



*PROLINNOVA WEBINAR SERIES*

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

*REPORT ON WEBINAR 3*

***Networking and resource mobilisation to support the process of integrating PID into institutions of agricultural research and higher education***

Held on 7 February 2024

Report compiled by Prolinnova Webinar Series Task Team

## Executive summary

The Prolinnova international network ([www.prolinnova.net](http://www.prolinnova.net)) initiated a series of three webinars to provide an opportunity for its Community of Practice to share experiences in linking with university and research actors in promoting the Participatory Innovation Development (PID) approach. Each webinar focuses on specific aspects. This report is on the third webinar, which took place on 7 February 2024. It involved sharing of and reflecting on experiences within Prolinnova's multistakeholder Country Platforms (CPs) on building capacities within institutes of research and higher education that created conducive conditions for integrating the concept of PID within ongoing research and development processes.

The third webinar's theme was *"Networking and resource mobilisation to support the process of integrating PID into institutions of agricultural research and higher education"*. It provided an opportunity to learn about how a Prolinnova partner in Senegal has implemented a networking strategy and process toward institutionalising PID among the stakeholders in agriculture research and development (ARD) in that country.

The presentation of this case was followed by a panel discussion facilitated by Brigid Letty, a member of the Prolinnova International Support Team. The panellists were:

- *Al-Shefa Abdel Gadir Hassan* from Sudan University of Science and Technology, former Director, UNESCO (United Nations Educational, Scientific and Cultural Organization) Chair of Human Science and Technology, Khartoum, Sudan; currently a consultant in the UNESCO office in Sudan for Science, Technology and Human Development for Community Education;
- *Martha Opondo*, from the Prolinnova CP in Kenya and the Kenya Agricultural and Livestock Research Organization (KALRO); and
- *Augustine Ouedraogo* from Réseau MARP and coordinator of Prolinnova–Burkina Faso.

The panellists responded to two questions:

- i) How is networking supporting the integration of PID?
- ii) How has resource mobilisation from different sources led to the integration of PID into education and research organisations? This was an opportunity for the participants to discuss and share their respective experiences supported by an able team of panellists.

Four lessons learnt from Webinar 3 are: i) The opportunities offered by initial projects can be used to create a network of relevant actors for institutionalising PID; ii) Building a strong network of local actors within the CPs provides the opportunity for mobilising resources and continued support to PID even in the absence of external funding; iii) It is important to identify key people within partner organisations as entry points for institutionalising PID; and iv) Exploiting every possible opportunity for communicating and disseminating local innovation as a means of advocacy and policy influence is likely to help inspire target actors to institutionalise PID.

## List of acronyms

ACDEP	Association of Church-based Development Projects
ARD	agricultural research and development
CP	Country Platform
ENSA	<i>École Nationale Supérieure d'Agriculture</i> / National College of Agriculture
IST	International Support Team
KALRO	Kenya Agricultural and Livestock Research Organization
LISF	Local Innovation Support Fund
MSP	multistakeholder platform
NGO	nongovernmental organisation
NRM	natural resource management
NSC	National Steering Committee
PID	Participatory Innovation Development
PM&E	participatory monitoring and evaluation
PROFEIS	Promoting Farmer Experimentation and Innovation in the Sahel
Proli-GEAFaSa	<i>Promotion de l'innovation locale dans la Gestion de l'Eau en Agriculture Familiale au Sahel</i> (Promoting local innovation in water management by family farmers in the Sahel)
Prolinnova	Promoting local innovation in ecologically oriented agriculture and natural resource management
UNESCO	United Nations Educational, Scientific and Cultural Organization

**Table of contents**

- 1.0 Background and context..... 1
- 2.0 Approach to webinar organisation process..... 1
- 3.0 Synopsis and analysis of PID institutionalisation case ..... 2
  - 3.1 Senegal case: Promoting the PID approach in an agricultural college ..... 2
  - 3.2 Panel discussion ..... 5
- 4.0 General lessons learnt..... 8
- 5.0 Way forward..... 8
- 6.0 Annexes..... 9

## 1.0 Background and context

The Prolinnova network, through its partners spread across Africa, Asia and Europe, promotes local innovation processes in ecologically oriented agriculture and natural resource management (NRM) using a farmer-led multistakeholder Participatory Innovation Development (PID) approach. The PID approach aims to strengthen small-scale farmers' capacities to innovate in food production and NRM, in collaboration with other actors in the food system, through farmer-led joint experimentation and other forms of research in a process of co-creation and documentation. To ensure sustainability, the network and its partners have been working toward integrating this approach into mainstream research, development and education institutions. The PID approach seeks to empower farmer innovators – women and men – to take the lead in setting the research agenda. This provides the opportunity not only in defining the research question but also – of equal importance – in deciding about access to and management of resources that support the farmers' joint activities with staff members of agricultural research and development (ARD) institutions. However, current ARD funding mechanisms that are intended to encourage participatory research and development are usually held by governmental ARD institutions, with farmers often feeling no ownership. This problem is compounded by the fact that research funding made available by organisations in developing countries is very limited. UNESCO data show that, between 2014 and 2018, countries in sub-Saharan Africa allocated only around 0.4% of their GDP to research. In instances where funds are provided by organisations in the Global North for research in developing countries, the agenda setting is often skewed towards priorities set by the donors.

There is therefore a need to find alternative ways of mobilising resources for research that are accessible to and controlled by farmer researchers and the local agencies supporting them. Prolinnova has been experimenting with alternative funding mechanisms geared toward providing access to resources for the PID process in the form of Local Innovation Support Facilities (LISFs). Such an approach depends upon networking among different stakeholders to facilitate this alternative model and to find country-internal funding and in-kind sources to continue it, in close collaboration with universities and research institutes. Networking for resource mobilisation should not only go toward enabling farmers and other actors to implement the PID process but also toward supporting sustainable institutionalisation of the PID approach. LISFs would be part of this institutionalisation as they empower the farmer innovators to make decisions not only on the research question but also on how resources are allocated to farmer-led joint experimentation and dissemination of the results.

The current webinar reflected on how networking and resource mobilisation have supported the process of integrating PID concepts and practice into universities, and research institutions. It is the third in the Prolinnova-initiated webinar series aimed at providing opportunities for the Prolinnova Community of Practice to learn from each other about various thematic areas regarding the PID approach. The first webinar focused on PID concepts, while the second was on capacity building.

The webinar's theme was *“Networking and resource mobilisation to support the process of integrating PID into institutions of agricultural research and higher education”*. It provided an opportunity to learn about how a Prolinnova partner in Senegal has implemented a networking strategy and process toward institutionalising PID among ARD stakeholders, specifically in a college of agriculture. This offered an opportunity for the webinar participants to discuss and share their related experiences, supported by an able team of panellists.

## 2.0 Approach to webinar organisation process

This third webinar was planned and implemented by a task team composed of members from Country Platforms (CPs) in Eastern, Southern and West Africa, with backstopping by the Prolinnova

International Support Team (IST). The task team held a series of planning meetings to identify and decide on the speakers and the topics of their presentations, the programme, the webinar participants, the invitation process and the nature of their participation, including the presentation formats. As in the previous webinars, the webinar date and its theme were announced through the Prolinnova Google Group, and the CP coordinators were asked to encourage participation from within their respective CPs.

The webinar allowed sharing experiences and reflecting within the CPs on how their efforts to network and mobilise financial resources in collaboration with universities and research institutes have created conducive conditions for putting the PID concept into practice within the formal research and development processes. The CP in Senegal shared its experiences in this regard. This was followed by a panel session with CP members from Burkina Faso, Kenya and Sudan. As in the previous webinars, time was a challenge caused by the need to translate the English-language presentations into French and Portuguese. Djibril Thiam (Senegal) made the opening remarks, while IST member Ann Waters-Bayer (in place of Chesha Wettasinha) spoke briefly about the next steps.

### **3.0 Synopsis and analysis of PID institutionalisation case**

#### **3.1 Senegal case: Promoting the PID approach in an agricultural college**

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

Prolinnova–Senegal was established in 2007, with the objective to promote local innovation in the management of natural resources and ecological agriculture. Membership includes universities, advisory services, nongovernmental organisations (NGOs) and community-based and farmer organisations. Its specific objectives are:

- To build capacity within agricultural research institutions, advisory services, NGOs and community-based organisations to provide effective support for farmer-led experimentation and innovation;
- To accelerate the spread of technical and organisational innovations focused on sustainable and environmental conservation of resources to improve livelihoods and household food security.

Within Prolinnova–Senegal, PID processes were aimed at developing new things and ways that work (successful innovations) in interaction between rural people, research and advisory service providers. The basic principle of PID is that the local, situational and often more intuitive knowledge of villagers and the formal knowledge of scientists (researchers or other subject matter specialists) are combined to experiment on local innovations.

##### **b) Networking strategy and process toward institutionalising PID in Senegal**

This initiative to institutionalise PID at the *École Nationale Supérieure d'Agriculture* (ENSA / National College of Agriculture) was developed following the implementation of two phases of innovation-promotion programmes: PROFEIS (Promoting Farmer Experimentation and Innovation in the Sahel) Phases 1 (2007–09) and Phase 2 (2010–12), with financial support from the German NGO Misereor. Specifically with respect to institutions of higher education, the aim of the CP was to give students a good understanding of local innovation and PID so that some of them could write their dissertations on this topic.

The main activities carried out during these two phases were: (i) training the various actors (researchers, agricultural advisors and farmers) in the “farmer innovation and experimentation” approach, including participatory monitoring and evaluation (PM&E), (ii) analysing innovations and

innovators, (iii) joint experimentation (valorisation and improvement) and (iv) capitalising on and disseminating the project's results. These were operationalised through:

- Establishing a national Prolinnova multistakeholder platform (CP)
- Diversifying membership during expansion of the CP to include representatives of training structures
- Inviting teacher-researchers and trainers to join during implementation of activities
- Organising exchange/field visits
- Involving teacher-researchers during identification and characterisation of local innovations and during joint experimentation
- Presenting the approach to training institutes by farmer representatives;
- Courtesy visit to the authorities of member training institutions by a Prolinnova team composed of Djibril Thiam (CP coordinator), Assane Guèye (PROFEIS programme manager) and Jean-Marie Diop (PROFEIS backstopper).
- Proposing the approach to teacher-researchers as training modules.

### **Concrete examples of the PID process with involvement of students in joint experimentation**

The following steps were taken to implement this initiative:

#### ***Stage 1: Informing and raising awareness among students through a joint experimentation process***

- Joint experimentation on one of the local innovations identified (planting mango in *Nguiguis* bush) was done and characterised during the two phases of PROFEIS.
- It involved training farmers in *Nguiguis* production and planting techniques, testing the behaviour of *Nguiguis* on the main types of soil in the area and, finally, evaluating the effect of *Nguiguis* on the mango tree.

The diverse actors involved in this process were farmers, researchers from the Universities of Thiès and Cheikh Anta Diop in Dakar, associated teacher-researchers, the Agricultural and Rural Council, NGOs, the Water and Forestry Service and college students.

#### ***Stage 2: Selection of students interested in training in the PID approach***

Following the field visits during the phases of joint experimentation, a list of students interested in the concepts and principles of PID was drawn up. They were registered to follow a modular training course on PID. The steps were the following:

- Brainstorming on the issues to be explored with the farmers
- Drawing up the experimental protocol
- Setting up the experimentation system
- Regular data collection
- Exploitation and analysis of the data collected
- Capitalising on and sharing results.

#### ***Stage 3: Development, selection and delivery of training modules***

- Module design
- Selection of modules by National Steering Committee (NSC), which includes professors

#### ***Stage 4: Course with the modules and moderation***

- The modules were facilitated by Ibrahima Diédhiou, Professor at the University of Thiès and Chair of the NSC of Prolinnova–Senegal.
- Facilitation methods included brainstorming with visual aids and group work.
- Participants were encouraged to demonstrate a practical PID facilitation session.

**Table 1: Course modules and design**

Topics	Modules	Content
<b>Comprehension of PID process</b>	Concepts of farmer/ local innovation	- Concepts of 'invention', 'innovation', 'local innovation', 'farmer innovation' and 'farmer innovator'
	Basics of PID	- Understanding PID as a broad-based approach that addresses not only technical innovation but also socio-organisational aspects such as networking, communication, planning, management, social organisation, etc.
<b>Framework and methodology of PID process – 1</b>	Identifying farmer/ scientist innovations	- Techniques for identifying innovators, including their own experiences
	Studying farmers' innovations/experiments	- Innovations or experiments carried out by farmers and their importance - Reinforcing learners' skills in discovering the farmers' logic - Strengthening farmers' experiments
	Joint criteria for selecting useful innovations to be disseminated or further developed	- Developing criteria for selecting useful innovations - Considering community/local criteria to select innovations that have value for local livelihoods - Methods for screening and finding the most valuable innovations
<b>Framework and methodology of PID process – 2</b>	Designing experiments, planning activities and recording data	- Collecting priority ideas, which are developed into experiment sheets with activity plans and data-recording books - Developing a documentation system including experimentation sheets, activity plans and data-recording books - Demonstrating the importance of putting ideas and plans on paper in a standard form so that they can later be compared, analysed and properly documented
	PM&E of PID experiments	- Familiarising learners with the tools for PM&E of PID experiments - How to set up a recording and evaluation system
	PID documentation	- Process of documenting the PID process

**Resource mobilisation strategy and funding sources for PID institutionalisation activities**

The resources mobilised came from the PROFEIS project and was utilised to support the logistics for meetings, workshops to develop and adapt modules, participant per diems and transport, among other items. In the spirit of cost sharing, member organisations in the network bore the costs of institutionalising the approach such as transport for monitoring missions, student travel and curriculum development (universities, NGOs, farmer organisations), classrooms (training institute).

The cost-sharing approach to networking and resource mobilisation was enabled by the shared Vision, Mission and Objectives of the CP members and their common understanding of the approach.

**c) Effectiveness in institutionalising PID**

Changes generated by the initiative:



- Creation of a department called Scientific Research, later renamed the Division of Scientific Research and Innovation (DRIS), headed by Professor Diédhiou
- Effective institutionalisation of the PID approach through visits by Jean Marie Diop (backstopper from the IST), who convinced ENSA's managers that teaching of PID to students should be continued and students should continue to identify local innovations and engage in joint experimentation with farmers
- Increasing interest expressed by teacher-researchers in PID and local innovation
- A webinar on "Promoting agricultural innovation for food security and farmers' income" ([https://drive.google.com/file/d/1AJ\\_OadSlv4iIJF3nGCbhtyFosseY1T8R/view](https://drive.google.com/file/d/1AJ_OadSlv4iIJF3nGCbhtyFosseY1T8R/view)) was organised by Ibrahim Diédhiou on 26 January 2022.

#### d) Strengths, weaknesses and opportunities

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>
<ul style="list-style-type: none"> <li>• Prolinnova–Senegal CP was already established with members trained in recognising local innovation &amp; facilitating PID</li> <li>• PROFEIS project, which was able to fund some activities</li> <li>• CP was drawing from successes of the PROFEIS project, which provided an evidence basis on local innovation and PID</li> <li>• CP had sites for practical learning, where students and other stakeholders could gain practical experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited funding for scaling up</li> <li>• The authorities do not have a PID-friendly policy.</li> <li>• The state's agricultural policy is still based on conventional farming.</li> </ul>	<ul style="list-style-type: none"> <li>• CP members had allies in the institutions they were targeting.</li> <li>• The institutions targeted had funds that they agreed to channel toward cost sharing.</li> <li>• The concept of PID was related to the subjects of interest in the institutions of higher learning, making it attractive and easily acceptable for incorporation into the curriculum.</li> </ul>

#### e) Lessons learnt

- It is important to have allies in the structures for successful institutionalisation.
- Development of good, well-structured modules helps in institutionalising PID in institutions of higher learning.
- Sites for practical application and experimentation are key in the learning process.
- It is important to plan well in a manner that takes account of farmer innovation and experimentation over time.
- Convince the learning/research organisations to commit some funds to cover certain expenses.
- It is important to take into account subjects and themes that will be of interest to the lecturers and students.
- Co-construction of curricula/research programme by ARD actors including farmer innovators, academics and researchers is key in fostering acceptance of the approach.

#### 3.2 Panel discussion (compiled by Jacob Wanyama)

The panel discussion was facilitated by IST member Brigid Letty, who started by asking the three panellists present to introduce themselves. These were:

- *Al-Shefa Abdel Gadir Hassan* from Sudan University of Science and Technology, former Director, UNESCO Chair of Human Science and Technology, Khartoum, Sudan, and currently a consultant

in the UNESCO office in Sudan for Science, Technology, and Human Development for Community Education;

- *Martha Opondo*, from the Prolinnova CP in Kenya and the Kenya Agricultural and Livestock Research Organization (KALRO); and
- *Augustin Ouedraogo* from Réseau MARP and coordinator of the Prolinnova CP in Burkina Faso.

Brigid noted that one of the panellists, *Ernest Letsoalo* from University of Venda, South Africa, could not be present.

After the introductions, Brigid screened a summary of the two discussion questions and asked each of the panellists to respond. The questions were:

What examples can you share regarding the following?

- 1) Networking supporting the integration of PID
- 2) Resource mobilisation from different sources leading to integration of PID into educational and research organisations.

**With respect to networking and PID integration**, *Al-Shefa* noted that networking serves to stimulate generation of new ideas and curiosity between the students within the university and research centres. She noted that this fosters cooperation between the network and innovation research teams, for example, the collaboration between supervisors at the university or research centre or the Ministry of Higher Education. Networking and collaboration encourages participation in research funded by the Ministry of Higher Education, providing training and modules that help the sustainability of the innovations and the research results. Al-Shefa gave the example in the research centres of the UNESCO Chair of Human Science and Technology, Sudan, where they do many of these types of networking and collaboration. A specific example is the collaboration in medical research on medical and aromatic plants in South Darfur and North Darfur, where traditional practitioners are benefiting from this research by obtaining medicines and perfumes from natural medicinal and aromatic plants of which they were not aware.

*Martha* defined networking as keeping communication lines open and making use of opportunities that arise to share whatever one has and listening to what the other has. She gave an example where Prolinnova–Kenya used the contacts they already had in educational institutions to share what they had and listen to what the institutions had. Specifically, they shared with the Jaramogi Oginga Odinga University of Science and Technology about PID and their interest to institutionalise it. It was during this presentation that they came to know that the university was planning to review its curriculum. In discussion, both the university and Prolinnova–Kenya coordinator and NSC members realised that they could use this opportunity to institutionalise PID. They had already worked together during their normal research and other activities at the university. In addition, their association with Maseno University helped them to learn that the entry point for having PID integrated into the university system would be through the curriculum review. They are now using that point to leverage on other institutions that could also integrate PID. She concluded that there was no magic in networking but it is just about seeking opportunities to talk to and listen to each other and, in the process, find areas of mutual interest to promote jointly. Such opportunities are always arising; one just needs to be on the lookout whenever there is an opportunity for presenting Prolinnova’s approach. In this case, the CP was just lucky that, during the presentation, some people in the audience were doing some work on farmer innovation and were able share their experiences. They also learned that the issue of farmer innovation had been picked up by some international research organisations such as CIAT.

*Augustin* added that the main point in networking for integration of PID is to map the actors especially from the university and research. In Burkina Faso, they could not target all the

stakeholders at the same time. Therefore, they identified only one pilot university or research institution with which to collaborate. It is very important to sign a Memorandum of Understanding (MOU) between the collaborating entities that defines the goals, objectives, expected output and responsibilities of the actors involved. Regular communication is also very important. Establish a communication platform where the actors can meet regularly to interact and work on a good-quality proposal for joint activities.

**With respect to resource mobilisation and PID integration**, *Al-Shefa* pointed out that research requires a qualified and inventive supervisor to lead effectively and work well with the research team. The other resource is providing Internet communication equipment. She said most of the researchers in rural areas do not have access to the Internet or mobile equipment such as laptops. Field research and the innovation development process will need such type of resources. Access to papers and libraries in research institutions is also an important aspect. She gave an example of Sudan, which previously was lucky to have such resources but, with the current civil war, the entire university infrastructure has been destroyed. Sudan had 405 universities, which were well equipped with libraries (physical and electronic) and had resources for research and innovation development, but they no longer have this. She emphasised that providing materials required in innovation development processes is crucial. Institutions in Sudan sometimes have funds from international organisations that collaborate with manufacturing industries to fund innovations related to their industrial interests. Universities, research centres and the Ministry of Higher Education innovatively mobilise resources to support PID by involving such international organisations and local industries to give them materials and local funds.

*Martha* stated that resource mobilisation is closely linked to networking and collaboration, because sometimes it is in this way that one gets to use resources that one might otherwise have not been able to access. She noted that the most important resources are human resources. It is how many people in one's network understand PID, since many stakeholders do not easily understand it. Most people find it difficult to embrace PID, as they are used to taking control of the process and being in the forefront. However, the PID process wants farmers to be in the forefront. Therefore, one of the most important things is mobilising human resources. This means building the capacity and the understanding of as many stakeholders in your network as possible. Sometimes one may need to use the traditional way of raising resources through proposal writing to be able to carry out the training workshops and the collaborative work with those you want to bring into the PID process. In the absence of such an opportunity, one has to be innovative in coming up with alternative ways of being able to do PID. She gave an example where Prolinnova–Kenya had not factored in the costs of the public participation required by the Commission of High Education to be able to present their case of incorporating PID into the revised curriculum. However, they incurred no costs because quite a number of stakeholders that attended the dialogue meeting knew something about local innovation and PID. In conclusion, *Martha* emphasised that, even though the traditional way of mobilising resources remains writing funding proposals, it is important to look for possibilities of leveraging on what partners already have.

*Augustin* shared three main points about resource mobilisation. The first one was capacity building, which he stated should be a continuous process to enable the actor to be better qualified for working in PID processes. The second was to reinforce the need for transparency in resource utilisation so that the partners involved could be available to continue the process. The third point was the need to generate evidence. PID activities should provide evidence that the approach works and was viable in order to facilitate mobilisation of resources locally or internationally. He gave an example from Burkina Faso, where the local multistakeholder platform (MSP) in a location where Proli-GEAFaSa (French acronym for promoting local innovation in water management in family

farming in the Sahel) is working used to broadcast their work on local radio and stopped because of lack of funds after the end of the project. When the local mayor inquired, why they had stopped and for what reasons, he agreed to provide funds to them to be continue the broadcasting. This was because of the confidence that the MSP team had established with the mayor. The local district government in that location helped to work further on PID work.

#### **4.0 General lessons learnt**

The general lessons learnt from Webinar 3 are as follows:

- Use the opportunities offered by initial projects to create a network of relevant actors for institutionalising PID, as in the case of the PROFEIS project in Senegal to institutionalise PID in higher education.
- Building a strong network of actors within the platform determines its ability to continue supporting PID even in the absence of external funding.
- Relying on usual partner organisations in the local context – and key people within these organisations – is an entry point for institutionalising PID.
- Local actors such as local administrations can be key in mobilising local funding for the institutionalisation and sustainability of PID initiatives. This is the example of the Mayor of one of the learning areas in Burkina Faso, who took the initiative of financing the broadcasting of PID radio programmes previously produced with local innovator groups, after the end of the project.
- Exploiting every possible opportunity to communicate about local innovation and to disseminate local innovations as a means of advocacy and policy influence is likely to help inspire target actors to institutionalise PID.

#### **5.0 Way forward**

This was the third of three webinars planned by Prolinnova on linking with universities and research institutions in promoting farmer-led PID (see reports on Webinar 1 [here](#) and Webinar 2 [here](#) on Prolinnova website). The focus of this third webinar was on “Networking and resource mobilisation to support the process of integrating PID concepts and practices into universities and research Institutions”, where we heard and discussed a case of integrating PID into an agricultural college in Senegal and drew lessons from this and other experiences of the webinar participants.

Please note that, concurrent to this webinar series, Prolinnova is also facilitating a process of sharing and documenting experiences in institutionalising PID processes in governmental organisations and NGOs. The case studies presented in this webinar series on linking with universities and research institutions will be compiled together with the case studies produced in the parallel process of documenting PID institutionalisation in these other types of ARD organisations, to be published together in Prolinnova’s booklet series. One case from the parallel process (about institutionalisation of PID in an NGO and a government advisory service in Ghana) has already been shared as Prolinnova Working Paper 38 (see [English version](#) and [French version](#) on the Prolinnova website). Details about other case-study documentation and related webinars and the booklet publication will be communicated in due time.

## 6.0 Annexes

### Annex 6.1: Webinar programme

**“Networking and resource mobilisation to support the process of integrating PID concepts and practices into universities and research institutions”**

Time (CET)	Presentation	Speaker/responsible person
<b>Session 1:</b> Preliminaries and introduction to Webinar 3 – Facilitator: Djibril Thiam		
12:00–12:15	Welcoming remarks	Djibril Thiam ( <i>Senegal</i> )
	Opening remarks	Jacob Wanyama ( <i>Kenya</i> )
<b>Session 2:</b> Experiences from Prolinnova initiatives to strengthen capacity in PID within institutions of agricultural research and higher education		
12:15–12:35	<b>Speaker 1:</b> Case study (Senegal experience)	Assane Guèye ( <i>Senegal</i> )
12:35–12:45	Q&A/Plenary	Facilitator: Djibril Thiam
12:45–13:45	<b>Panel discussion</b> – Networking and resource mobilisation to support the process of integrating PID into institutions of agricultural research and higher education	Al-Shefa Abdel Gadir Hassan ( <i>Sudan</i> ), Assane Guèye ( <i>Senegal</i> ), Augustin Ouedraogo ( <i>Burkina Faso</i> ), Martha Opondo ( <i>Kenya</i> ), Ernest Letsoalo ( <i>South Africa</i> ); Facilitator: Brigid Letty ( <i>South Africa</i> )
<b>Session 3:</b> Summary and way forward		
13:45–14:00	Summary and way forward	Chesha Wettasinha (Prolinnova International Support Team); replaced by Ann Waters-Bayer

## Annex 6.2: List of participants

	Name	Organisation / CP
1.	Abdou Thiam	Prolinova-GEAFaSa project coordinator, Prolinova–Sénégal
2.	Ann Waters-Bayer	Prolinova International Support Team, Germany
3.	Arnaud Campaoré W	Farmer-led Research Networks (FaReNe) III, Burkina Faso
4.	Augustin W. Ouedraogo	Réseau MARP, Prolinova–Burkina coordinator
5.	Alvim Cossa	Centre for Theatre of the Oppressed (CTO), Prolinova–Mozambique
6.	Assane Guèye	Senegal
7.	Bangali Siaka	Farmer-led Research Networks (FaReNe) III, Burkina Faso
8.	Brigid Letty	Prolinova International Support Team and Prolinova Oversight Group, Prolinova–South Africa
9.	Chesha Wettasinha	Prolinova International Support Team, Netherlands
10.	Conrad Weobong	University of Development Studies, Prolinova–Ghana
11.	Foster Baba Awuni	ACDEP, Prolinova–Ghana
12.	Francis Ntimena	Prolinova–Cameroon
13.	Gilda Fafitine	Independent, Prolinova–Mozambique
14.	Hamadé Sigue	INERA ( <i>Institut de l'Environnement et de Recherches Agricoles</i> ), Prolinova-GEAFaSa, Burkina Faso
15.	Jacinta Nekesa Nangabo	Environmental Alert, Prolinova–Uganda
16.	Jacob Wanyama	Prolinova Subregional Coordinator in Eastern & Southern Africa, Kenya
17.	Jean-Marie Diop	Friend of Prolinova, Belgium
18.	Joe Nchor	ACDEP, Prolinova–Ghana, project coordinator
19.	Kouété Paul Jimmy	Prolinova Subregional Coordinator in West & Central Africa, Benin
20.	Martha Opondo	KALRO, Prolinova–Kenya
21.	Mawahib Eltayeb Ahmed	National Center for Research, Prolinova–Sudan coordinator
22.	Rajaa Mahmou	Sudanese Organization for Agricultural Extension and Rural Development (SOAERD), Prolinova–Sudan
23.	Romuald Rutazihana	Independent, Prolinova–Mozambique (translator)
24.	Saada Elmahi	National Centre for Research, NSC member, Prolinova–Sudan
25.	Samuel Atia	Prolinova–Ghana coordinator, ACDEP
26.	Vincent Mariadho	Prolinova–Kenya coordinator, hosted by World Neighbors
27.	Violet Kirigua	Kenya Agricultural and Livestock Research Organization, NSC Prolinova–Kenya