

**“LINKING WITH UNIVERSITIES AND RESEARCH INSTITUTIONS IN PROMOTING FARMER-LED PARTICIPATORY INNOVATION DEVELOPMENT IN ECOLOGICALLY ORIENTED AGRICULTURE AND NATURAL RESOURCE MANAGEMENT”**

*PROLINNOVA WEBINAR SERIES 2023 – WEBINAR 1 REPORT*

12 JUNE 2023



PROLINNOVA WEBINAR SERIES TASK TEAM

## Executive summary

Prolinnova has initiated a series of three webinars to provide an opportunity to its Community of Practice to share experiences in linking with university and research actors in promoting the Participatory Innovation Development (PID) approach. This report presents the results of the first of the three webinars, which took place on 19 April 2023. The webinar introduced the concepts of local innovation and PID and case studies on PID activities implemented in Prolinnova Country Platforms (CPs) in collaboration with university and research actors. Five cases were presented during the webinar from five CPs, namely in Kenya, Burkina Faso, South Africa, Nepal and the United Kingdom (UK). The cases covered the following topics:

- An overview of the PID concept and an innovator's perspective
- Experience in collaboration between a research institution and Prolinnova–Burkina Faso in the framework of the Proli-GEAFaSa (Promoting local innovation in water management by family farmers in the Sahel) project
- The use of PID as an entry point to engaged scholarship
- Status and lessons learnt in Nepal in integrating local innovation and PID into academia
- Powering up farmer-led research through linking with research and innovation organisations in the UK and the European Union (EU).

The webinar highlighted the importance of collaboration among CP stakeholders and the value of using “PID champions”. It showed that continuous capacity building and awareness creation of stakeholders for continuous engagement is necessary for effective implementation of the process and attitude change. Influencing universities and research institutions needs time and resources. Instituting a reward system for lecturers and researchers and their capacity building can help change their attitudes. Documentation and sharing of experiences is necessary as well as resource mobilisation for PID projects. Advocating for appropriate funding sources is key.

## Acknowledgements

This webinar was organised by the Prolinnova Webinar Series task team, which consisted of Violet Kirigua (coordinator), Martha Opondo, Brigid Letty, Jacob Wanyama, Kouété Paul Jimmy, Djibril Thiam, Joe Nchor, Mawahib Eltayeb Ahmed, Vincent Mariadho and Lisa Williams van Dijk. The task team would like to recognise the contributions also from other members of the Prolinnova community, specifically, Ann Waters-Bayer and Julie Ingram who provided useful advice. The details on the affiliations of these individuals can be found in the annex. The task team thanks the presenters who shared their experiences as case studies that provided a basis for discussion and mutual learning. We are also grateful to the many participants who took time to attend this webinar and to contribute to the discussions. Finally, we would like to thank Chris Macoloo for delivering enlightening closing remarks.

## Acronyms

ACDEP	The Association of Church-based Development Projects
ARD	agricultural research and development
CAMOSEVHEWA	Capricorn, Mopani, Sekhukhune, Vhembe and Waterberg
CoP	Community of Practice
CP	Country Platform
DoA	Department of Agriculture
ELI-FaNS	Expanding the promotion of local innovation for food security and healthy nutrition to strengthen resilience with a focus on women
ESA	Eastern and Southern Africa
ESAFF-SA	Eastern and Southern Africa Small-Scale Farmers Forum of South Africa
EU	European Union
FLIN	Farmer-Led Innovation Network
HNEE	Eberswalde University for Sustainable Development
IAAS	Institute of Agriculture and Animal Science
IK	indigenous knowledge
INR	Institute of Natural Resources
INERA	Institute of Environment and Agricultural Research (French acronym)
IST	International Support Team
KALRO	Kenya Livestock and Agricultural Research Organization
LI	local innovation
LOFODA-G-Meal	Locally Formulated Dairy Goat Meal
MSP	multistakeholder platform
NGO	non-governmental organisation
NRM	natural resource management
PID	Participatory Innovation Development
POG	Prolinnova Oversight Group
Proli-GEAFaSa	Promoting local innovation in water management in family farming in the Sahel
R&D	research and development
SA	South Africa
SRC	Subregional Coordinator
SULCI-FaNS	Scaling Up Local Capacity to Innovate for Food and Nutrition Security
ToT	training of trainers
UK	United Kingdom
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UNIVEN	University of Venda
WCA	West and Central Africa

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## **1.0 Background and context**

Prolinnova has initiated a series of three webinars to provide an opportunity for its Community of Practice (CoP) to share experiences in linking with university and research actors in promoting the Participatory Innovation Development (PID) approach. Each of the three webinars will focus on specific aspects. This report is about the first webinar, which took place on 19 April 2023 focused on introducing the concepts of local innovation and PID and the activities implemented in Prolinnova Country Platforms (CPs) in collaboration with university and research actors to put these concepts into practice within ongoing processes of community development.

Prolinnova is an NGO-initiated international network and CoP that has been promoting local innovation processes in ecologically oriented agriculture and natural resource management (NRM) for over 20 years using a farmer-led PID approach. This multistakeholder approach seeks to strengthen small-scale farmers' capacities to innovate in food production and NRM, in collaboration with other actors in the food system. It does this by identifying local innovation, facilitating farmer-led joint experimentation/research to further develop and share the outcomes, and jointly documenting the process.

As the future of the PID approach will depend primarily on learning by the younger generations in agricultural research and development (ARD) institutions, Prolinnova partners at country level have been deliberately linking with universities and colleges to involve students and teachers as well as young researchers in PID processes to provide them with joint learning opportunities. In recent years, the Prolinnova CPs have not had a chance to share their experiences and lessons learnt from their work linking with university and research actors and assessing the extent to which these activities have contributed to integrating the PID approach into their institutions.

The results from this webinar series, in addition to providing opportunity for mutual learning within the network, will contribute to the documentation and sharing of experiences in a wider institutionalisation of PID in ARD.

## **2.0 Approach to webinar organisation process**

### **Approach to organising the first webinar**

Prolinnova partners and other stakeholders have put the concepts of local innovation (LI) and PID into practice for several years. Stakeholders were involved from both governmental and non-governmental organisations (NGOs) in CPs. However, the level of participation of staff of some organisations and the extent of dissemination of the concepts within these organisations have been limited because the concepts were not institutionalised. In the project Scaling Up Local Capacity to Innovate for Food and Nutrition Security (SULCI-FaNS) (project, which was implemented in Burkina Faso, Cameroon, Ghana and Kenya, an attempt was made to initiate policy dialogue to lead to institutionalisation of PID, with mixed results across the CPs. Through the new project ELI-FaNS (Expanding the promotion of local innovation for food security and healthy nutrition to strengthen resilience with a focus on women), Prolinnova partners seek to learn from the outcomes of SULCI-FaNS and put in place a strategy to enhance the process of policy dialogue and institutionalisation. In view of this, Prolinnova set out to broaden the discourse and identified webinars as a suitable approach in terms of cost effectiveness and outreach as a way to enhance policy dialogue and institutionalisation of PID in the ELI-FaNS project.

## **Planning the structure and form of the webinars**

A task team composed of members from CPs in Eastern, Southern and West Africa was formed to organise the webinars. The Prolinnova International Support Team (IST) backstopped the task team. The team's terms of reference were to plan three webinars in 2023. The list of members of the task team can be found in the Annex.

The task team held its first meeting to address the broader issues including the purpose of the webinars and the projected outcomes and to identify the three webinars to be held during 2023 and the schedule for them. The next two planning meetings focused on the first webinar, as the subsequent ones would follow from its outcomes. The team decided on the date of the first webinar, the issues it would address, the speakers and their topics of presentation, the programme, the webinar participants and the nature of their participation, and the length of the webinar *vis-à-vis* the issues to be addressed. It was agreed that the first webinar would confine itself to briefing the participants about LI/PID and presenting cases from both within and beyond African CPs where institutionalisation of PID had been attempted. The team then agreed who would notify each speaker, and how, to request participation as guest presenter. In addition to announcing the webinar in the Google Group, the CP Coordinators were asked to encourage participation from within their respective CPs.

## **Communication and publicity**

A communication strategy involving the two Prolinnova Subregional Coordinators (SRCs) and the CP Coordinators in Africa was developed. The SRCs took the lead in developing the communication materials to be used to invite the speakers and the participants identified at CP level. A flyer in both English and French was drawn up by the SRC, CP partners and IST, and was shared with the major target audience: the Prolinnova Google Group (over 900 addresses). A webinar programme was circulated with all communications/invitations, and the presenters were notified accordingly. They sent in their presentations in advance as PowerPoint files.

## **The webinar platform**

The task team explored several options for a virtual platform to host the webinar. Of primary consideration was a platform that would support a translation channel because the webinars would involve both Anglophone and francophone participants. In the end, it did not prove possible within the short time available to use this option and the team settled on the information and communication platform of the Kenya Agriculture and Livestock Research Organization (KALRO). The webinar programme was adjusted to allow the additional time needed for translations.

## **3.0 Synopsis and analysis of PID institutionalisation in the case studies**

### **Case 1: Overview of PID concept and an innovator's perspective**

*Presented by Vincent Mariadho, Prolinnova–Kenya, and farmer innovator Joe Ouko – synthesised by Vincent Mariadho*

#### **a) Background**

PID is an approach to ARD that uses farmers' creativity or homegrown solutions, otherwise referred to as local innovations, as an entry point for joint research. The research involves other ARD actors but it is led by

the farmers<sup>1</sup> themselves and is therefore called farmer-led joint experimentation/research. The exercise is premised on the desires and aspirations of the farmers themselves.

## **b) The basic concepts and context of the engagement**

There are basic concepts and principles capsuled within the approach. In order to lay a basis for common understanding by all participants in the webinar, it was necessary to highlight the basic concepts involved. They included:

*Local Innovation:* The process by which people (farmers) develop new and better ways of doing things on their own initiative, using their own resources without external support. The process can also be defined as improving or modifying already existing ways. Farmers usually indulge in this process mostly in the face of challenges or opportunities. The products of this process are called local innovations. In essence, local innovation generally provides local solutions and promotes resource-use efficiency.

The *PID approach* in totality provides a platform for joint exploration or learning by farmers and other ARD actors with a view to improving the local innovations as well as co-creating knowledge. It is also imperative to note that, through PID, local innovation processes offer sustainability, which calls for the integration of experiential and participatory learning methods within the regular work of all ARD institutions, with specific interest in research institutions and universities. Therefore, there is a need to sustain the innovation process. Laying a firm sustainability foundation would mean a strengthened collaboration of the learning institutions and CoPs as well as other development partners to establish formidable linkages between students and farmer innovators, as a way of moulding future development professionals who recognise the contributions of small-scale farmers and are open to engaging with them in PID.

## **c) A farmer innovator's perspective**

The PID approach puts the farmers at the centre of the joint research. In essence, the approach recognises farmers as co-creators – not as mere recipients – of knowledge. Co-creation of knowledge happens between farmer innovators (leading in the process) and other ARD actors.

Joe Ouko, a farmer innovator from Nyakach in Prolinnova–Kenya's Kisumu action-learning site, has had his innovation go through farmer's own experimentation, farmer-led joint experimentation and an advanced laboratory analysis of his locally formulated dairy goat meal (LOFODA-G-Meal). The highlights he expressed on his experience and perspective on the PID approach were:

- The experience is based on multistakeholder contributions of Prolinnova–Kenya, KALRO and the National Environment Trust Fund (NET-Fund).
- The PID has made farmers learn much more with the country and communities, with specific reference to the LOFODA-G-Meal. Through the process, small-scale farmers are engaged with various stakeholders of different educational backgrounds. This makes them appreciate farmers' creativity and knowledge even among farmers who did not attain formal education. It has also opened the eyes of the youth who went to school and did not recognise such local solutions/innovations, so that they have a different perspective.

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<sup>1</sup> Crop and livestock producers, fisher folk, forest dwellers, artisans and any other people who draw their livelihoods from the local natural resources.



- There is a need to lobby the government to grant an open policy to universities to appreciate and integrate PID into their training modules and methods. A classical case is Joe's former student, who saw the innovation, developed interest in it and did a thesis about it to qualify for his degree.
- The innovations should be exposed to universities and young students to interact with them while learning. This will make them appreciate the importance of local innovations and PID.

#### **d) Conclusion and recommendation**

There is a need for strengthened interaction between farmer innovators and universities. This will make young graduates appreciate the local innovation process and contribute in adding value to them.

An encounter with a lecturer at a private university in Uganda confirmed that local innovations contribute to qualifying students who become professionals that value the contributions of farmers in the community. It is therefore very necessary to lobby for the institutionalisation of the approach within universities.

### **Case 2: Experience of collaboration between a research institution and Prolinnova–Burkina Faso in the framework of the Proli-GEAFaSa project**

*Presented by Hamadé Sigué, Institute of Environmental and Agricultural Research (INERA), Burkina Faso – synthesised by Paul Jimmy*

#### **a) Background and context**

The Promotion of Local Innovation in Water Management in Family Farming in the Sahel (Proli-GEAFaSa) project is an action research project that starts from existing local knowledge/practices and gains from scientific expertise through farmer-led joint experimentation. This produces solutions/results known as "local innovations" that describe the success of the initiative with regard to the impacts on the local communities' livelihoods. In addition, other ARD actors involved.

This summary aims at presenting the experience of collaboration between Prolinnova–Burkina Faso and INERA, one of the major ARD institutions in the country, in the framework of the Proli-GEAFaSa project. Note that, for the original presentation intended to present the collaborative experiences between the researcher from INERA and Prolinnova–Burkina Faso, limited information was provided about the actual institutionalisation of the PID process itself. Complementary information might be requested to document specifically the institutionalisation side of this project.

#### **b) Process and activities toward institutionalisation**

Prolinnova–Burkina invited a researcher from INERA to join in the implementation of the Proli-GEAFaSa project. In this case, the Proli-GEAFaSa project sought to:

- implement a collaboration agreement serving as a space to work closely together;
- collaborate with qualified researchers in order to benefit from scientific and technical advice;
- develop a collaborative methodology to analyse the results of the project.

#### *Collaboration establishment*

A letter was sent to the researcher introducing the project and requesting his involvement. The researcher carried out an initial assessment to determine relevance and feasibility. The aim of this assessment, which consisted of an analysis of the objectives, results and activities proposed by the Proli-GEAFaSa project, was to determine whether the project was compatible with the objectives and mission of INERA. The researcher

developed a draft of the collaboration agreement that the two parties jointly adopted. This agreement highlighted the roles, responsibilities and commitments for each party; and the mechanisms related to the organisation, communication, information sharing and decision making between the two parties.

Both parties are working closely together to achieve the planned objectives and results in accordance with the agreement. A final evaluation to check whether the results and activities are in line with expectations was to be undertaken after the results achieved by the project were documented.

#### Specific areas of intervention for the researcher

The areas of collaboration are:

- The researcher should participate in workshops with local partners (e.g. innovative farmers) to discuss water management strategies, mechanisms and technologies that can be implemented in family farming in the Sahel;
- The researcher should collaborate with actors from other fields – project team, local multistakeholder platforms (MSPs), innovative farmers – to identify and develop innovative solutions to the challenges related to water management and family farming in the region;
- The researcher should assist in scaling up through sensitisation of local actors on water management issues as well as integrating the approach into INERA's practices.

#### Key achievements

Achievements during the project implementation under the collaboration agreement were:

- Participation in training activities to promote local innovations and sustainable water management in family farming;
- Characterisation of existing local innovations and processes of innovation in water management and their impact on livelihoods;
- Participation in field visits for following up experience-sharing visits between local MSPs;
- Participation in the documentation and dissemination of local innovations in water management using different formats: catalogue, participatory video, local radio broadcasting in local languages, etc.
- Analysis of the economic and social sustainability of local innovations and their ability to improve water management and farmers' livelihoods;
- Identification of key success factors and constraints to the adoption and dissemination of local water management innovations and their impact;
- Organisation of project partners annual workshop for to assess progress and discuss results;
- Elaboration of strategies to promote the adoption and dissemination of local water management innovations and their impact on farmers' livelihoods;
- Providing advice to local actors on improving processes and strategies for implementing local innovation.

#### **c) Effectiveness**

These activities had led the research institute and other ARD actors involved in the project to integrate the PID approach into their research practices to varying extents as follows:

- Awareness raising on relevance of the PID approach and local innovations based on evidence from local water management innovations and their impacts measured;

- Motivation and commitment of the researcher with regard to the network of local innovation actors participating in advocacy and lobbying activities.

In addition, the PID process has created a unique platform that motivated the researcher. Especially, his motivations were underpinned by the opportunity to work on an innovative and large-scale project that is likely to contribute to protecting water resources and improving food security, while collaborating with actors not from a formal research background (project team and farmers). Thus enabling the co-identification and improvement of their own innovative solutions to the challenges related to water management and family farming.

Furthermore, the researcher reported that he has drawn up a research protocol to integrate the PID approach into the regular activities of INERA and that some results of the project and recommendations from the workshop are being integrated into the regular activities of the research institute.

#### **d) Challenges, strengths, weaknesses and opportunities concerning the PID institutionalisation process**

##### Challenges

The main challenges are:

- Insecurity related to terrorist attacks that limit action with some targeted communities;
- Institutional rigidity around public/formal research organisations, which prevents researchers from applying their experience in PID within their organisation; they appreciated to be involved in PID process but were not able to translate it into new practices within their organisation.

##### Strengths, weaknesses and opportunities

Strengths	Weaknesses	Opportunities
<ul style="list-style-type: none"> <li>- Good experience of Prolinnova–Burkina Faso in PID approach</li> <li>- Existence of a project framework for undertaking the activity</li> <li>- Readiness of INERA researcher to participate in the process</li> <li>- Existence of training on PID and local innovation as a major activity in the project</li> <li>- Existence of collaboration agreement that defines roles, responsibilities and boundaries</li> <li>- Mutual learning experience and framework of collaboration</li> <li>- Existence of local MSPs</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficiency/non-existence of budget for the researcher’s participation in the project</li> </ul>	<ul style="list-style-type: none"> <li>- National leadership to promote local solutions in every domain</li> </ul>

#### **e) Lessons learnt**

The main lessons learnt in this collaborative process between Prolinnova–Burkina Faso and INERA are:

- A collaboration agreement helps define clear and realistic objectives and roles and responsibilities;
- Communication between the researcher and Prolinnova–Burkina Faso must be clear and regular, and communication mechanisms should ensure effective collaboration and understanding of project objectives and requirements;

- Both parties should openly discuss the objectives and expectations of the project and the time and resources needed to achieve them;
- The researcher must be sensitive to local contexts and constraints and in tune with the needs and capacities of local communities;
- A good understanding of local farming systems and traditional farming practices is necessary to identify and implement innovative technologies and farming practices that are appropriate to the context;
- Direct involvement of farmers and local communities in research and innovation is essential to ensure the use and implementation of project results;
- Mutual collaboration and understanding between the researcher and Prolinnova–Burkina Faso is essential for the success of the project;
- Project results are documented and available to all stakeholders and users;
- Strategies need to be defined for continuing and developing the project in the long term in order to ensure that the positive effects of the project are sustained.

Additional information is required to gain more understanding of institutionalising PID in research institutions in order to recommend specific ways for scaling up in this case.

### **Case 3: Engaging for a change: the use of PID as an entry point to engaged scholarship**

*Presented by Ernest Letsoala, University of Venda, South Africa – synthesised by Violet Kirigua*

#### **a) Background and context**

The capacity and preparedness of graduates from local universities in South Africa to deal with the challenges on-farm and support farmers and communities is of concern to the Department of Agriculture (DoA). Stakeholders in agriculture and environment feel that the graduates are not well prepared to face the realities in farm situations and have raised concern that:

- Universities in South Africa should be more engaged with external partners and rural communities;
- They need to network with other partners, the DoA and any other local stakeholder;
- Universities need to produce students who are connected to the realities, challenges, problems and needs of community members and partners;
- In agriculture, partners require students to have some practical farming experiences; graduates are always considered misfits to the realities of the clients.

To address this concern, Prolinnova–South Africa (SA) is working with three universities to promote the PID approach to research namely, the University of Limpopo (UL), the University of KwaZulu-Natal (UKZN) and, more recently, the University of Venda (UNIVEN). With backstopping from Prolinnova–SA, the three universities have integrated PID into their curricula and used the PID approach as resource material in undergraduate course modules as well as in action research for both Honours and Masters Qualifications. The three universities have institutionalised the PID approach to varying extents.

#### **b) Process and activities toward institutionalisation**

Integration of the PID approach into the university curriculum was achieved through various activities organised by Prolinnova–SA. These included:

- PID training-of-trainers (ToT) workshops for local partners (researchers, extension and postgraduate students in action research) conducted from 2004 to 2009;
- Participation of three Prolinnova–SA representatives in the PID international ToT workshop in 2006 on introducing PID into different sectors of the departments;
- Prolinnova–SA participation in the International Curriculum Development Workshop held in Uganda in 2009, which initiated debate on a framework for integrating PID into the curricula of UL and UKZN;
- PID approach trainings to research, extension and postgraduate students;
- Engaging students in the realities on-farm.

These activities led to a purposed commitment by Prolinnova–SA to initiate interventions towards integrating PID into university curricula. UL and UKZN have integrated PID into the curriculum and have introduced chapters on PID in the undergraduate module Introduction to Agricultural Extension. UKZN has also developed modules on PID-related activities in the Humanities. In addition, PID and action research have been incorporated into the newly introduced postgraduate Adult and Non-Formal Education module meant to impart skills in facilitating adult learning. Additionally, UNIVEN has integrated PID into modules on Introduction to Rural Sociology 2<sup>nd</sup> level and Introduction to Agricultural Extension 3<sup>rd</sup> level.

### **c) Effectiveness**

The integration of the PID approach into the university curricula was a collaborative effort of various stakeholders and coordinated by Prolinnova–SA. Stakeholders involved were the universities (UL, UKZN and UNIVEN) and local partners such as the DoA, community-based organisations, farmers and students.

At the undergraduate level, the integration of the PID approach is designed to enable students to explain and describe innovation, innovations and innovators; differentiate between indigenous knowledge (IK) and local innovation; and understand and explain the process as well as why farmers innovate. For postgraduate students, the focus is on action research in pilot sites and joint experimentations with farmers. The action research is tailored to teach approaches to adult learning and recognising farmers' experiences. The approach has exposed the students to the realities of farmers and communities in managing the environment and natural resources. An evaluation report by external reviewers has rated the modules to be fully engaging and giving students the required practical experience.

To strengthen the student farmer engagement, the CP has created office space to host the Eastern and Southern Africa Small-Scale Farmers Forum of South Africa (ESAFF–SA). This is a platform where students interact with farmers. Opening this office has created an opportunity for students to engage with farmers to learn how and why farmers innovate. From this interaction, two students have completed their Masters' degree on ESAFF–SA processes.

To sustain the CP efforts to promote the PID approach and encourage academia engagement, the CAMOSEVHEWA Farmer Innovators Platform was established. CAMOSEVHEWA is an initiative with representation of the agricultural-sector stakeholders in five districts (CA-Capricorn, MO-Mopani, SE-Sekhukhune, VHE-Vhembe and WA-Waterberg) of Limpopo Province. The platform is a forum where farmer innovators, students, academics and partners meet on a monthly basis for identifying local innovation for local partnership. The platform has also facilitated the documentation of local innovations. Two Master's students studying (i) local diets for dairy goats and (ii) reliance on IK systems for management of a wetland have been engaged through this platform.

**d) Challenges, strengths, weaknesses and opportunities concerning the PID institutionalisation process**

Challenges

The main challenges are:

- Inadequate funding for students to support the PID and action research.
- Low support and unwillingness to introduce new changes into existing modules by university administrations.
- Political challenges - the concepts PID and local innovation are not well understood and there are debates around them.

Strengths, weaknesses and opportunities

Strengths	Weaknesses	Opportunities
<ul style="list-style-type: none"> <li>- Leadership by Prolinnova–SA in the institutionalisation process</li> <li>- Buy-in by the universities’ lecturers/champions and the management for integration of the PID approach into curricula</li> <li>- Creation of platforms for interaction and consultations/ networking (office space to host ESAFF–SA for student–farmer interaction; CAMOSEVHEWA platform for academia and farmers fora)</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient policies to guide the integration process</li> <li>- Inadequate financial resources to support the students</li> </ul>	<ul style="list-style-type: none"> <li>- Systematic and gradual introduction of new modules into the curricula</li> <li>- The push by the DoA for the need for students that are in touch with the realities that farmers encounter on the farm</li> <li>- Farmers’/innovators’ willingness to work with academia</li> </ul>

**e) Lessons learnt**

The main lessons learnt regarding institutionalisation of the PID approach in academia are:

- Prolinnova–SA facilitated and backstopped the institutionalisation process at the universities;
- At each university, there were champions that coordinated the process of integrating the PID approach into the curricula;
- Integration of the PID approach into the curricula has been gradual and not wholesale;
- Creation of the office space for ESAFF–SA in a learning institution provided an opportunity for students to interact with farmers;
- Formation of CAMOSEVHEWA created a platform for academia and farmers to engage.

This example is very interesting and opens avenues for expanding it over similar contexts and CPs.

## Case 4: Integrating local innovation and PID into academia: status and lessons for Nepal

Presented by Dharma Dangol, Institute of Agriculture and Animal Science, Tribhuvan University, Nepal – synthesised by Martha Opondo

### a) Background and context

Prolinnova–Nepal exemplifies the possibilities of institutionalising LI and PID into formal systems of learning and research. In an attempt to promote these concepts, the CP has implemented an institutionalisation process that grounds itself in teaching the concepts in institutions of learning and involving students in research on LI/PID. This has been deployed in formal schools and continued to universities. It is envisioned that integrating LI/PID into the curriculum early enough and continuing it through to tertiary level is an effective way of institutionalising and disseminating knowledge. This approach to institutionalisation ensures that LI/PID is part of learning in formal schools beginning at an early age and in university training to prepare professionals with depth and breadth in LI/PID. This process was initiated in the Institute of Agriculture and Animal Science (IAAS) but has since spread to the Institute of Science and Technology and the Faculty of Education, all in the Tribhuvan University. It has also resulted in buy-in of local authorities who have invested in an innovation centre in the municipality school to contribute to promoting LI/PID and to reinforce learning. As a result, human resource capacity has been built at both student and teacher levels, and training and teaching materials developed to support institutionalisation. The lessons from Nepal provide a good example for other CPs in their quest to institutionalise LI/PID.

### b) Process and activities toward institutionalisation

Prolinnova–Nepal has deployed the following initiatives towards institutionalisation of LI/PID:

- At Tribhuvan University, the IAAS has developed courses and units integrated into both graduate and postgraduate courses. Within the MSc degree in Conservation Ecology, a course on Participatory Innovation, Research and Development Studies has been integrated. This course has one practical and two theory credits, which incorporate various topics in LI/PID. These include Local Innovation; Research planning and development; PID initiatives; Networking and partnership, and Ethics, law and advocacy. Practical work includes proposal development by students for research funding and a bibliography on local innovations put together with partners. The students are also expected to produce a documentary film, design a website, collect field data, and conduct mobile camps on ethics, law and regulation all on local innovation. They also hold conferences and seminars in which the local innovators are involved.
- Prolinnova–Nepal has developed curricula for teaching and training at all levels of education. In addition, they have developed resources and training materials as teaching aids for LI/PID, for example, a book titled *Participatory Innovation Development Educational Resource Book* for practical exercises.
- A Local Knowledge and Innovation Research Centre has been established at the IAAS to support research and training in LI/PID.
- Prolinnova–Nepal has also integrated LI/PID into the Faculty of Education, specifically in Biology under the Ethnobiology course in two colleges. They were able to train 20 faculties in the Institute of Science and Technology in 2017. Additionally, they developed human resources in science technology and education and integrated a separate course on “Indigenous knowledge, conservation and innovation” in the Agriculture and Forestry University. The course is offered under a Postgraduate course on Conservation Ecology and involves both theory and practical lessons.

- Integration of LI into the school curriculum from Grade 1 to 8. There are ten units on local curriculum; one unit is Agriculture and LI/PID, which involves both theory and practical lessons. The students learn about the definitions and concepts of LI/PID and documentation of local innovations, and have a chance to interact with local innovators. As part of the practical training, they learn how to implement the local innovation in rooftop gardening.
- Prolinnova–Nepal is creating a foundation for learning about LI/PID right from school and has a book on what to teach about LI and how to do this. Dharma Dangol and his students developed a collection of documented innovations including a story from Uganda.
- Six MSc theses on local innovations have been completed.
- In 2007, Prolinnova–Nepal participated in the development of a curriculum in Senegal on how to integrate PID into education. Already they have succeeded in integrating LI/PID into an agro-eco-tourism course, ethnobiology, conservation and ecological research.

### c) Effectiveness

The effectiveness of integrating the LI/PID approach into formal research, schools and local governmental policy led by Prolinnova–Nepal is remarkable. Some key points are:

- A Local Knowledge and Innovation Research Centre has been set up at IAAS to support research and training in LI/PID;
- The local government has decided to set up an innovation centre at the municipal school.

### d) Challenges, strengths, weaknesses and opportunities concerning the PID institutionalisation process

#### Strengths, weaknesses and opportunities

Strengths	Weaknesses	Opportunities
<ul style="list-style-type: none"> <li>- Prolinnova–Nepal representatives being members of university and research institutions</li> <li>- Strong collaboration of Prolinnova–Nepal and university and research institutions</li> <li>- Good experience in LI/PID approach by Prolinnova–Nepal leaders</li> <li>- Elaboration of curricula on LI/PID approach</li> </ul>	<ul style="list-style-type: none"> <li>- Non-existence of funding for supporting students in integrating LI/PID approach into their research</li> </ul>	<ul style="list-style-type: none"> <li>- Tendency of national recognition of local knowledge relevance</li> <li>- Local government willingness to promote LI/PID approach as part of human capacity building in formal academia</li> </ul>

### e) Lessons learnt

Through collaboration with and support from key stakeholders, Prolinnova–Nepal have been able to integrate LI/PID into education curriculum and convince partners to invest in the process, e.g., establishing an innovation centre in the municipality. They have also been able to develop a number of teaching resources as well as build human capacity by increasing knowledge on LI/PID.

This example of institutionalising the PID approach into research and education can be scaled up as follows:

- Continue building institutional capacity and mobilising teachers and students to document local innovations;
- Mobilise resources and provide funds for faculties and students to support the PID integration process;



- Conduct longitudinal participatory research on local knowledge and innovation development;
- Initiate collaborative work with national and international partners including teachers and faculties to develop educational materials on LI/PID;
- Create opportunities for sharing teaching and research experiences; these can include conferences, seminars and exchange programmes within academia and across countries.

### **Case 5: Powering up farmer-led research: experiences in linking with research and innovation organisations in the UK and the EU**

*Presented by Lisa van Dijk, Eberswalde University for Sustainable Development (HNEE), Germany – synthesised by Jacob Wanyama*

#### **a) Background and context**

This case presents experiences in linking with universities, research institutions and innovation organisations linked to the Farmer-Led Innovation Network (FLIN) in the UK and the EU. In FLIN, 27 UK-based organisations work together to power up and increase the impact of farmer-led innovation initiatives. These organisations include governmental organisations, NGOs, research institutes, the levy board, farmer organisations and agricultural advisory services. They work collaboratively on projects and programmes to advance farmer-led innovation and research across the UK through promoting policy approaches that put farmers in the driving seat and normalise practice-led research, develop support tools and methods for evaluating farmer-led innovation for greater impact and sharing best practice, and support each other to enhance and promote farmer-led research and innovation. This case shows that FLIN not only builds capacities of individuals and institutions but also creates a supportive environment.

Since many universities in the UK still operate in a top-down way, this affects main funding streams for research and academics. FLIN is providing space for the lecturers to apply novel teaching methods that support farmer-led innovation, both in the UK and in the EU. This is in recognition that farmers want questions answered but most agricultural research is not directly addressing these questions. Yet some of the questions farmers ask are leading to great changes in agriculture. Indeed, UK farmers often found the answers through experiences they acquired over generations. Innovative Farmers (a FLIN member) is bringing in formal structures and designs to help farmers implement trials in a way that can enable others to learn. For example, if farmers want to buy and try out a particular seed, funding can be availed, thus taking the risk away and enabling the farmers to do things they would not necessarily do otherwise. By fitting in trials that also fit into commercial practice, those new practices are more likely to be implemented in the future.

#### **b) Process and activities toward institutionalisation**

FLIN members seek to enhance the ability of universities and research organisations to engage in farmer-led research through three pillars that form corners of a triangle, namely, i) enhancing individual and organisational capacity of universities and research institutes; ii) influencing formulation of supportive policy environment; and iii) providing effective innovation support services.

#### *Enhancing individual and organisational capacities of universities and research institutes*

FLIN members promote the value of farmer-led research as a way to making research more impactful by:

- Seeking to change the attitudes and skills of researchers and lecturers to support farmers and handing the leadership to the farmer innovators (“handing over the stick”);

- Providing opportunities for cross learning between academics within organisations through research seminars on participatory research processes and approaches and providing small seed funding;
- Seeking to establish appropriate reward systems for researchers working with farmers;
- Increasing the universities' understanding of the value of practice-led learning;
- Encouraging the universities to provide the space for lecturers to apply novel teaching methods that support farmer-led innovation development processes;
- Integrating problem-based learning and approaches such as Living Labs as part of the curriculum;
- Integrating research activities by and with farmers into the curriculum;
- Promoting PhD studies that include farmer-led research;
- Supporting early-career researchers to engage in participatory research projects;
- Enhancing funders' understanding of farmer-led research including motivating them and evaluating this type of project;
- Promoting appropriate content, process and enquiry in research that increase the capacity of lecturers to use novel teaching methods.

#### Effective innovation support services

NGOs and private-sector actors who are members of FLIN are facilitating the links between farmers and research with the aim of creating awareness about use of PID tools in a way that finds a middle point between the application of the farmer's innovation and ability to give some scientific knowledge. For example, Innovative Farmers:

- Tries to bridge the gap between the research and real practice by enhancing the ability of universities and research organisations to engage in farmer-led research by increasing the availability of capable facilitators of farmer-led research processes;
- Serves as an external facilitator specialised in facilitating innovation processes; the farmers initially come to Innovative Farmers with a question that they want answered; Innovative Farmers then gives them access to researchers who are technical experts in the field and can help develop a protocol that will answer the farmers' question;
- Brings together groups of farmers who have a topic they want to find out more about and links them with researchers to carry out field trials; this provides an opportunity to gain robust data and information, and the farmers benefit from being part of a group of farmers that enables them to talk and share ideas;
- Provides the farmers access to a funding pot for the testing they need to do;
- Motivates teachers to work in this project through availing funding opportunities;
- Supports field trials that fit into commercial practice, making it more likely to be implemented in the future.

#### Facilitating supportive policy environment

FLIN members are not only building the capacities of individuals and institutions but also look at creating a supportive environment. They are working toward the follow:

- Increasing inclusion of funding for farmer-led research as part of mainstream public funding for research and innovation on national and EU level (Research Councils);

- Increasing availability of funding opportunities for farmer-led innovation to motivate teachers to work in this project, for example: i) Projects to Accelerate Adoption (PAA) fund led by Defra (Department of Environment) UK; ii) Food & Rural Affairs piloting the Research Starter competition led by Innovate UK; and iii) EU Horizon Europe and Operational Group funding (promoting a multi-actor approach);
- Building the capacity of funders to understand the value of farmer-led research projects and their monitoring and evaluation.

**c) Effectiveness**

- Researchers are now learning from farmers as they identify things they can offer to the farmers. Farmers often approach researchers with an issue or question they are trying to answer or resolve. Together, they then consider realistically about what they can do, based on the available resources and time to come up with a structured method to answer the farmers’ question/issue. They put all their ideas together and learn from each other.
- FLIN members are mapping and building capacity of the individuals and research institutions at both national and EU levels. FLIN member organisations include, for example, Rural Innovation Support Services, ATTRACTISS (AcTivate and TRigger ACTors) and Innovative Farmers.
- Universities now understand the value of practice-led learning and allow lecturers to invest time in this.
- Intermediaries made up of NGO members of FLIN actively provide facilitation services in both capacity building and resource mobilisation.
- At UK level, FLIN members such as Innovative Farmers have carried out capacity needs mapping, which they are using to provide appropriate support services. In the EU, there is a lot of movement for empowering farmer innovators.
- Some funding opportunities at both UK and EU level exists support farmer-led research. An Operational Crowd funding is promoting action approach.
- Farmers are in knowledge exchange with researchers, thus improving the farmers’ capacity to make evidence-based decisions.
- Farmers now work together as groups, thus learning from each other, especially through WhatsApp groups.
- Since 2012, when Innovative Farmers started, over 100 field labs involve 4–20 farmers in field trials.
- A number of donors in the UK and the EU are availing inclusive funding opportunities for farmer-led research as part of the mainstream public funding for research and innovation.
- FLIN brings together initiatives directly representing farmers involved in farmer-led innovation across the UK, involving directly about 1500 farmers.
- There is now around £2 million of pilot funding from public sources, which is invested in 50+ initiatives to date (see table below).

*Table 1: Funding farming innovation programme / funds per project*

<b>Project</b>	<b>Budget (UK Pounds)</b>
Accelerated Adoption	about 1.5 million
Farmer-Led	about 40 thousand
Industry-Led R&D Partnership	17+ million

Research	1 million
Feasibility Projects	5.5 million
Small R&D Projects	11 million
Large R&D Projects	> 11 million

#### d) Challenges, strengths, weaknesses and opportunities concerning the PID institutionalisation process

##### Strengths, weaknesses and opportunities

Strengths	Weaknesses	Opportunities
<ul style="list-style-type: none"> <li>- FLIN is providing innovation services to farmers, which are highly appreciated</li> <li>- There is strong collaboration between FLIN member organisations with universities and research institutions</li> <li>- Existence of some funding opportunities in support of farmer-led research</li> <li>- Elaboration of curricula on LI/PID approach</li> </ul>	<ul style="list-style-type: none"> <li>- Majority of research and teaching approaches are still top-down</li> </ul>	<ul style="list-style-type: none"> <li>- Willingness of farmers to approach research institutions for collaboration in addressing their problems</li> </ul>

#### e) Lessons learnt

- Enhancing the ability of universities to engage in farmer-led innovation can strengthen their linkage with PID processes; this can be done through building the capacity of these institutions and individuals within them.
- Individuals and teachers need to have appropriate attitude and skills, which are not necessarily in their core skills.
- There is a need for an appropriate reward system for lecturers and researchers in terms of academic performance management and career development to motivate them to engage in PID.
- Motivate teachers and researchers working in these kinds of projects by availing appropriate funding opportunities for farmer-led research.
- Funding organisations should recognise the value of farmer-led research and should have capacity to monitor farmer-led projects effectively.
- Availability of capable facilitators (often done by NGOs) of farmer-led research processes and as intermediary between farmers and formal researchers is key.
- The facilitator should not only make linkages between universities/research institutions and farmer innovators but also identify funding opportunities.
- In such uncertain times, we cannot carry on without making change in the way universities and farmers interact. It is important that farmers get behind the facilitators in chipping in and helping lead the research.
- Creating supportive policy environments and especially funding and how funding is monitored and regulated evaluated in terms of research can enhance the integration of the PID approach.

#### 4.0 Lessons learnt and opportunities for scaling successful approaches

- Collaboration among CP stakeholders is critical for a focused vision and effort in promoting the PID approach. The collaboration helps to rally stakeholders around the common objective of PID institutionalisation, specifying roles and responsibilities and outcomes from the process.
- In all cases presented, champions of the PID approach have played a critical role in spearheading and continuously engaging in institutionalising this approach.
- Project interventions (e.g. stakeholder engagement in the project activities, advocacy activities) have facilitated the process of institutionalising PID; e.g. the SULCI-FaNS and ELI-FaNS projects included deliberate activities promoting institutionalisation.
- Continuous awareness creation and capacity building are essential to build universities' (teachers and students') and research organisations' capacity to institutionalise PID and enhance their ability to engage in farmer-led innovation development processes.
- Institutionalising the PID approach takes time, as it requires a shift in mind-set at the individual level, change in organisational policies and practices, and changes at the systemic level to incorporate conducive policies and regulatory frameworks.
- It is essential to document and create opportunities for sharing experiences in institutionalising PID within education and research institutions in the different regions. Conferences, seminars, webinars and exchange programmes are some of the strategies that can be adopted.
- The creation of stakeholder platforms (e.g. CAMOSEVHEWA) is critical for continuous engagement of stakeholders in facilitating institutionalisation of the PID approach.
- Financial resources and funding for faculties and students are required to support the process of integrating PID into curricula.
- Consideration should be given to an appropriate reward system for lecturers and researchers, without which most of them will probably not be interested to integrate the PID approach.
- Many individuals and teachers do not have the appropriate attitude and skills for adult learning approaches and may require capacity building in this.
- Greater advocacy is needed for funding organisations to understand and recognise the value of farmer-led research and to support farmer-led projects.

#### 5.0 Conclusions

The webinar concluded that:

- There is need to understand the PID concept to enable us to explain it well for the universities and research institutions in which we want to have it institutionalised.
- We need understand the differences between the farmers and their contexts across the regions we are operating in terms of the way we work with them.
- It is important to identify the entry point in terms of the relevant departments and individuals to work with. It is useful to take advantage of an ongoing curriculum-revision exercise.
- It is faster to influence universities compared to research organisations because the latter, in most cases, still has to go through the government.

- To influence policy, we need something to show that what we are advocating for actually works. We should show that farmers are benefiting and are taking the centre stage. They should be seen as co-creators of knowledge and innovation.
- When influencing curricula, it is important to try to find out what part of the syllabus at the university to target concerning content and methodology.

## 6.0 Next steps / Way forward

### Applying the key lessons highlighted from this webinar

- We need to understand the PID concept to enable us to explain it well to the universities and research institutions in which we want to have it institutionalised.
- We should understand that farmers across our regions of operation are not monolithic in their characteristics. Farmers in the UK are different from those in Burkina Faso because of their different contexts, so approaches to bring these different farmers together with researchers will differ.
- We are still trying to understand from different countries that are already influencing curriculum development within universities. The most important aspect is the entry point. We need to start by identifying the focal point (individual) or entry point in the most relevant department and should be clear on how to do this.
- It will probably be faster to influence universities compared to research organisations because the latter – in most cases – have to go through the government, unlike the universities where – once you identify the department that is willing to work with you – you can straight away work on the syllabus. When working on the syllabus, it is easier to work module by module.
- It is useful to take advantage of an ongoing curriculum revision exercise. For example in Kenya, there is currently a revision to a “Competency-based Curriculum”.
- We cannot influence policy if you cannot show that what you are trying to advocate for actually works. Therefore, we need to do a lot of grassroots work in producing evidence.
- In the cases presented, there was a lot from the university perspective about students going out to collect information from the community, writing their thesis and graduating, but very little about how farmers are benefiting from the interaction.
- We need someone who understands research and academia well, and who can facilitate the process of bringing the two together in such a way that both the farmers and the formal researchers benefit. We need to help farmers move from being seen as consumers of knowledge generated far away from them to taking the centre stage in knowledge generation.
- Bringing together research and universities through the PID process is going to strengthen the collaboration between these two entities, which in most countries tend to compete with each other. In the process, they will realise their complementarity as well as that of the farmers.
- We should be careful not to make PID just another academic topic in the university curriculum without practice. The idea should be to change the narrative that farmers cannot do research or experimentation by engaging with farmers in PID.
- CPs that are starting to work with universities should try to find out what part of the syllabus at the university to target concerning content and methodology.

- Documentation of the process is very important. This will allow others to learn from our experiences so as not to make the same mistakes but rather make use of the lessons learned. For example, other CPs can learn from experiences made in the UK, Nepal, Burkina Faso and South Africa.

### **Webinar series**

This was the first of three webinar planned by Prolinnova on “Promoting linkages with universities and research institutions in promoting farmer-led PID”. The next two webinars will build on the outcome of this first webinar:

- The second webinar, planned for August 2023, will focus on “Building capacities within universities and research institutes to create conducive conditions for integrating PID and to stimulate reflection”;
- The third one planned, for November 2023, will focus on “Networking and resource mobilisation to support the process of integrating PID concepts and practices into universities and research institutions”.

### **Contributing to the parallel process of documenting broader aspects of PID institutionalisation**

Concurrent to this webinar series, Prolinnova is also facilitating a process of sharing and documenting experiences on the wider topic of institutionalising PID processes in not only universities and research institutions but also other stakeholder organisations and in policy. The results of this webinar series on linking with universities and research institutions will contribute to enriching the outcome of the parallel process. As an outcome of these two concurrent processes on PID institutionalisation, Prolinnova will be producing a booklet. Cases that were shared in this webinar series will form part of the booklet.

## 7.0 Annexes

### Webinar programme

<i>Time</i>	<i>Presentation</i>	<i>Speaker/responsible person</i>
<b>Session 1: Preliminaries and introduction to LI/PID – Facilitator – Brigid Letty</b>		
12:00 – 12:15 pm	<i>Opening and welcoming remarks</i>	<i>Violet Kirigua</i>
12:15 – 12:25 pm	<i>Overview of LI/PID concepts</i>	<i>Vincent Mariadho</i>
12:25 – 12:40 pm	<i>Q&amp;A/Plenary</i>	<i>Brigid Letty</i>
<b>Session 2: Experiences from African Country Platforms – Brigid Letty</b>		
12:40 – 12:50 pm	<i>Experience in PID process: a farmer’s perspective</i>	<i>Joe Ouko – NYADAGO Farmers, Kenya</i>
12:50 – 13:00 pm	<i>Collaboration of agricultural research in promoting PID: experiences of INRA and Prolinnova–Burkina through the Proli-GEAFaSa project</i>	<i>Hamadé Sigué – INRA, Burkina Faso</i>
13:00 – 13:10 pm	<i>Engaging for change: use of PID as an entry point towards scholarship of engagement</i>	<i>Ernesto Letsoalo – Department of Agricultural Economics and Agribusiness, University of Venda, South Africa</i>
<b>Session 3: Experiences from European and Asian Country Platforms – Brigid Letty</b>		
13:10 – 13:20 pm	<i>Integrating local innovation and PID into academia: status and lessons for Nepal</i>	<i>Dharma Dangol – Institute of Agriculture and Animal Science, Tribhuvan University, Nepal</i>
13:20 – 13:30 pm	<i>Powering up farmer-led research: experiences in linking with research and innovation organisations in the UK and the EU</i>	<i>Lisa van Dijk – Eberswalde University for Sustainable Development (HNEE), Germany</i>
13:30 – 13:45 pm	<i>Q &amp; A / Plenary</i>	<i>Brigid Letty/Jacob Wanyama</i>
13:45 – 14:00 pm	<i>Summary and way forward</i>	<i>Chris Macoloo</i>



## Members of the Prolinnova Webinar Series task team

Name	Affiliation	Responsibilities
Ann Waters-Bayer	Prolinnova IST	Advisor
Brigid Letty	INR, Prolinnova–South Africa, IST POG member	Member and webinar facilitator
Djibril Thiam	AgriBio Services, Prolinnova–Senegal	Member
Jacob Wanyama	Prolinnova ESA Subregional Coordinator	Member
Joe Nchor	ACDEP, Prolinnova–Ghana	Member
Julie Ingram	Countryside and Community Research Institute, Prolinnova–UK	Advisor
Kouété Paul Jimmy	Prolinnova WCA Subregional Coordinator	Member
Lisa Williams van Dijk	Eberswalde University for Sustainable Development (HNEE), Prolinnova–UK	Member
Martha Opondo	KALRO, Prolinnova–Kenya NSC member	Member and note taker
Mawahib Eltayeb Ahmed	NCR Institute of Engineering Research and Material Technology, Prolinnova–Sudan	Member
Vincent Mariadho	World Neighbors, Prolinnova–Kenya	Member
Violet Kirigua	KALRO, POG member for ESA	Member and team coordinator

## List of participants – 1<sup>st</sup> webinar, 19 April 2023

1.	Lisa van Dijk	27.	Brigid Letty
2.	Ann Waters-Bayer	28.	Joe Ouko
3.	Jacob Wanyama	29.	Dharma Dangol
4.	Ibrahima Seck	30.	Kouété Paul Jimmy
5.	Richard Chuene	31.	Julie Ingram
6.	Bangali Siaka	32.	Dell Mamadou Diop
7.	Joe Nchor	33.	Sanchit Dhakal
8.	Sigué Hamadé	34.	Pragya Pokhrel
9.	Kayodé Raoul Balogoun	35.	Bijaya Rauniyar
10.	Domingos Tsucana	36.	Sonika Poudel
11.	Mahuna Nicanor Sinhou	37.	Djibril Thiam
12.	Irène Mitchodigni	38.	Samba Mbaye
13.	Augustin W. Ouedraogo	39.	Baye Yoro
14.	Tezera Getahun	40.	Mpho Tshikororo
15.	Dawit Gebregziabher	41.	Morris Gatheru
16.	Nicole Sarah	42.	Ernest Letsoalo
17.	Romuald Rutazihana	43.	Thabo Makhubedu
18.	George Essegbey	44.	Sohair Shommo
19.	Alioune Cisse	45.	Nageeb Ibrahim Bakheit
20.	Mohammed Tiyumtaba Shaibu	46.	Francis Roger
21.	Franklin Avorny	47.	Abdoulaye Fall
22.	Chris Macoloo	48.	Constantin Kolawolé Hounsinou
23.	Vincent K'mariadho	49.	Viviane Sara
24.	Martha Opondo	50.	Anaby Ndior
25.	Violet Kirigua	51.	Adeline Nsimir
26.	Juliana Mwania	52.	Samuel Atia

## Questions/answers and comments in Chat box

1) **Question from Mohammed Tiyumtaba Shaibu:** My experience working on the farmer-led innovation is that it becomes difficult for farmers to lead the innovation process during experimentation without the researcher having to direct certain aspects of the innovation process. How can it be corrected so that farmers actually take lead?

### Answers:

- **Lisa:** Mohammed, in the UK, we often have external facilitators supporting the process. The facilitators ensure the farmers-lead and get the appropriate support of the researcher.
- **Lisa:** It is often hard if there is no intermediary between farmers and researcher.
- **Ann Waters-Bayer:** People in NGOs often play the role of intermediaries between farmers and formal scientists – facilitating co-design of the research.

2) **Question from George Essegbey:** So, in what form should the linkages between the formal knowledge institutions and the local innovators be? Can we say there ought to be a two-way flow of knowledge between the institutions and the innovators? The researchers learning in the same way as the local innovators?

### Answer

- **Lisa:** George yes that is how I see it as co-learning, co-production of new knowledge based on the knowledge of farmers and academics.

3) **Question from SMART:** Hello everyone. You announced a last Webinar next November. Could you remind us what it will consist of?

4) **Question from Ann Waters-Bayer:** How was this experience of one researcher used to integrate the PID approach into the regular work of his research institution?

5) **Comment from Ann Waters-Bayer:** Thanks, Hamade, for presenting your experience as part of the Prolinnova network. I hope we can work further with you to make this known more widely within the Prolinnova network and beyond.

6) **Comment from Martha Opondo:** Great Ernest! I am happy to note that what you are doing in South Africa is similar to what we have done in Kenya concerning pushing PID to universities.

7) **Comment from Martha Opondo:** I agree Ernest. Starting with module-by-module approach during curriculum revision and developing evidence for policy change is a good entry point.

8) **Question from SMART:** Could we have all these presentations by email? Francis Ntimena, Prolinnova–Cameroon

9) **Comment from George Essegbey:** Prof Dangol, congratulations on the publications for use in the PID courses in your universities. We need the literature to direct the institutionalization of PID in our universities.

10) **Comment from Franklin Avornyoy:** I find the development of textbooks very interesting for teaching at the various levels of education but I am wondering if we have validated the innovations, we are promoting.

- 11) **Comment from Lisa:** Prof Dangol, very nice presentation and lots of similarities in experience with UK in terms of focusing on individual and institutional capacity building and also looking at the wider policy environment
- 12) **Question from Bangali Siaka:** How did they start, what was the gateway for PID and LI?
- 13) **Question from George Essegbey:** Horizon Europe is open to participation from other parts of the world. Is it possible for Prolinnova to think of developing a programme for all the country chapters to participate? Lisa?
- 14) **Question from Franklin Avornyo:** Where does Innovative Farmers get its funding come?

#### Answers

- **Lisa:** This is funded through a trust and the main funding is for a facilitator and some small seed funding to farmers to reduce the risk.
  - **Lisa:** Several other programmes are also funded through different streams from government to NGO.
  - **Dharma Dangol:** Local government can provide funds for research and education. Local, provincial and central government can provide funds for agricultural innovations.
- 15) **Comment from Dharma Dangol:** Thanks Lisa for your in-depth presentation. We need to share our learning with the students.
- 16) **Comment from Martha Opondo:** Thanks Lisa for your synthesis especially on the challenges with support/funding against integration of LI/PID.
- 17) **Comment from Violet Kirigua:** Great insights Lisa on the need for macro and policy environments necessary to promote farmer-led research.
- 18) **Comment from Martha Opondo:** The video nicely brings out the social aspects of LI towards the end; I guess the feeling of community will always be important.