 – 09h30	Group feedback	Laurens
09h30 – 10h30	Open space	Laurens
10h30 – 12h30	Planning the fieldwork activities for your organisation	Brigid/Erna
12h30 – 13h30	Lunch	
13h30 – 14h30	Finalise planning	Brigid
14h30	Workshop evaluation and closure	Laurens
15h00	Tea and participants depart	

Annex 2: Funding for PID

An amount of R30, 000 (including VAT) is available as a small grant to each participating organisation to allow for incorporation of PID principles into the existing work programmes. Each organisation will be required to submit a short proposal indicating the following:

- Summary of proposed activity
- Budget

The participating organisations will be required to sign a basic letter of appointment with INR. The grant will be paid as follows: R25,000 on approval of the mini-proposal and R5,000 on submission of the final report.

The final report should provide a summary of activities carried out, stakeholders involved and outcomes thereof.

Each proposal should contain the following information:

- Name and contact details of the main **contact person**
- Description of the project **background** situation **(0.5 page).**
- The main **aim and objectives** of the project as well as a clear description of the **target group(s) (0.5 page)**.
- A description of the PID **pilot** that is planned to be implemented, plus a description of activities regarding monitoring and **process documentation** of the pilot project should be included within the proposal that will allow for sharing of experiences. **(1 page).**
- **Parties involved** in the implementation of the project – sharing of roles and responsibilities.
- And finally, a project **budget** and **timeline** for implementation.

Annex 3: Participants attendance register and contact details

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TRAINING AND MENTORSHIP IN PARTICIPATORY INNOVATION DEVELOPMENT (17-21 August 2015)

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