



PID Training of Trainers Workshop
Centre Mampuya, Toubab Dialow, Senegal
7 to 17 July, 2025



Photo: Augustin Ouedraogo

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Workshop summary

This Training of Trainers workshop was focused on capacitating participants to facilitate trainings for facilitators in local innovation (LI) and participatory innovation development (PID), as well as associated topics such as institutionalisation and policy advocacy. The workshop was held at Mampuya Centre in Toubab Dialow in Senegal from 7-17 July 2025.

The participants of the workshop were selected from the Prolinnova Country Platforms (CPs), namely Scholastica Atarah from Prolinnova-Ghana, Jackson Kadiaka from Prolinnova-South Africa, Martha Opondo from Prolinnova-Kenya, Augustin Oudraogo from Prolinnova-Burkina Faso, Oumi Ndiaye (Prolinnova-Senegal), Abdou Thiam (Prolinnova-Senegal), Paul Jimmy as Subregional Coordinator (SRC) from West and Central Africa (WCA) platform, , and. (see Annex 1)

The training was facilitated by Djibril Thiam (CPCoordinator for Prolinnova-Senegal), Maggie Rosimo from Prolinnova-Philippines, Chesha Wettasinha and Brigid Letty, members of the Prolinnova International Support Team (IST).

The content of the training included sessions on clarification of concepts and assignments on delivery of concepts in a training mode:

Day 1: Introduction to the workshop, to participatory training, to the concept of participation and to selected tools for participatory rural appraisal (PRA).

Day 2: Concepts of LI, multi-stakeholder partnerships (MSPs) and agroecology (AE).

Day 3: Concepts of PID, integration of gender into PID, local innovation support facilities (LISFs) and participatory monitoring and evaluation (PME). The assignment for the field work was explained

Day 4: Fieldwork day visiting two local innovations related to desalinating water and reducing the salinity of the soil at an AgriBioServices field site at Kaolack.

Day 5: Participants finalised and shared their field work assignments and undertook an exercise on PME based on the innovations from the field trip, and reflected on lessons based on the process aspects of the fieldwork (i.e. sharing of facilitation and documentation roles). They continued with session on documentation which included an assignment related to farmer-led documentation.

Day 6: Training was restricted to a half day as it was Saturday. It included feedback from the documentation exercise, inputs from Chesha on farmer-led documentation, and some topics that had been parked from previous days were covered including a few more PRA tools.

Day 7: Concept of institutionalisation and a related assignment. Chesha shared a video about a PID process modifying equipment by a farmer innovator in South India, clarified the concept of policy influencing, and planned for the fieldwork the next day.

Day 8: Field work day that included visits to the University of Thies and FENAB, which is a federation of farmer associations and organisations. The purpose was to explore institutionalisation of LI/PID within these organisations and to do a related assignment.

Day 9: Groups gave feedback on their institutionalisation0-related field assignments. Then the participants worked in pairs to develop context-specific PID training plans, and gave their feedback.

Day 10: This was the last day of training and was a half day. The participants were asked to define activities each of them would use to share their experiences with other colleagues and in their work places. Tools that could be used for workshop evaluations were shared – including mood meter,

spider diagram and a questionnaire to assess level of learning amongst participants. The participants engaged in evaluation of the workshop using these tools, followed by closure of the workshop.

On each day the participants used different methods of doing recaps and daily evaluations. They also took turns doing energisers throughout the training. The feedback from the participants was very positive and the facilitators also highlighted that they too had opportunities for learning and felt like co-learners in the process.

Day 1 of the Workshop

Introductory session

Djibril Thiam welcomed everyone to the workshop. Introductions were facilitated by Chesha using a tool called the 'river of life', where each participant prepared a poster showing key events in their lives and then shared it with others, highlighting some events that were pivotal in their lives. Translation was provided by Sokhna Ndiaye.



Figure 1: Overview of inputs from the participants, including the facilitators.



Figure 2: Rivers of life prepared by Scholastica and Martha showing use of colour and symbolism.

Chesha ran through the programme for the day after allocating recap and daily evaluation roles to participants

What is participatory training?

Maggie Rosimo facilitated the session, dividing participants into three groups, two being Francophone (Oumy and Paul; Augustin and Abdou) and one being Anglophone (Martha, Scholastica and Jackson). They were given a number of cards representing characteristics of training and had to allocate them either to child/traditional learning or to adult learning. Then Maggie sought feedback from the groups on the reasons for the allocations that they had made. The exercise was done using the floor as the classroom.



Figure 3: Maggie facilitating a discussion about how child learning differs from adult learning processes.



Figure 4: Exercise used to allow self-exploration of learning characteristics.

Some trainees identified their own weaknesses in terms of using appropriate methods when delivering training – Paul Jimmy in particular highlighted that he recognises the need to transform his training approach from more traditional methods to more participatory ones. Chesha highlighted that the approach we use is designed to get people to learn to think, rather than rote learn. Martha highlighted that even though we know about adult learning, we often fall back into the traditional teaching methods. This is also why we need to learn new tools to support application of adult learning. Maggie pointed out that some learning methods we've learnt so far include the 'river of life' and the sharing of expectations on cards. Scholastica pointed out that with these methods, you don't need to know everything, but have tools that can stimulate others to learn using their own experiences

Maggie said that adult learning with such tools transfers the power from the trainer to the participants. The tools also allow all the trainees to provide their input.

Jackson highlighted that this was the session that he particularly was interested in learning about and would draw on it for when conducting training back home.

Chesha mentioned about Paulo Freire, who talked about the concept of conscientisation or emancipation (for empowerment of the oppressed so that they participate in the process of their own development – i.e. *self-determination*) that undergird participatory approaches.

Participation

Chesha initiated an exercise using a word cloud, asking everyone to add words to the cloud that relate to the term 'participation'. Each person who came to the front had to give the pen to another person whom they selected.



Figure 5: A word cloud where participants give terms related to 'participation'.

Chesha asked why it is necessary to give voice/ power to the farmers. Some responses were that for too long researchers have been engaged in extractive research without involving farmers, although farmers understand better than anyone else about their problems, situations and even solutions to challenges they face.

Chesha highlighted that when she started working in agricultural development, the dominant approach was 'transfer of technology'; she asked participants to give suggestions as to what this meant before clarifying the terminology and the limitation of 'one size fits all' approaches. There

was a need for alternative approaches (bottom-up rather than top-down, not ‘blanket recommendations’ and inclusive of farmers, through iterative processes), which started with methodologies such as participatory rural appraisal (PRA). Chesha mentioned the different forms of “participation” that can be differentiated using the classification of Biggs.

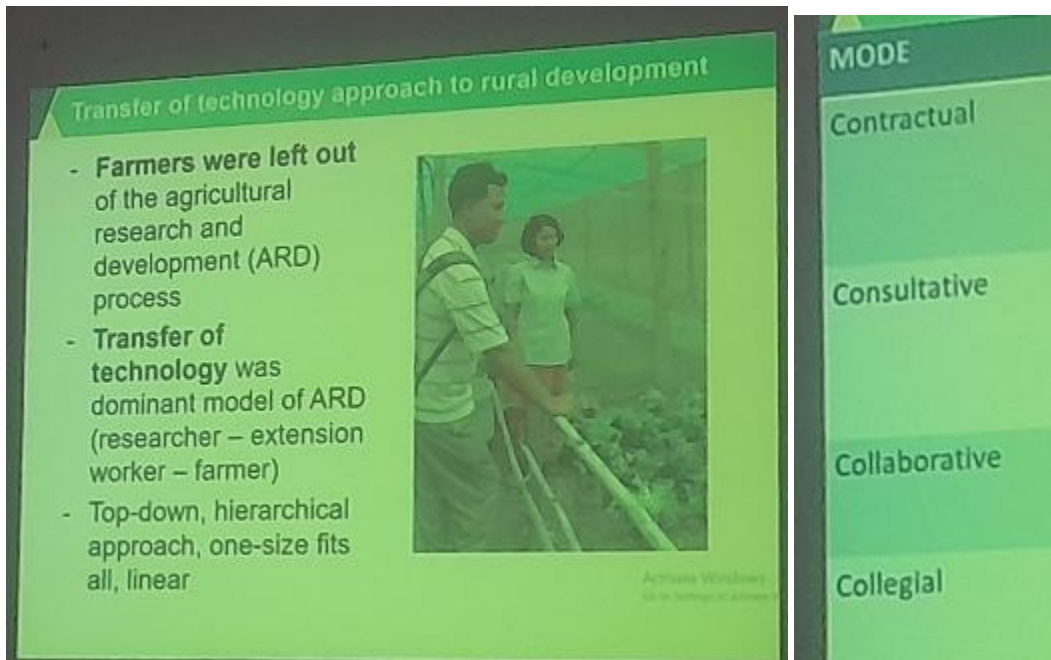


Figure 6: Slides presented by Chesha on the concept of participation and the different ‘modes’



Figure 7: Scholastica leading an energizer from Ghana (Nyama-nyama).

Brigid raised a case of where women cannot talk freely in front of men. In this case, it is better to allow the women to be in their own group, but you need some way for the women to have input into male-dominated discussions. The facilitators asked for ideas how to do this. Scholastica highlighted that there is a need for a well-trained team to support you, when there is a need for segregated discussions. Martha highlighted a situation in which she was not even allowed to talk to women separately as there had to be a man present in the women-alone group. She said it proved quite impossible to engage the women independently.

Chesha gave an example of work she had done in Somalia. She had selected a group of young women from the community who she trained in using participatory methods and tools, who then engaged with other women in the community and gathered information and brought it back to the external facilitators. She said that participatory video could also be used to allow women and men to provide separately and then exchange views on the other's inputs. This highlights the need to have people in the team who understand the local context, how to navigate the situation and to use relevant tools and methods

Chesha highlighted why it is useful to have PRA tools that will allow people to understand the communities where they work, to ensure that we do not exclude any individuals who could be marginalised due to gender, age, disability etc. (i.e. need to be inclusive). Funders currently often ask for proposals to contain strategies for including youth, women, people with disabilities, etc (the leaving no one behind principle).

PRA tools

M introduced the concepts of PRA, including the pillars: empowerment, respect, inclusiveness, localisation and enjoyment! We need to be creative about the tools we use in case we don't have cards and markers in the community – we need to rely on what is available locally.



Figure 8: Presentation on the principles of PRA tools by Maggie Rosimo

The exercise was to simulate participants using three PRA tools (seasonal calendar, ranking, venn diagram). Three participants who volunteered had to each design a simulation exercise for using one of the tools and demonstrate it to the group.

Ranking and scoring facilitated by Martha

Martha simulated a situation where the trainees were a group of farmers who are approached by a development programme promoting a maize project and whether the group should simply accept what is offered. Participants responded that the farmers should have the opportunity to provide their input. Marta then simulated a participatory pair-wise ranking exercise to find out whether the group agrees that maize is the correct crop. She said that the project focused on maize because preliminary work showed that most farmers grew maize and the group needed to collectively decide

on what is important to them as farmers based on the most common problems faced in maize farming

The participants identified challenges related to maize and also used a simple symbol to depict each problem. The next step was to understand which was the most important challenge to be addressed (either affecting most people or having the worst effect).



Figure 9: Martha facilitating a PRA exercise with the participants who were capturing their challenges.

Schola playing the role of a farmer asked the question as to why we were using such a complicated process rather than just voting. It was suggested that this method allows for a discussion about each pair being compared and is visual so that everyone sees the result and can participate.

M explained that one can do simple scoring (with stones/seeds) or do pair-wise ranking. The latter is more objective. The facilitator needs to elicit the criteria (one or more) from the group by which they would be ranking (e.g. frequency, severity) – based on the context and purpose of the exercise. The discussion moved on to the challenge of comparing issues that are at different levels on the problem tree (i.e. problems you see versus underlying problems).

Chesha highlighted that ranking is normally a tool used later in the process, after having done participatory mapping, transect walking and others to get an orientation of the community, its people and resources, the support structures available to them, the challenges they face etc. Thus, Prolinnova assumes that this background work has already been done and that a community has been socially mobilised to some extent when they start a LI/ PID process in a community, although it appears that this is not the case in certain communities.

Paul said he that he now sees the value of letting the community propose their challenges instead of him as a facilitator putting forward the challenges and then asking the community to rank them.

Maggie provided some feedback to Martha's facilitation of the exercise. She highlighted the need to understand the tool to be used, its purpose, and what information would be elicited using the tool.

Maggie showed us the typhoon clap from the Philippines (as a small energiser).

Venn diagram facilitated by Augustin

Augustin explained the context, with the introduction of an organic agriculture project.

The tool he shared with us was one to compare two agricultural systems (organic and conventional agriculture) in terms of benefits of each and characteristics that were common to both. This would allow farmers to potentially make an informed decision about which approach to use.



Figure 10: Augustin facilitating the use of a tool for comparing systems.

Schola felt that because we only looked at advantages, and not at disadvantages, this would not allow a farmer to make an informed decision. Paul said he had thought that a Venn diagram would allow for the identification of actors that are most important for the project.

MRaggie clarified that the main use of a Venn diagram is to identify actors, and judge their influence / participation in relation to the community. The size of circles represents the power / impact of the actor. The distance from the community circle represents the accessibility/proximity. Brigid talked about the need to identify which structure/ group of people is placed in the community circle in the centre (e.g. it could be a group of women making shea butter and looking at which stakeholders/actors could be engaged in/impact on their enterprise).



Figure 11: Maggie facilitating a session on Venn diagrams.

There was a question as to why anyone would use this tool. Chesha explained that this tool could be used for many purposes; eg. if you were planning to conduct a training and wanted to decide whom to select, you could perhaps choose the participants who are most accessible to farmers as the training would then be most effective.

Seasonal calendar facilitated by Scholastica

This session was moved to Saturday due to a time constraint.

Day 2 of the Workshop

Recap of the session

Chesha clarified the difference between recap at the start of the day and evaluation at the end of the day. Daily evaluation, generally considers content, facilitation, logistics, etc. and gives the trainers and trainees an overview of what has worked well and what needs improvement. The trainee who does the daily evaluation is expected to use a creative tool for the daily evaluation. She went on to ask participants about the purpose of doing a recap. She highlighted that recap is a part of adult learning because adults do not always remember what was done and recap helps to refresh the mind at the start of the day.

Jackson facilitated the recap, giving everyone a chance to provide input. He asked everyone to write three learning points on three cards. The cards were collected and distributed to others to read (irrespective of language). After everyone read their cards, he summarised the content of the first day.



Figure 12: Jackson facilitated a recap session using cards and asking participants to read other people's cards.

Facilitation of participatory processes

Maggie facilitated this session about facilitation of participatory processes. She highlighted that the effectiveness of using tools (e.g. PRA tools) depends on the user's facilitation skills and facilitation is best learnt by experiencing it. Maggie shared some principles for good facilitation (behaviour, attitudes etc). Her first exercise was to give everyone a paper describing a real-life situation. Everyone kept their paper closed except the person who volunteered to start.

Table 1: Summary of the facilitation exercise

Participant	Situation	Response	Additional comments
Case 1: Schola	Someone in the group is dominating and is contradicting others	<p>To respect everyone's contribution, I will acknowledge this person's contribution, but also point out that s/he needs to hold on a bit while I hear from others. She might also remind him that for everyone to feel welcome, it is good to respect everyone's views.</p> <p>She narrated a real case, where she was supposed to go to the field 3 times. There was a dominant farmer on the first day, always wanting to give his opinions. He gave her a difficult time. The next two days she brought him to the front to help her facilitate. She'd ask him to write down what others were saying so he felt useful and could no longer dominate.</p>	<p><u>Oumi</u>: Tell the person that even though he thinks he's intelligent, there are some things that he has left out and others' opinions count.</p> <p><u>Martha</u>: When you've prepared your tool but realise you have this sort of person, might need to change the tool to one that allows participation of everyone. Making sure that the person doesn't feel dismissed (and it might spoil the mood).</p> <p><u>Chesha</u>: Suggested that she sometimes develops a code of conduct with participants at the start of the training and can then point out when people are deviating from it.</p> <p><u>Abdou</u>: Try to collect everyone's ideas, highlight that all ideas matter.</p> <p><u>Maggie</u>: Code of conduct might be difficult in the community, especially when you are new, so changing the tool might be better. She narrated a case where the village head arrived at a meeting. She was new and did not want to offend him, but he was dominating the focus group discussion. During the quick coffee break, she asked one of the team to have a key informant interview with him so that he was taken away from the group discussion.</p>
Case 2: Jackson	There is a young man in a Focus Group Discussion (FGD) who is not participating	<p>When in a situation you need to read the situation, but for this one, you start by saying that everyone is free to participate. But perhaps he is shy, or has some burdens, so in the break, I'll sit with him and use those few minutes to acknowledge his attentiveness and understand the problem. Then address the core problem rather than making an assumption.</p>	<p><u>Martha</u>: The nature of the participants collected for a FGD, based on the topic being discussed, might have a bearing on how the participants behave. So as a FGD facilitator, need to be aware of this ahead of the meeting to inform who you include because it might be something that you cannot address due to relations between the selected participants (age, etc).</p> <p><u>Oumy</u>: Two tools for such situations. Firstly, can give exercises or ask specific questions to that person if shy; or engage the person one-on-one.</p> <p><u>Maggie</u>: This highlights the need to prepare ahead so that as a facilitator you understand what issues might exist.</p>

Case 3: Oumy	There is a meeting but a group of participants are having their own discussion.	Spread them out and put them far from each other (like at school).	<p><u>Chesha</u>: You have to highlight that as facilitator you have the last word, that you have the authority to control the behaviour in the group and to ask people to stop any disturbing behaviour</p> <p><u>Djibril</u>: Sometimes, if you lose the authority in the workshop, it can be very difficult as trainees with the not ac knowledge you.</p> <p>The people who have covered the topic before just ignore you, even though sometimes they actually don't know it. Sometimes there are participants who think they already know all about working with farmers.</p> <p><u>Maggie</u>: At IIRR, they train a lot of NGOs and officials. Towards setting a safe space, they remind everyone that they enter the space with 'no knowledge', which is about 'learning to unlearn'. They can leave an item at the door as a symbol of the knowledge that they have.</p>
Case 4: Paul	You are facilitating a PRA tool with a group of 10 participants, however their answer to your questions are short and limited.	If people are not comfortable, he will invite them to make more contribution and give them the right to be more active. Perhaps the questions were not clear so he will reformulate the questions. He can change the approach and use cards so people can respond on cards.	<p><u>Oumy</u>: Change the tool, encouraging everyone to share experiences, and take consideration of the cultural practices, which might affect people's participation.</p> <p><u>Chesha</u> highlighted that this also relates directly to when the ToT participants are back in their CPs running their own training events.</p> <p><u>Maggie</u>: The assessment sent ahead to the ToT participants was one tool to understand the participants better. Also, need to be creative and address issues emerge during a workshop/FGD.</p>
Case 5: Abdou	During an FGD, after posing a probing question, you are met with blank stares and nobody wants to respond.	To solve it, you need to check that the question was clear enough. Can clarify by rephrasing the question and explaining any technical words. Change the tool if necessary.	<p>Paul: Perhaps nobody wants to make a wrong answer, so need to assure them that all answers are good answers and they should feel free.</p> <p>Augustin: We should consider what motivates the participants. In most groups there will be someone who is more influential so we should identify them and draw them into the conversation.</p>
Case 6: Martha	While facilitating a ranking exercise, the	She said she finds this very difficult. Voting is an option, but she feels it's an easy way out.	<p><u>Chesha</u>: There is a difference between ranking and scoring. Scoring can be easier as the highest ranking comes out</p>

	participants cannot reach a common answer, insisting on their views		<p>on its own. Thus, such a situation can be handled using another PRA tool.</p> <p><u>Maggie</u>: you can diffuse the situation with an ice breaker or energizer and then go for secret voting.</p> <p>Decision was to practice scoring on Saturday.</p> <p><u>Schola</u> explained a situation where there were discrepancies between men, women and youth so they separated them and got very different answers. Then they came back together with the answers and had a discussion about the reasons for the differences.</p> <p><u>Maggie</u> added that a conscious effort should be made to make sure that everyone is heard, which may require giving them the right platform. It could be worth separating by sector or gender.</p> <p><u>Brigid</u> suggested that there is a need to be flexible and change methods such a splitting into groups. But it is important to bring the outcomes back to the whole group.</p> <p><u>Maggie</u> added that this sometimes give people ‘aha’ moments.</p> <p><u>Chesha</u> highlighted that this gives an opportunity to introduce the gender discussion by provoking men to suggest why the women are giving different responses.</p>
Case 7: Augustin	You arrange to meet 12 people in the village, but when you arrive there are 35 people waiting for you	Can be difficult, but when he faces this, he needs to remind them of the purpose for meeting. After reminding them, if they are happy to proceed then can go ahead (e.g, might have to split the travel allowance). Make adjustments with the people. He will let them make the decision.	<p><u>Maggie</u> explained that the reason for such a situation can be due to an extension officer inviting too many people, or if the venue of the meeting is in proximity to a public place, where people who around would simply walk into the meeting.</p> <p><u>Paul</u> added that sometimes a village chief is demonstrating his power to mobilise people by getting crowds of people to a meeting</p>
Additional comments	<p><u>Martha</u>: Where people are speaking amongst themselves, it might be that people bring their own issues / conflicts to the meeting, which might lead to them giving different answers just to be difficult. Therefore, when we engage a community for some time, we bring in some social tools that can assist with addressing conflicts.</p> <p><u>Maggie</u>: It is clear that the starting point is to know the context beforehand. Being flexible and allowing the process to change organically is important.</p>		

	<p><u>Augustin</u>: It would be useful to start with using tools such as calendars to understand the community.</p> <p><u>Paul</u>: Be sure that you understand when calling such a meeting will be convenient for participants.</p>
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Maggie reminded participants of the key principles of good facilitation:

- ‘Handing over the stick’
- The ‘power of position’ - make sure that body language and surroundings make people feel equal (e.g. sitting in a circle)
- The ‘power of space’ – not the physical space, but encouraging people to feel free.
- The ‘power of time’ – be conscious of time and timing (e.g. taking farmers away from their fields for a whole day)
- The “power of numbers’ – have as many people involved as possible, and as representative as possible.

Schola shared an experience. She was a student intern with an NGO and they went to a community that had a serious water problem. They were given a calabash of water, which was clearly full of clay. They knew it wasn’t safe to drink, but this was the way that the community welcomed them. She drank the water because she is quite resilient, being a village girl herself. The driver drank, but the other intern said no. The boss took the water and held it while drinking. Shortly thereafter the intern went and collected a bottle of water from the car and the community immediately stopped responding. Thus, their work in the community was terminated and the boss had to go back the following day to apologise to the community and the chief before the work could continue.

Introduction to local innovation

Clarifying the concepts

Brigid used a photo (Figure 13) to discuss the topic of LI. She asked the participants what they saw and then went on to describe the innovation because the content was not clear to the participants.



Figure 13: Farmer innovator using grass to line irrigation furrows to prevent soil erosion.

This is a small-scale tomato farmer who was using flood irrigation, where the water runs around furrows to feed the field. The water was eroding the soil but he found a solution. He lines the furrows with grass available locally to arrest soil erosion. He selected soft grasses that would take the shape of the furrow.

The participants were given coloured cards: 2 pink cards, on which to write two words / phrases that describe a local innovation? (what makes it an innovation), and one blue card on which to write one example of a LI. The responses on the pink cards were:

- Abdou – local creativity; process (referring to the LI process rather than a LI)
- Augustin – adds value; technique or practice of individual or group
- Martha – local solutions for local problem; uses local resources
- Oumy – farmers’ own knowledge; solutions developed by farmers to address their problems
- Schola – outcome/ product of a LI process; local materials; addressing local problems
- Paul – local solutions to a local challenge or to grab an opportunity; (example: in BF, in Proli-GeaFaSa a FI developed a LI for onion production in wet season (usually not done in wet season); Oumy discussed a LI to store onions – process to onion powder; Martha – LI has developed a brooder so that he can take the chicks away from the hens to have them continuing to lay eggs. A similar LI is being used in Benin.
- Jackson – creative thinking for new solution; added value.

There was an analysis of the responses, with a focus on the terms ‘CREATIVE, NEW’ and ‘ADDING VALUE TO EXISTING PRACTICE TO GET BETTER OUTCOME’ (e.g. women using one plant to treat animals’ eyes, which was a traditional practice; but adding two more plants makes it an LI)

The examples of LIs written on blue cards:

- Marta – planting cassava in Zai pits – farmer Amos lives in dry area; he had seen zai pits used for other crops; he tried cassava in zai pits to manage the moisture. He could manage the crop and get better harvest. Unlike traditional planting on a mound – he now plants in a pit.
- Paul – supplementary animal food based on crop residues with added ingredients such as soya, minerals – it is something new since the LI has not been used by others and is new in the area.
- Schola – use of African Locust Bean fruit to make kuli kuli. It is usually made from groundnuts; but the LI has started to use a different ingredient – she mimicked kuli kuli using this powder and it was perfect as a substitute to ground nuts.

Brigid asked the question: ‘When does a LI become indigenous knowledge/ local practice. The response was that over time, when a lot of people adopt it and start to use it, it becomes local practice.

Then the participants continued to share their examples of LI:

- Abdou – a women’s organization operating on 25 ha developed an innovation to reduce salinity of the water to use for crop irrigation. They observed that when storing water in a basin (1.5 m deep; 1 m diameter) for 24 hours the salts would settle to the bottom and they could skim the sweet water off the top with a bucket, to a depth of 1m. These farmers previously used wells to irrigate but the water had becoming saltier.
 - It was highlighted that it possible that similar practices are used in other parts of the country/ world, but it is being used for the first time in this community through the creativity of people.

The next thing discussed was the difference between Local innovations with and “s” – which is the product, and ‘local innovation’ without an “s” as the process of developing an innovation.

The presentation initiated a discussion about the difference between technical and non-technical/social innovations? Martha said that most technical innovations have a physical / tangible product, while social innovations may not have a tangible output and could be a form of organisation.



Figure 14: Understanding the concept of local innovation processes.

Additional examples of local innovation:

- Oumy – described a woman making cakes from cashews. She said that most cakes in Senegal are made of chocolate, berries etc., but this cake is using locally available resources.
- Augustin – A modification of a planting method to allow onion production during the rainy season, when onion prices are high but losses are also high. The innovator has found a method of production for wet season, based on using raised beds that allow for drainage.

Examples of social innovations were explored. Jackson talked about a woman who had developed an arrangement for supporting orphans, who are normally the responsibility of their relatives; Chesha described a case of women from Niger giving donkeys as part of the bride price for their daughters to help them fetch water as scarcity of water increases, which was to encourage their daughters to agree to marry young men from villages that do not have easy access to water.

When asked to explain what local innovation is as a process, Abdou said it is the process of using local resources and ideas to come up with solutions. More information about innovators and the importance of local innovation was included in the Powerpoint presentation.

Group assignment

The participants in two groups worked on their exercises over lunch and provided feedback using different tools as shown in Figure 15.

Group exercises

- **Francophone Group 1:** In your group, develop a short exercise to explain to participants the relationship between indigenous knowledge and local innovation.
- **Anglophone Group 2:** Plan and facilitate a session where you can teach participants about evaluating local innovations – consider TEES

Figure 15: Description of exercise in the presentation about local innovation.

Francophone group

Augustin facilitated the Francophone group. He **used a diagram** to explain the difference between indigenous knowledge and LI. The first circle was indigenous knowledge. They are transferred without a lot of modification. When IK goes through a transformation it becomes a LI.

They introduced role playing as a means of communicating the message, with two people coming into the dialogue and asking questions and providing clarity.

Feedback from audience:

- Use of a diagram (visualisation) – self explanatory
- Lead facilitator willing to learn and adjust (attitude)
- Role play used as tool
- Concept was clear

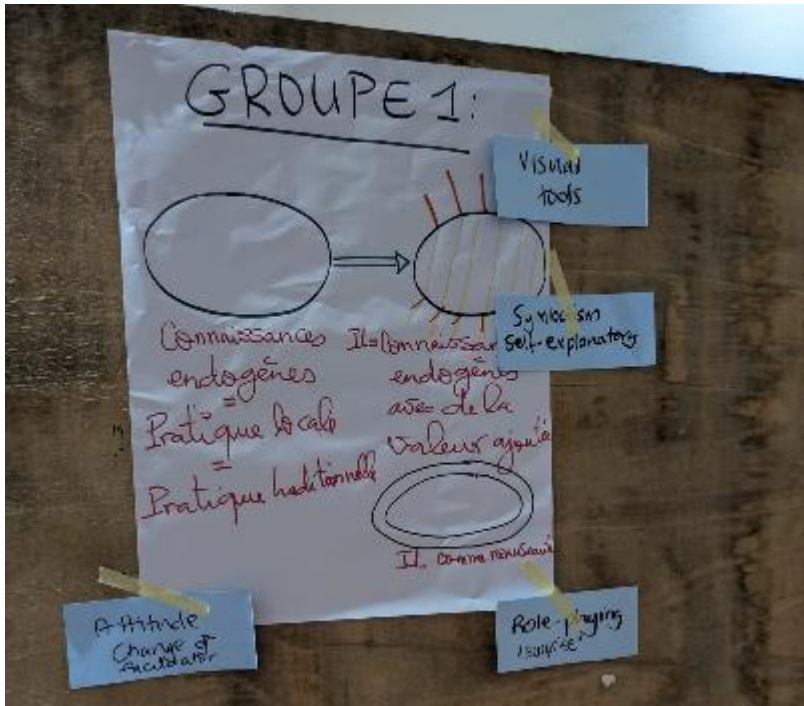


Figure 16: Graphic used by the Francophone group.



Figure 17: The Francophone using role-playing to explain how indigenous knowledge is related to local innovation.

Anglophone group

The purpose of the exercise was to introduce participants to the concept of evaluating local innovations. Schola introduced her two friends who had come to discuss a new idea. In the skit, Marta complained about the weather. Jackson complained about his situation. Schola showed her idea about a local innovation related to bees using a diagram. She wanted to keep the bees on the farm instead of having them looking for water further away by constructing a bath for the bees on

her farm. Schola explained her innovation. They discussed pros and cons of the new idea. Schola said that she increased the volume of honey that she harvests every month.

Martha then took over and asked whether they were able to pick up the TEES elements from the skit, and responses obtained were:

- Economically affordable - (could be done with limited finances);
- Environmentally sound – LI protects biodiversity
- Technically sound (use of local material by creating a bath using a log; setting a water system to feed the bath)
- Socially relevant as even children could use it.

Feedback from audience:

- There was a need for an upfront explanation of what the assignment was about – i.e. an introduction.
- The process did not allow for clear translation – Sokhna was not able to translate fast enough.



Figure 18: Graphic that was used by the Anglophone group.



Figure 19: The Anglophone team using a skit to explain about evaluating innovations.

Multi-stakeholder partnerships

Clarifying concepts

Djibril asked the participants for one word that comes to mind for each of the following: stakeholders; partnership and MSP (multi-stakeholder partnership). The words were written on cards and posted on the board (as in Figure 20) and then he took us through a presentation as shown in Figure 21.



Figure 20: Djibril pasting cards on the board in the MSP session.

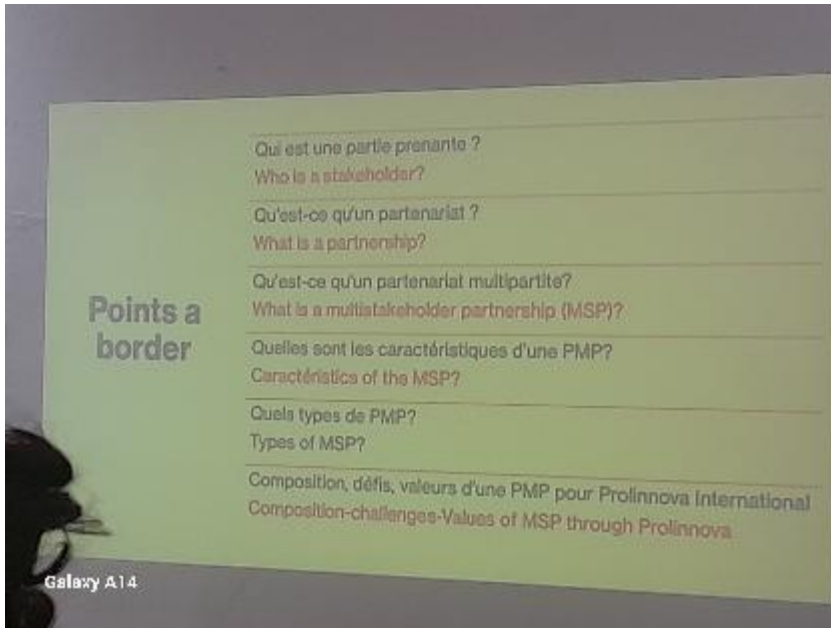


Figure 21: Slides from the presentation about multi-stakeholder partnerships.

Brigid asked how we differentiate between the terms network and community of practice (CoP) – for example, when referring to Prolinnova. Furthermore, what is the difference between a COP and a MSP?

Augustin responded that a CoP can be global, while an MSP is at a local level. Oumi said it refers to the number of actors – a CoP can have the same group of actors. But Prolinnova is called a CoP but has diverse actors. Martha suggests that the CoP could be wider than Prolinnova to include other organisations/individuals in different networks/areas of practice. Martha also raised the point that MSPs can also be at different levels within the network.

Chesha clarified that when Prolinnova started they used the term network; at that time many networks were created and funded. Thereafter, there was a move towards a CoP (sustainable even without funding). Anyone who believes in the basic principles of Prolinnova and shares the commitment to build the innovative capacity of farmers is invited to join the CoP. It is not about money but about a shared vision and a shared goal and commitment. There has also been an effort to keep the CoP as flat as possible, without being hierarchical.



Figure 22: Chesha explaining the history of terminology used by Prolinnova.

Chesha went on to say that Prolinnova was invited to participate in a wider coalition engaged in local innovation including stakeholders from the Global North and South called the Grassroots Assembly for Innovation for Agroecology (GIAA), as well as being part of the Agroecology Coalition, which attempts to become a 'movement' with hundreds of partners

Djibril then asked the participants whether they wanted to move any of the cards on the board. Some words were clarified such as 'owners', which Martha said referred to as 'ownership of issues'.

Group exercises

The task for the exercise was as follows: Moussa is a facilitator of a MSP training workshop. He has come to ask you to help him run this session at his next workshop. The groups can choose any element related to MSPs that they wish.

The groups provided feedback to all participants.

Anglophone group

Martha explained that they had chosen to teach about stakeholder identification using a venn diagram. After the introduction the group did a role-playing exercise looking at actors associated with a school agroecology project.



Figure 23: Anglophone group doing role-playing about stakeholder mapping.

Francophone group

The group used a role-playing exercise, starting by understanding from Mousa about the MSP. The training assistants highlighted that Mousa needed to be creative in developing a way. They used a diagram to illustrate the situation.



Figure 24: The Francophone group doing a role-playing exercise and using a graphic to explain how to train people about MSPs.

Djibril then facilitated a discussion to draw learning points for future trainers. Maggie suggested that a trainer could start by determining whether the participants have any pre-knowledge about MSPs. Chesha highlighted the need to be clear on the tools that a trainer plans to use ahead of the workshop. These are generally written up when developing the detailed programme. Djibril also highlighted that a trainer needs to recognise that the participants have knowledge and should be invited to contribute their knowledge. The Anglophone group could have had Jackson also as a participant sharing some information during the presentation. The need for using accessible language was mentioned.

Introduction to agroecology

Chesha used an exercise to find out the level of understanding among the participants. She said she was a chief of a village and was gifting the group a piece of land to be developed as an agro-ecological project. She gave the participants 40 minutes to collectively design the farm taking into account the principles of agroecology.



Figure 25: Participants preparing a design for an agroecology farm.

The diagram allowed for a discussion about the 13 agroecology principles, which are shown in Figure 26.

Chesha explained about the current trend to support transformation of farms towards agroecology. She highlighted that in the Global North, governments compensate for yield losses that may be felt by farmers during such a transition. Thus, in the transformation process, a farmer may start by focusing on a few principles that they initially try to integrate. Djibril highlighted that at the end of process, when transformation is complete, one should be able to see all the principles. He also pointed the recent popularity of agroecology as a sustainable form of agriculture.

Chesha explained how in a project in Sri Lanka they used a methodology for supporting agroecological transformation. They would visit the farm of a given farmer with a team of multiple stakeholders and engage with the farmer and his family in drawing a picture of their farm currently. Then they would discuss what the farmer and his family would like their farm to look like in 5 years and draw a second picture. Then the group would have a discussion about how they can get from the current situation to the envisaged situation, given the resources that they have (labour, seed material, equipment). They would then come up with a plan for 5-year development and then break down this into annual and seasonal plans to be achieved withing 10 consecutive seasons. This was considering that the farmers in that area had two growing seasons. In every season the family would follow the plan and reflect on the progress made at the end of each season and mapping what has been achieved and what needs to be redone in the next season. This system allowed for visual monitoring and evaluation and at the end of five years, most families had achieved the agroecological transformation they had opted for including biodiversity, soil and animal health, recycling, input reduction, economic gains, synergy etc.



Figure 26: Diagram of the 13 agroecology principles¹

¹ <https://www.agroecology-europe.org/the-13-principles-of-agroecology/#main>



Figure 27: Martha pointing out where certain principles are demonstrated in the diagram.

There were three principles not shown on the diagram when the time for group work was up and Jackson was selected to lead a group to add the missing principles and provide feedback on Saturday.

Evaluation of the day

Schola said she gathered information from the group. She said that we seemed to manage time better on the second day and things also got smoother. Translation was also easier because of the use of shorter sentences. There was more energy and the food was very good. There was more cohesion and connection amongst participants. Facilitators were getting more creative with their training methods. She said that there was a lot of information shared and suggested that participants do a little revision in their rooms in the evening so as process all the information.



Figure 28: Evaluation of the day by Schola, being interviewed by Paul.

Day 3 of the workshop

Introduction

Chesha explained the programme for the day, which had been amended so that there were presentations to clarify concepts for the first part of the morning, followed by exercises related to training delivery of the concepts for the rest of the day

Recap

Augustin provided a recap of the previous day, running through a summary of the different sessions.



Figure 29: Augustin providing a recap of Day 3.

Introduction to PID

Brigid used a presentation to share some concepts related to PID and experimentation.

Referring to Figure 30, she asked the participants, 'what do you see in the picture?'

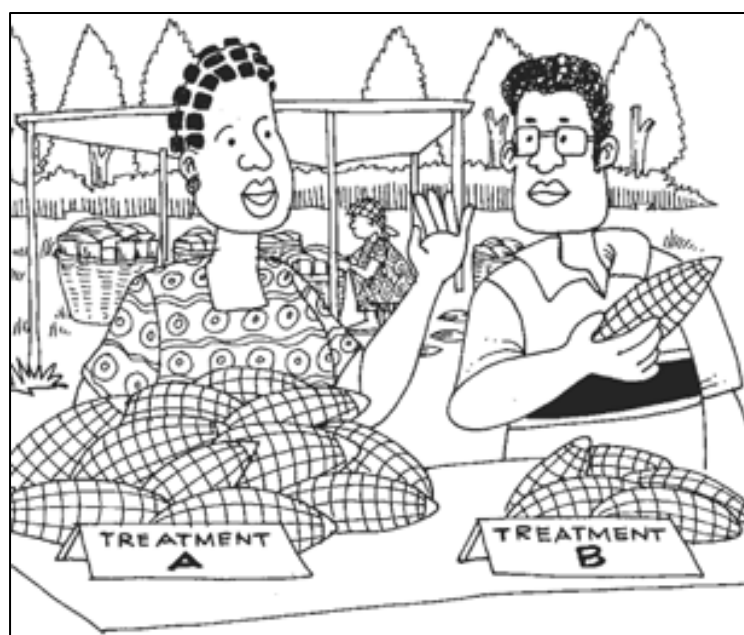


Figure 30: Picture illustrating farmer experimentation.

Jackson said he saw two people, a man and woman with different amounts of maize in front of them. Martha added that the maize they have could be from two treatments such as planting method, fertility issues, etc. Paul saw that the woman had more yield than the man.

Brigid highlighted that PID is often about comparing things and making good decisions based on analysis of experimental results. She added that there are other terms used such as farmer-led joint research/ farmer-led experimentation. She asked for thoughts about why starting with an existing LI is beneficial in PID, and the responses were:

- It would allow smooth entry as it is not entirely unfamiliar
- If it is just an idea, it could get influenced by the outsiders – hijacked
- The concept of LI is to get creative in solving your own innovation, it is good to start with what farmers have; getting a new idea may ambush the enthusiasm of people who already have an innovation.

Farmers need to be involved in all aspects of the project cycle – planning to evaluation, and PID can be focused on developing technical and non-technical solutions. There was some discussion about the differences between innovation vs. experimentation, and what ‘experimentation’ meant to the participants. Schola suggest that it’s about exploring different aspects of a product; Oumy said it’s about the improvement of existing things, which is more about experimentation.

The concept of the PID cycle was discussed, highlighting that it is a process that could have many iterations, as well as the basics of experimentation, which is often important when trainees include researchers, because they often want to do farmer research in the conventional scientific manner as they learnt at university.

Brigid used an example of visiting Abdou’s farm, where he was comparing two varieties with two plots – one was a common variety and the other an introduced variety. She asked whether he and others could trust the results obtained. Martha responded that there might be different results from one year to the next, as well as from one location to another. It was highlighted that it would be better to have replications in different farmers’ fields to ensure that the results are more reliable. Augustin highlighted that could have the same treatments but not the same results at different sites as the soil and the other conditions could be different.

Brigid went on to say that since there will be researchers in future training groups that the current trainees would be required to train, it would be good to know some terminology related to experiments, at least ‘treatment, control and replicate’, as shown in Figure 31.

Basic concepts of experimentation

- ④ **Treatment** – this is the conditions (combination of factors) that you are testing (e.g. levels of fertilizer)
- ④ **Control** – the baseline against which we can compare the treatment effect
- ④ **Replicates** – how many times we repeat a particular treatment in the experiment



Figure 31: Basic terminology related to experimentation.

She also mentioned the importance, when undertaking a joint evaluation of PID, of considering costs and benefits as well as the effect of the new practice on the household (maybe it needs more or heavier labour requirements that might increase the woman's workload etc.)

Lastly, Brigid discussed the availability of information about PID on the Prolinnova website as well as the differences between PID and participatory technology development (PTD) as many of the documents still refer to PTD. Chesha added that PTD is problem-focused, starting with a problem and identifying possible solutions to test/ experiment with, while PID starts with identifying a local innovation, what people are already doing to solve a problem. As such, PID is a shorter process than PTD.

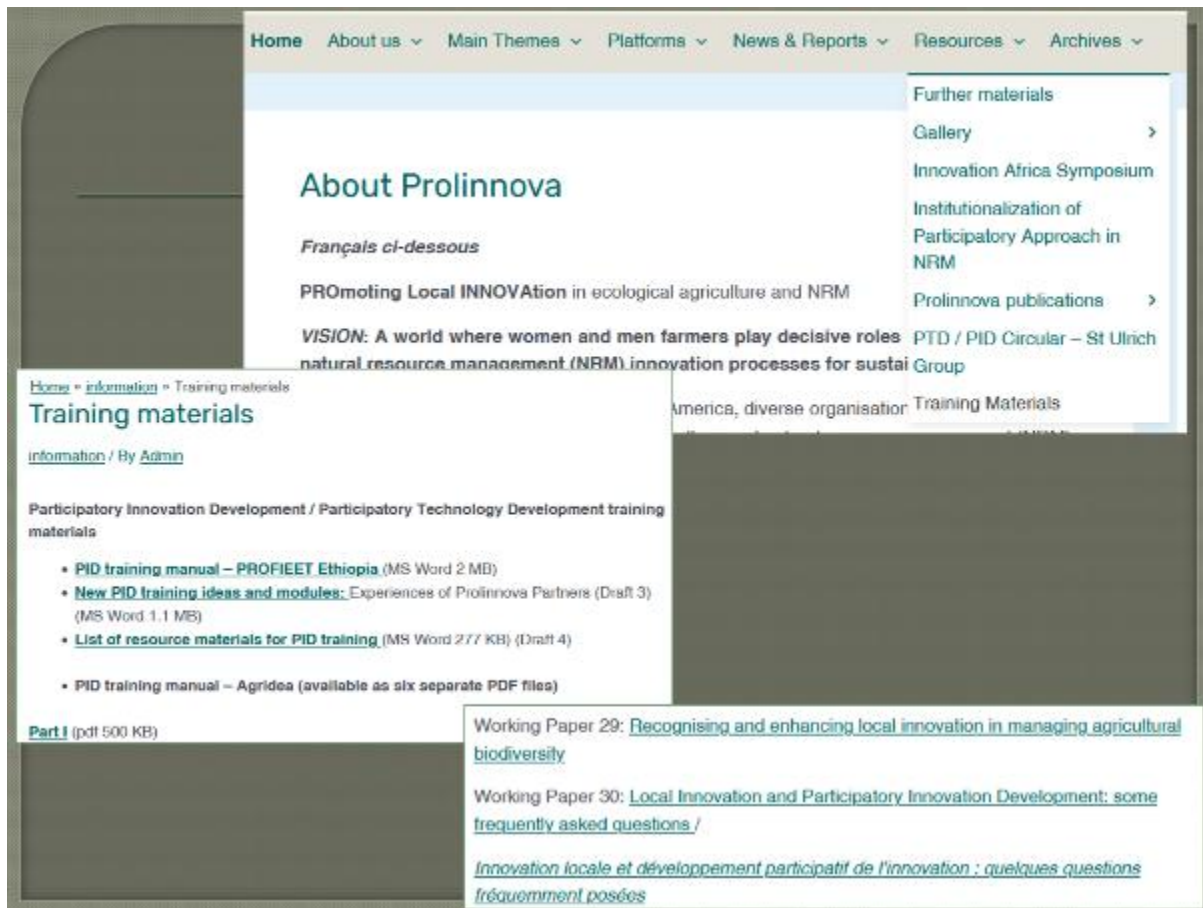


Figure 32: Navigating the website to find necessary resources.

Introduction to gender

Chesha started the session with an exercise where participants were asked to write on cards 3 things/ tasks that they do before work on a normal day.



Figure 33: The cards prepared by female (blue) and male (pink) participants reflecting morning activities.

The exercise showed that even the participants in the room display very clear gender roles where the female participants do the preparation of breakfast and getting the children ready for school. There was a discussion about gender roles and how they are socially defined.

Chesha highlighted that when Prolinnova started, there were no women innovators identified and network members said that it was because women don't innovate. This led to a specific focus on identifying women innovators and documenting their innovations. She introduced the GALID handbook to them.

Local innovation support funds/facilities

Djibril introduced the participants to LISFs. He started by sharing why farmers research should be funded. He explained that funds are used for direct inputs for experimentation and are paid to the farmer, and the farmers are involved directly with the management and allocation of the funds.

Participatory monitoring and evaluation

Maggie asked what comes to mind about the term 'monitoring', The responses were: following whether plan of action is achieved, periodic checks. Maggie said it is answering the question 'what is going on? It's a regular process and participants said that 'it checks whether activities are done and whether outcomes have been achieved.

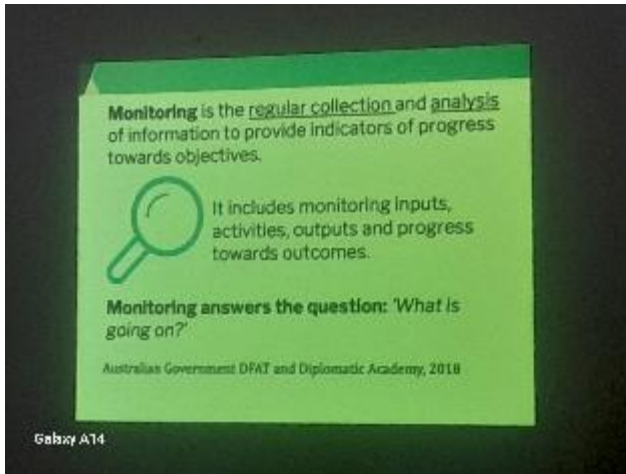


Figure 34: Introduction to monitoring by Maggie.

Maggie used the example of monitoring the training workshop. The resources are the trainers, materials and money for the training. Monitoring could be the number of participants attending, disaggregated by gender. Evaluation of the workshop could be analysis of how the results match the objectives (it is about ‘what happened?’). Maggie asked us to look at the PID cycle, and identify where monitoring happens and where evaluation happens. Monitoring takes place in our daily lives – when we check on our children, when we have tests to monitor our health.

Maggie asked how we can make sure that farmers are part of our monitoring process (i.e participatory M&E). Schola discussed the use of farmer field days to monitor progress of farmer experiments. Maggie added that it is not about us as development workers collecting information and taking it back to the funders – the farmers are part of the process.

Participants were asked how to define the term ‘indicator’. Martha responded that if we are trying to reach people, then it would be ‘number of people’, which is what we would be checking. Paul said it’s the formulation to prove the expected change/outcome. Maggie clarified that it’s about measuring the change and that they should be SMART (specific, measurable, achievable, realistic/relevant and time bound).

Example of a SMART indicator: Number of trainees (male and female) that completed the LI/PID virtual training sessions in Benin in 2020.


Maggie asked the participants for an indicator that could be used if Chesha had to report to the funder on the success of the training. Martha asked about qualitative indicators, such as change in behaviour and knowledge.

Group exercises

Brigid introduced the four exercises, which were then assigned to the two groups as shown in Table 2.

Table 2: Summary of exercises for the participants for Day 3

Anglophone	Francophone
<p>M&E:</p> <ul style="list-style-type: none"> Use the case study (See Annex 3) provided to develop a session to discuss basics of M&E in relation to Saadia’s innovation with your training participants 	<p>Gender:</p> <ul style="list-style-type: none"> Develop a creative tool (eg. game, quiz, exercise) to elicit the difference between gender and sex with a group of PID trainees

<ul style="list-style-type: none"> The session should elicit the key aspects of M&E that would be relevant for Saadia's case. <p><i>See Appendix 3 for the case study.</i></p>	<p>comprising agricultural researchers and extensionists who work at district level</p> <ul style="list-style-type: none"> Facilitate a session of max. 20 minutes using the tool
<p>PID:</p> <ul style="list-style-type: none"> Develop and deliver a session where you use a creative method (not role-playing) to teach participants about the joint experimentation cycle 	<p>LISF:</p> <p>Prolinnova Benin is planning to set up an LISF as part of the ELI-FaNS project. As a trainer/expert on LISF processes, you will be sent by Prolinnova international to train their team to develop their LISF</p> <ul style="list-style-type: none"> Use your creativity to come up with a training tool to highlight the main stages in the process of implementing a LISF Prepare a presentation to share with others in a time slot of 15 minutes.

The groups had a little more than an hour to prepare their two sessions for the afternoon.



Figure 35: Group exercises underway at Centre Mampuya.

Feedback related to PID

Schola started by asking participants what they understood of joint and experimentation and allowed some feedback. Then Martha made a short presentation of the PID cycle and Jackson distributed cards that had some text written on them. Participants were asked to look at their cards and read the content and then paste them on the board to demonstrate the PID cycle.



Figure 36: Francophone group deciding on steps in the PID cycle.

There was some discussion about the placement of the cards. It was highlighted that some cards were tools rather than actions, which was confusing. The final step was for the group doing the facilitation to show us how the cards should have been placed and explain the steps involved.

Comments from Chesha on the training: Use of co-facilitators was good, active participation achieved, clarification at the end to ensure conceptual understanding was good, time management still a bit complicated, working with translator needs more attention, rehearse the sessions more before delivery.

Feedback related to gender

This session was facilitated by the Francophone group. They asked us what we saw on the board. While some thought it looked like a man and a woman, Chesha highlighted that drawing the skirt on the woman would not work in countries where men wear sarongs. The pictures illustrated the concept of 'sex'. The second picture showed men at a meeting while women are busy cooking and fetching water, while the old and disabled are excluded. Jackson highlighted that women are being excluded from the training and later they will say that the women don't innovate. Martha saw this as a division of roles. She thought perhaps men and women were attending the training but the women were tasked to prepare the meals. Oumy said that they were trying to illustrate that certain people could be marginalised.



Figure 37: Oumi and Paul facilitating the gender exercise.

They confirmed that gender is based on socially constructed roles and certain community groups can be marginalised.

Feedback from Chesha: The content was clear, clever use of pictures, good delivery, it would have been good to tie it up by getting from the participants the final conclusion about differentiating between sex and gender. In the future, there will be issues around the 'third gender'.

Feedback related to LISF

The francophone group facilitated the session on LISFs. Augustin asked participants to share their existing understanding of the term. Schola thought it was a fund for innovators to improve on or scale up their innovations. She added that is not for any innovation, but for ones that are very creative and can make a big impact in the community. Martha asked if it's a facility or a fund. Augustin asked if anyone has been involved with implementation of LISF but there was no existing knowledge. They used a diagram to explain the concept of an LISF and distributed cards that had activities written on them and had to place them on the flipchart paper. The Anglophone group worked collectively to paste the cards and then Augustin provided a summary, also highlighting that

one card was not correctly placed. They then presented a correct version of the diagram as shown in Figure 38. And provided a poster summarising the key steps.



Figure 38: The Francophone facilitators showing the correct diagram after the participants made theirs.

Martha suggested that for both LISF and PID, the M&E process should be throughout the cycle and not at a point just before the end. Chesha asked how the LISF will inform the innovators whose innovations are not selected for support. Abdou responded that the local committee should do the selection of the LISFs. Augustin added that when they are not selected, they are given recommendations to strengthen their innovations and they are invited to make the changes ahead of the next round of applications. They are sensitive and do not say innovations are good or bad. Chesha added that PRA ranking tools can be used to allow the group to select innovations to be supported.

Djibril explained that the F in LISF can be a fund or a facility. Since the LISF does not only provide access to funds, but also to equipment and to human resources and supporting of sharing and co-learning, it is better to call it a 'facility'.

Feedback from Chesha: Augustin speaks clearly and audibly when he presents that is always good as a trainer. They used a tool that was creative, and they used the tools for ensuring that the concepts were clear to the participants (i.e. the poster).

Feedback related to M&E

The Anglophone group had to prepare a session related to M&E. Martha started by asking us 'as extensionists' how we know whether our projects are going as we intended. Augustin said that they developed an M&E plan. Martha went on to say that we are going to look at this in terms of PID. They used the case study provided to introduce the concept of M&E. One of the group members presented a summary of the case study. They then explained that they would ask questions and would record responses from participants on flash cards.

- What do you think the PID wants to find out?
- How do we ensure this is achieved?
- What are the things you would like to see in this process?
- Who should we involve in the PID?

Martha pointed out that if some people are not literate, then you could use symbols to illustrate them.



Figure 39: The M&E team using a case study to clarify concepts and used cards to gather responses to questions.

Comments from the participants: the questions were not clear when related to the information that was being collected. Martha felt that there was not enough time to give the participants the opportunity to plot against objectives, indicators, means of verification, and responsible people.

Chesha gave feedback: She highlighted that we are learning and its clear one needs to find a tool that is simple enough to use in the available time, there is need for handling cards less chaotically – which requires practice, it would have been easier if the case had been translated into French too rather than just trying to explain it from the English summary. Also, PME training takes more time than other sessions.

Field work assignment for Day 4

Thursday

We are going to Kaolak to visit a community garden where there are 25 farmers producing vegetables. We are going to look at two innovations:

1. A way to reduce salinity of the water – Paul with the Francophone group
2. A way to reduce salinity in the soil – Djibril and Sokhna with the Anglophone group.

Assignment:

1. Find out about the innovator and the innovation – *think about facilitation skills and attitude, probing, recording, getting permission for photos.*
2. Ask farmers whether they think the joint experimentation process was successful. If they do, what makes them say this? *Think about indicators that could be used to measure success.*
3. Explore the innovators' ideas about taking the joint experimentation process forward.

Back at Mampuya (Thursday afternoon): start preparing feedback but finalise on Friday morning.

Friday morning

- Finalise feedback from the field and share with the plenary (plus feedback from facilitators)

Wrap up session

Chesha highlighted that card writing rules are two lines of text per card, and choice of colour that serves a particular purpose (e.g. choice of pink and blue for the gender session). Cards are used

because they can be moved around. Oumy provided an evaluation of the day, sharing her own thoughts about the proceedings of the day.

The facilitators saw value in sharing more information about PID, LISF and PME within the training programme.

Day 4 field trip

The field trip took place to Kaolack to visit a community with two innovations related to soil salinity. The one related to the use of basins to improve of the quality of the water, which is becoming increasingly salty. The second innovation involved the use of compost made from a mixture of animal manures, plant biomass and ash to reduce the salinity of the soil. Feedback from the field trip was shared by the participants on the following day.



Figure 40: A farmer at the site explaining the use of the basins for reducing the salinity of the water.



Figure 41: Visitors and farmers discussing the purpose of the day at Kaolack.

Day 5 of the workshop

Introduction and recap

Abdou provided a recap of Day 3 covering main topics (PID, gender, LISF and PME) and associated exercises.

Feedback from the field trip

Francophone group

This group focused on the socio-technical innovation related to addressing salinity in water. Augustin started with showing a photograph on Power Point and asking participants what they saw. Schola responded that she saw a happy farmer with access to water in a concrete basin.



Figure 42: Augustin presenting feedback from the fieldwork exercise

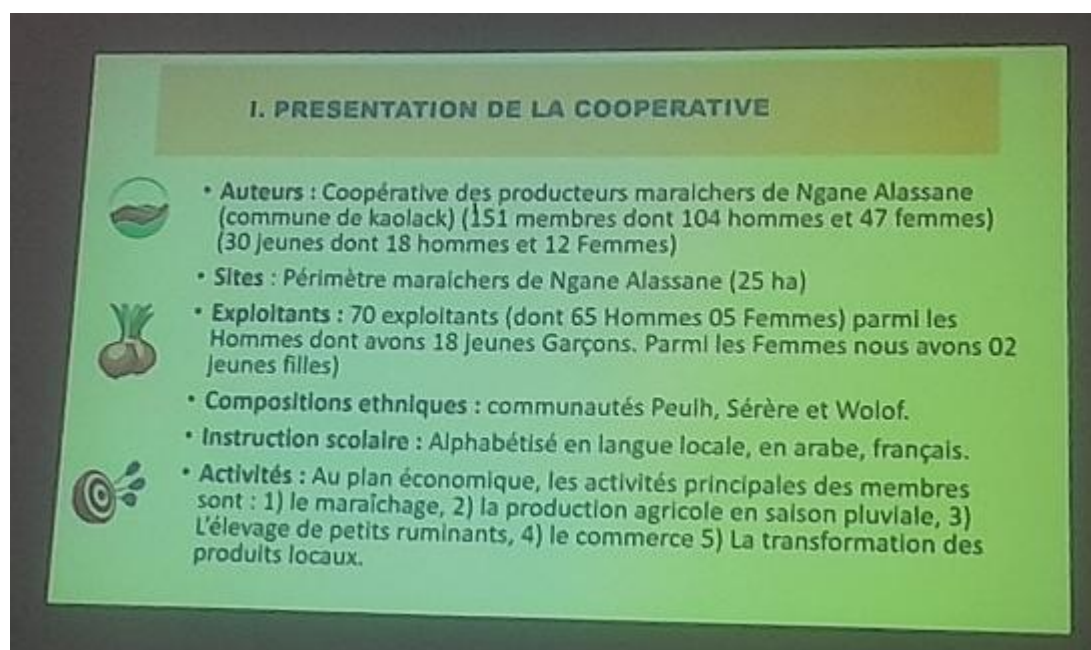


Figure 43: Slide describing the cooperative and context.

Firstly, the innovators found that by letting the water stand for 24 hours, the salts would settle to the bottom of the basin/tank and then less saline water was available for irrigating from the top of the basin/tank. Later, they have added fish to the basins, which also eat the algae that was

previously blocking the pipes. Besides physical benefits, the innovation has also strengthened the cohesion of the group.

Djibril and Jackson suggested that Paul should present in English because the slides are in French.

Chesha asked for questions related to the content. Schola asked whether all information was gathered in the field or whether some information was collected from other sources. The group said that it was all collected in the field using a phone to record. Djibril asked about the feedback regarding the way forward with PID. Paul said that it is about measuring impact on vegetable production. Schola added that the experimentation looks like it needed resources. Chesha asked who the different stakeholders were that joined the experiment. These were members of the MSP for the second experiment- which includes extensionists, NGOs, researchers. Djibril highlighted that although the researchers were present, all data was collected by the farmers.

Brigid raised concerns about the safety of the wells and then went on to ask for clarification of the social innovation component. Firstly, Paul described the social aspects of the technical innovation. People knew about sediment settling, but had not tried it in the garden, so decided on testing it in the field. Chesha added that there was a social process for getting the basins/tanks built.

Anglophone group

The Anglophone group provided feedback on the soil fertility enhancement method, which involved using compost to address soil salinity. Martha explained that they started with an introduction in the field. When they got back, they teased out information and allocated it to the questions (5 Wives and a husband questions – why, when, where, who and how questions), using flip charts. She explained the innovation and the farmer experimentation comparing beds with and without compost. There was also measuring of pH with a meter, showing the value being raised from 3.5 to 7. The compost is only used in the dry season because this is when the beds have to be irrigated and salinity is a challenge. They have been working together (on their own pieces of land) to improve the innovation, and then organised a sharing event for farmers about the composting, and initiated training with women training female farmers and men training male farmers. Schola told us about the local indicators that they use to measure improvements from composting, namely the colour of the plants and crop yields. They also used a pH meter to track changes.

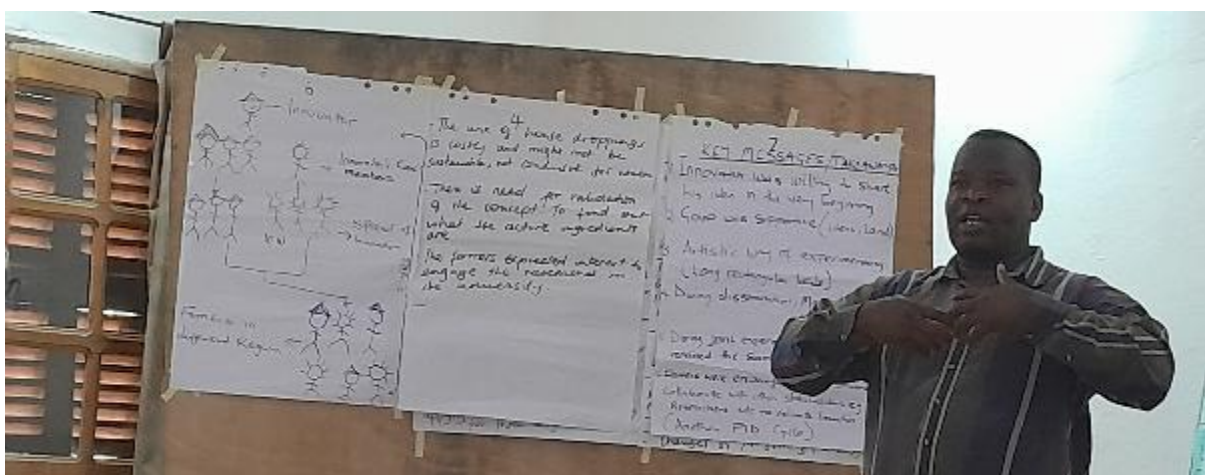


Figure 44: The Anglophone group providing feedback from the field visit using flipchart text and drawings.

There was a general discussion and Brigid asked again whether the method of constructing basins involved any sharing of labour, which could be a social innovation. Djibril also said that when we look at the innovation, we see no change to the social arrangements so he feels we cannot refer to it as a

socio-technical innovation, but if it happens in future, then this would be possible. He added that we see farmers not always remembering things that they said previously, for example the distance of the water to be carried. He suggests that people change their story when there are visitors, which they hope could get them access to resources.

Maggie asked the teams to reflect on the actual process of facilitating the group discussions. Maggie asked whether roles were made clear ahead of the meeting. She highlighted the need for a 'practice facilitator', who monitors the process and makes sure nobody is left out.

Chesha added comments: do not use terms such as PID, speak common language. Don't ask multiple questions together – ask one question at a time. More skilled probing is needed, for example the comment about horse manure not being available, which might have been an entry point for further joint experimentation. There was a clear issue of gender, with the woman in the group not being addressed at all. Also, don't respond to farmers with longwinded explanations. Chesha asked whether the community was told that we were there as part of a training event and Djibril said that not everyone was clear of that. He highlighted that they should have clarified that upfront.

Brigid – the need for someone to be the practice facilitator, who could have handled the translation challenges, made sure group members were all involved, and when everyone got up to go the demonstration, there were some farmers left.

Maggie said that for any group work you need:

- Main facilitator (has check list of information to be collected)
- Co-facilitator
- Documenter
- Process facilitator.

Co-facilitator and process facilitator should keep in eye contact to make sure that the main facilitator is doing his/her job. Certain roles can be combined, such as documentor and process facilitator.

Augustin asked the Anglophone group whether they saw the innovation. Schola said that they only saw a component of the compost and how they lay out the field. Augustin went on to say that seeing the experiment would have been more useful for the group. Chesha also highlighted that the trainees going back after the ToT should be mentored by a senior trainer from IST and that they should have the opportunity to co-facilitate training with a senior trainer in the field.



Figure 45: Facilitated group discussion taking place to reflect on the experience from the fieldwork.

Schola said she appreciated the input from the other members of the group, but had had never found it described it in the way that Maggie has now explained.

Chesha said that the participants are fortunate to have this opportunity as most PID training is done in recent years in 3.5 days. This does not allow for in-depth of learning. This time we have been able to bring Maggie from IIRR in the Philippines and this has allowed us to pay more attention to aspects of facilitation and participation.

Schola asked whether it would be problematic for one person to facilitate a PID workshop, and Chesha responded that at least two people should be engaged in a training, although this week, because it's a ToT of two weeks, we have a four-person team. Chesha suggested that each participant should find one resource person from the country to assist with any training workshops that would be conducted in their own CPs.

PME exercise based on field work

Setting the scene for the PME assignment

Maggie shared some slides about facilitating PME for PID. She highlighted that this is part of all their IIRR projects.

She referred to the standard categories that many of us are familiar with: objectives, objectively verifiable indicators, methods of verification, and responsible persons. But, as a trainer of PID, one also needs to know how to facilitate PID and learning in relation to PID. We normally have a framework for the M&E and/or learning, such as the categories mentioned above. It allows for more

systematic learning. This needs to be operationalised within the PID process. Maggie shared a simple version of a framework that can be used at community level.

- What activities have been planned?
- What information will show it has happened?
- What data needs to be collected?
- What would be the sources of information?
- How do we gather this information?
- Who will collect the information?
- When and how do we share our learning and decide on corrective action?

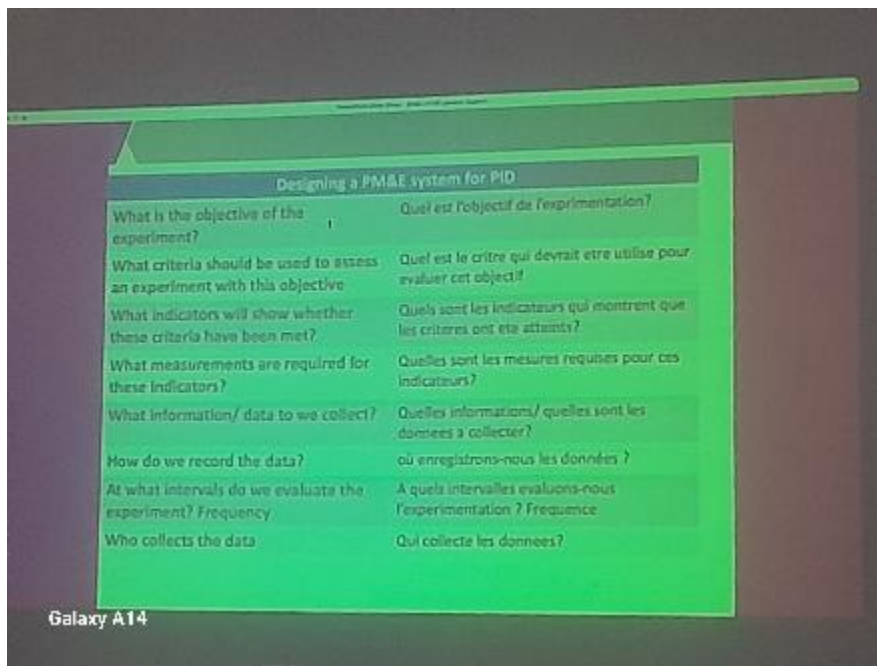


Figure 46: Basic framework developed for designing a PM&E system for PID.

Maggie highlighted the need to make sure that the indicators come from the farmer innovators and should not be set by the researchers. Generally, they are indicators that are meaningful to the innovators. Having data allows everyone to learn from the PID process. It must be easy for the innovators to collect the information themselves. Tools for monitoring should be easy to use and are usually visual.

Maggie shared a story of when they were experimenting with farmers. The group agreed amongst themselves to record the information in a notebook but during the course of the experiment, they lost the notebook, which was taken by a child. Therefore, they decided to put the information on a calendar that was out of reach of children. Gathering and keeping information is a key element of the process.

Group work assignment: Using some of the information you gathered in the field, imagine you were just starting this joint experimentation process and fill the PME framework, imagining you're doing it with the farmer innovators.

Feedback from the Francophone group

Augustin shared the M&E plan for the innovation to reduce water salinity. They would first do a participatory process to define the main objective.

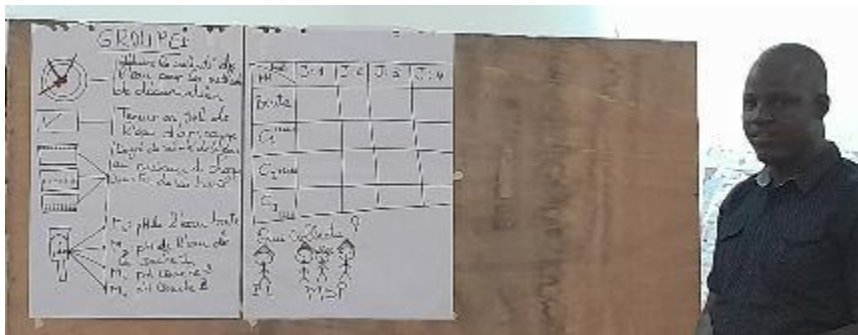


Figure 47: Augustin providing feedback from the group.

- Objective: To reduce salinity
- Criteria: Evaluate the level of salt in the water
- Indicators: Concentration of salt at three depths in the basin
- What measurements: Use a pH meter and measure water before it enters basin, then at the three depths.
- Collect data: Draw a diagram to collect the data for each sampling event (daily for a month)
- Evaluation: At the end of the experimentation process, they will get the final results and evaluate the innovation.

Chesha asked whether we need to do this every day? She suggested that we should be realistic about how frequently the data is collected. Brigid asked how they could address the issue of rain events mixing the water in the basins? Augustin said that their tank is closed, but it was highlighted that additional information about rainfall events could be recorded to explain the findings.

Feedback from the Anglophone group

Schola provided feedback from their group's exercise.



Figure 48: Schola providing feedback on behalf of the Anglophone group for the PME exercise

The feedback provided was as follows:

- Objective: Was the compost effective in reducing salinity in the soil and improving the health of our plants?
- Indicators: Colour change of the crops after application of compost, soil salinity status, crop yield
- Measurements: pH values, colour of plants, yield (quantity of vegetables)
- Record how? Note book with symbols that represent indicators
- Intervals between recording? Every 3 days throughout the vegetable life cycle to determine the time taken to reduce salinity.
- Who collects the data? Different stakeholders (farmers, community facilitators, extension agents, etc)

Chesha suggested that we should not try to measure three variables (colour, pH, yield) and should limit it to two. Brigid asked whether we can be sure that the impact is due to salinity change or due to nutrients from the compost and wondered if it is actually necessary to measure soil pH. The most important thing is to be guided by the farmers' interests.

Martha said she had been part of a training programme and that the indicators should be derived from how the problems are phrased by the farmers. So, if the problem is that crops are yellow from salinity, then measure the colour.

Paul had a question similar to Brigid's point. We notice that we battle to produce papers based on the information collected. Brigid ended saying that sometimes we have to work with hardcore researchers and need to find ways to add in some small additional steps that can allow them better explain the findings.

Setting the scene: Maggie to clarify PME and the simple PME framework

Group work: Using some of the information you gathered in the field, imagine you were just starting this joint experimentation process and fill the PME framework, imagining you're doing it with the farmer innovators.

Friday afternoon

- Provide feedback from groups in plenary (plus feedback from facilitators)
- Card exercise: What lessons have you drawn on organising field assignments as part of your training events in the futures?

[Lessons from the fieldwork](#)

Chesha asked the question, 'as a trainer, what did you learn from the fieldwork about arranging a field trip'. She reminded people to put on the 'trainer's hat'.



Figure 49: Chesha and Maggie pasting cards from participants on the board.

Points raised by the participants were:

- Organise meeting with the farmers in advance / clarify expectations
- Arrange logistics allowing sufficient time for the assignment
- Clearly explain purpose of visit to farmers / clarify about the visit to farmers
- Prepare the trainees clearly on the assignment
- Remember to watch for how trainees organise themselves (to give feedback later)
- Establish knowledge of content for the translator
- Trainee points:
 - Time management – manage the facilitator to comply with time
 - Getting permission to take photos and record them
 - Prepare questions clearly ahead of the visit
 - The distribution of roles
 - Clarify farmer innovators' expectations

Documentation session

Brigid gave a presentation with discussion and handed out the assignment.

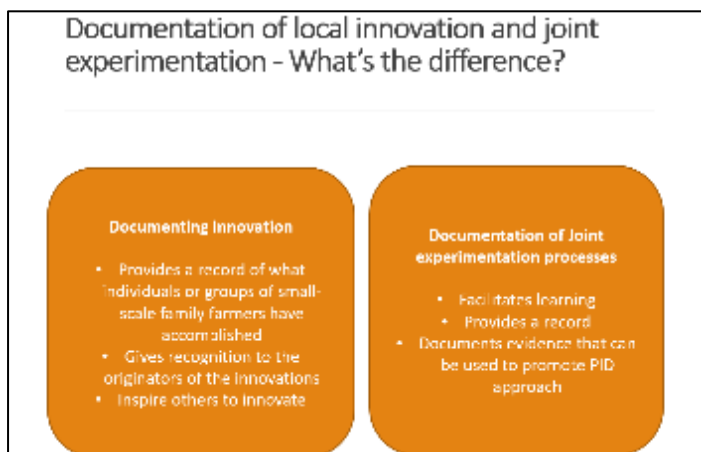


Figure 50: Comparison of reasons for documentation.

Brigid asked the participants to suggest differences between documentation of LI and of PID, and the following responses emerged:

- LI documentation – concentrates on what the farmer’s say; PID documentation – concentrates on stakeholders and all the steps of the process.
- LI documentation is more about the innovator and his/her innovation; PID documentation is about a learning process.
- Documentation of LI is periodic; PID documentation is all about an entire process to get a result.
- LI documentation is all about the local development; while JE is a process to get results.

There was then a discussion about who does the documentation, who it is for, as well as requirements for different audiences.

Who does it?

- Facilitators with the local MSP members
- Everyone contributes to the content; facilitator does the writing
- Who do we acknowledge as contributors of the documentation?
- Farmers document on their own

Who do we document for?

- For the innovator and for sharing with other innovators
- For the farmers, students, scholars, decision/ policy makers

What do you need to think about for different audiences?

- Language – different language translations; local language versions
- Format – printed, visual, electronic etc.
- Style of writing – accessibility to the audience

Different examples of documentation were shared.

Who does it? Who is it for?



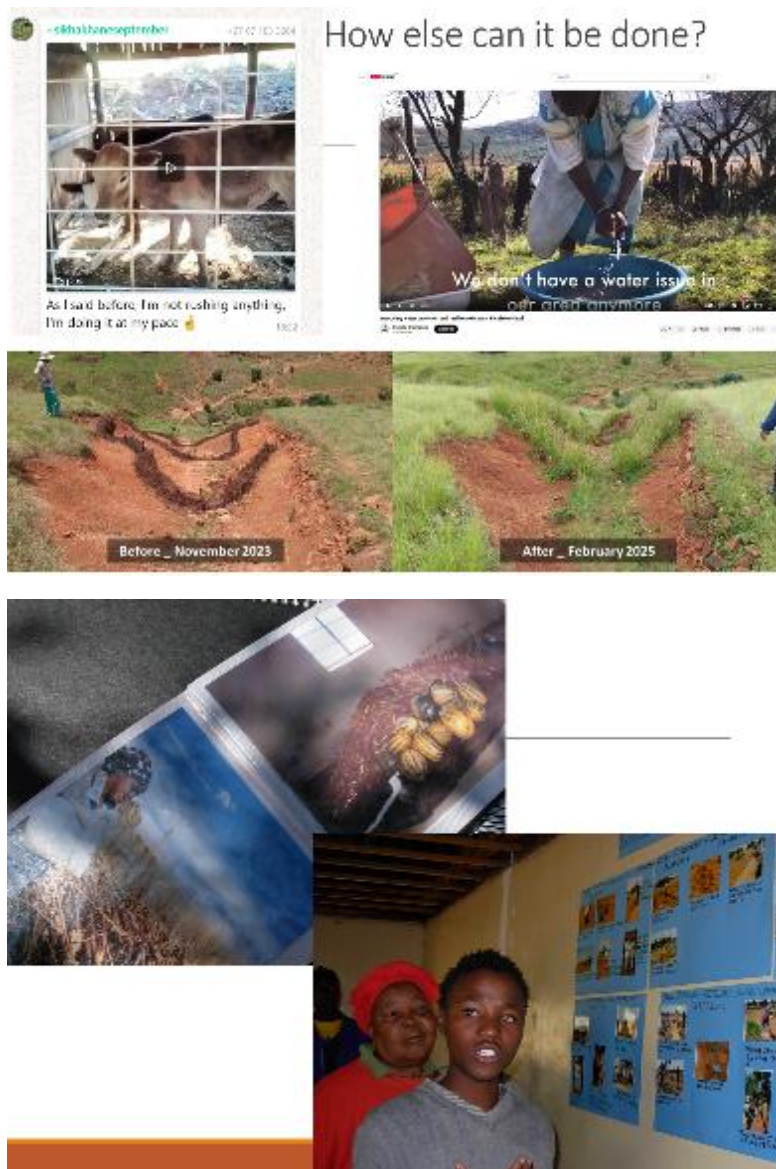


Figure 51: Different examples of documentation (written, visual, photo-voice, video).

It was highlighted that the documentation in these cases has a different purpose. With the photos on the Whatsapp group, the farmer is sharing his/her experiences with other farmers with pictures, while articles in the *Appropriate Technology* magazine is for sharing with a broader global audience. Following up on the example of participatory video, Brigid asked about the difference between conventional video and mobile phone made videos. Participants said that the latter is not staged, uses available software and the story comes from the farmer him/herself. Conventional video is staged, edited professionally, and with external professionals such as videographers, editors etc.

Fixed point photography was shown as a tool to record the change of landscape, for example. Photovoice needs to be adapted today given that photos are generally taken on phones and printed, rather than developing film from cameras distributed to people.

Brigid shared the key elements for documentation and Chesha highlighted that there are Prolinnova templates for documentation – they are based on experiences gained over the years.

Group exercise

Francophone group: You are facilitating a PID training. Plan and deliver a session where you introduce the concept of farmer-led documentation.

Anglophone group: As a tool for teaching participants, pretend you are a group of farmer innovators and use video to document a local innovation.

Due to time constraints the groups were asked to spend the rest of the day, after closing, to prepare their inputs. Feedback was scheduled for the first session the following day.

Evaluation of the day

Martha said it was quite a difficult day, although the first session wasn't challenging as the preparation had already been initiated, and led to useful feedback from the facilitators. The PME assignment was a bit challenging, but the guiding questions was a useful tool.

Day 6 of the workshop

Recap of the day

Martha facilitated the recap, throwing a ball of paper behind her so that the person who caught it had to give an input.



Figure 52: Martha facilitating a recap session.

Feedback from documentation exercise

The Francophone team delivered a session that they had prepared on farmer-led documentation.

Initially they had slides that showed the process to be followed. Then they went on to ask the group who had experiences of PID to share, before clarifying the concept of farmer-led documentation.



Figure 53: Abdou sharing a slide about farmer-led documentation.

The team then opened the floor for comments and questions for clarification. Input received was:

- The definition of PID was not completely correct on the slide, which is problematic if you are training other people.
- DeepL had used the term farmer-driven, which is not the same as farmer-led.

The Anglophone group made a short video of Jackson, as a farmer innovator, describing a local innovation. Schola explained that they could have added some exhibits – some ingredients. The speed of the speech was also too fast.

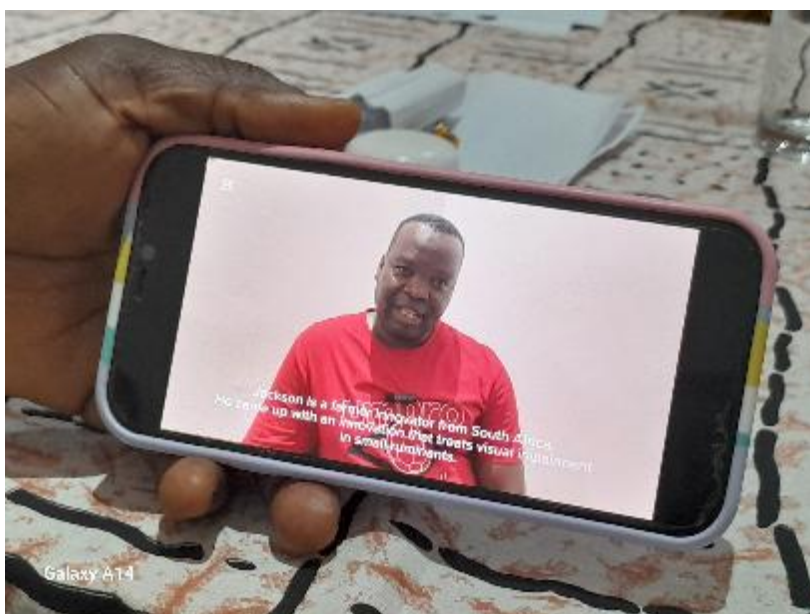


Figure 54: Video prepared by the Anglophone group as an example of farmer-led documentation.

Farmer-led documentation input from Chesha

Chesha clarified the purpose of supporting FLD as shown in Figure 55.

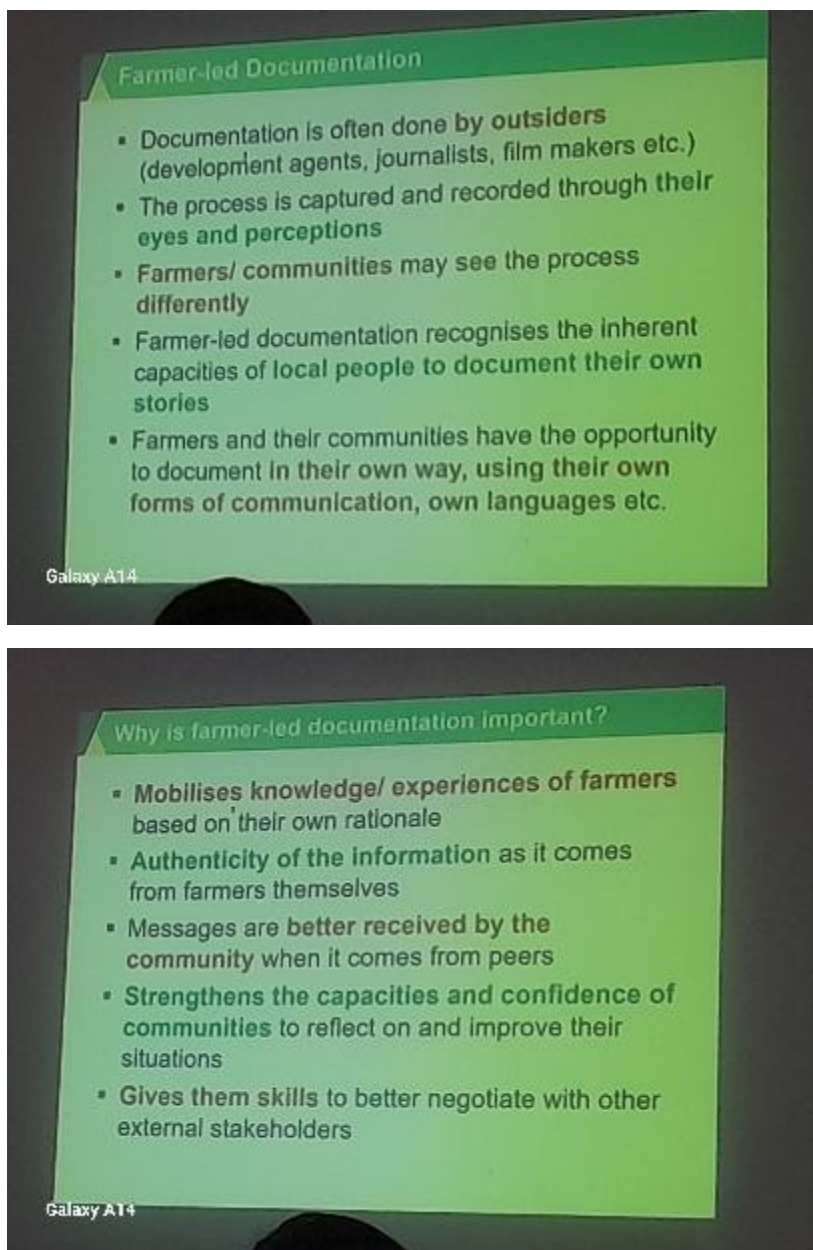


Figure 55: Additional information about farmer-led documentation.

Besides information on the Prolinnova website, there is a lot of information on the website of **InsightShare** about participatory video. (<https://insightshare.org/resources/>)

Brigid asked how they could have made the presentation more interactive, using more engagement. Paul suggested perhaps they could have used cards. Augustin suggested they could have included videos (perhaps sharing participatory and conventional video). Martha added that we need to practice this, because we keep going back to the conventional approach. Chesha also highlighted the need to reduce text and increase the font, and use colour to emphasise certain phrases.

Recap and expansion of information

Seasonal calendar

Schola facilitated the session on this PRA tool that had been postponed from Day 1. She asked for input from the participants about their experiences with the tool. Oumy said she uses it to allow for monitoring of crop production. Martha said when doing PRA in the context of implementing something in the community, we use it because we need to know how the community is structured in terms of their seasonal activities – to understand when people are most busy, when you can collect certain data that aligns with seasonal activities, etc. Schola said it also helps allocate resources efficiently.

Schola went on to say that with PRA you deal with people with different levels of literacy, it is a way that involves everyone and does not marginalise anybody. She focused the exercise on Senegal. Oumy said that there are two seasons, but the dry season is divided into two production periods in the North of the country.

Maggie went on to provide more information about using a seasonal calendar. The starting point is to have all months on the calendar and be clear what you want to find out about, for example seasonality in the community. This includes things such as festivals, which will also affect your activities as a development worker. She highlighted the need for probing the information that is shown. For example, why does cattle disease happen in July? What diseases? Chesha said you must know before you start exactly what information you need. You are also using the tool to triangulate the information. Remember to process the information gathered, with the farmers as it can result in 'aha moments'. It allows the group to look at relationships between factors such as rainfall and production.



Figure 56: Maggie providing guidance about making a seasonal calendar.

Chesha highlighted that the tool to be used with different groups and then examined to find out about outcomes to understand the differences. A PRA tool can often give better information than from a questionnaire because the information is probed and triangulated by those involved in the exercise. Brigid added about documenting the information generated by probing, as well as making sure that the tool is appropriate for the group of people (eg. young participants cannot provide information about times before they were born).

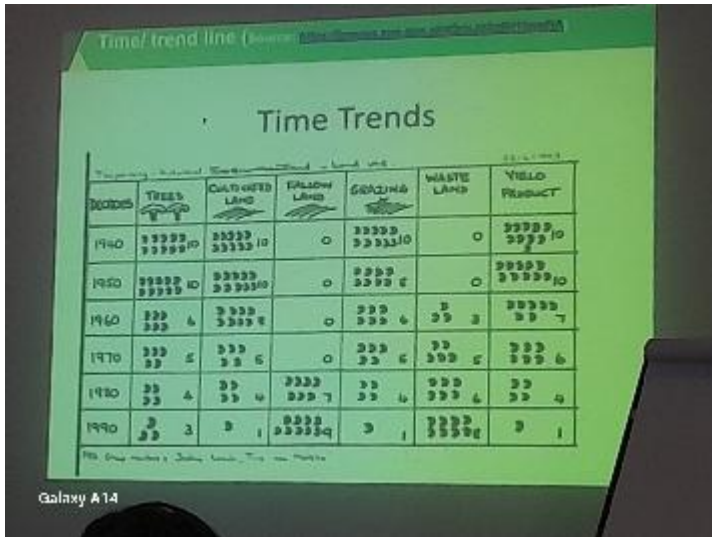


Figure 57: A 'calendar' showing changes over years not months.

Wealth ranking

Maggie asked why we do wealth ranking and Paul said it is for us to know who is poor and who is rich in the community (i.e. the socio-economic profile of the group). Martha said that this would guide the approach that you use in the community. Paul said that this would avoid marginalisation / exclusion of some people. At the project level, it would also assist us to do project targeting. The tool gathers information such as perceptions, local categorisation of people by local community, etc. The first step is to let the community define the categories, i.e. what is understood by rich, what is understood by poor, what is in the middle. Martha and Djibril both highlighted how important it is to understand the local perceptions and the value of the assets that they have access to.

Maggie facilitated an example of defining categories of people in our villages in terms of relative numbers of members as well as their characteristics (such as access to land, types of houses, assets, etc.).



Figure 58: Maggie facilitating the wealth ranking exercise showing scoring as method to gather information from participants.

Chesha explained that when you start working in a new village, it's useful to start by doing a transect walk and then come back and draw a participatory map of the community to elicit key information and to get a good idea of the community. Thereafter a wealth ranking exercise could be done and then use the community map to facilitate a discussion about who in the community deserves to be part of a given process (such as a project activity). Schola asked about how often wealth ranking should be done and Chesha explained how it could be used as a monitoring tool to see whether there has been a change in relative numbers of households falling into the different categories. Martha highlighted the value of keeping drawings and maps that have been developed to be able to refer back to them. Chesha highlighted that it should be done with as many people in the community as possible rather than a small group of people. As such, such exercises that require full participation of the community cannot be done at shorter intervals. It is best to leave the maps in the village and only take copies out for ourselves as development facilitators.

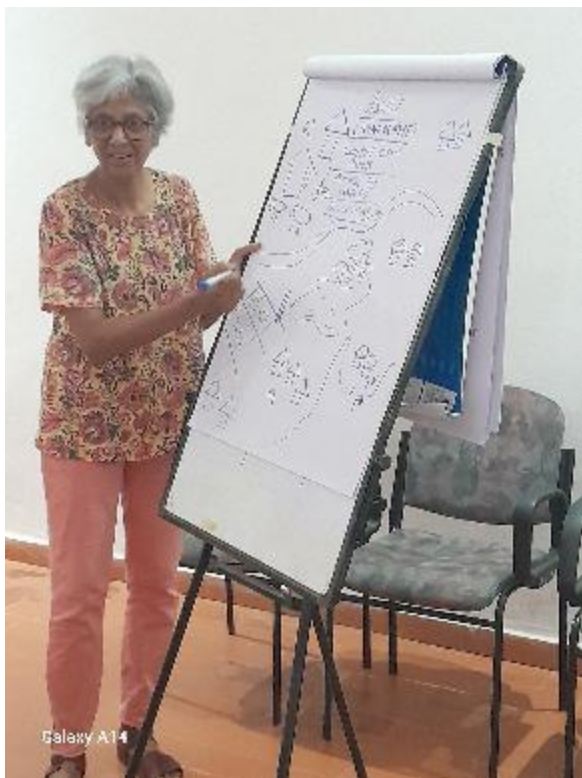


Figure 59: Chesha explaining the use of a community map.

PID example on chain of innovation

Chesha shared an example from Cambodia to build a common understanding of the PID approach and its many iterations that we refer to as a chain of innovation. Farmers in Cambodia who live around cities grow a lot of salad varieties due to the high consumer demand from the cities. With climate change the rainfall patterns have changed and there are sudden and heavy rainfall events that is destroying the salads and flooding the fields. One farmer had developed a way to create a raised bed to grow some onions for home consumption. Field workers in CEDAC noticed this farmer innovation and used it as an opportunity for farmer-led experimentation through a discussion with farmers and other stakeholders. The PID process looked at many possible improvements to the original innovation such as the use of different materials for constructing the beds and beds of different soil depths.



Figure 60: Farmer innovation from Cambodia that was start of PID process.

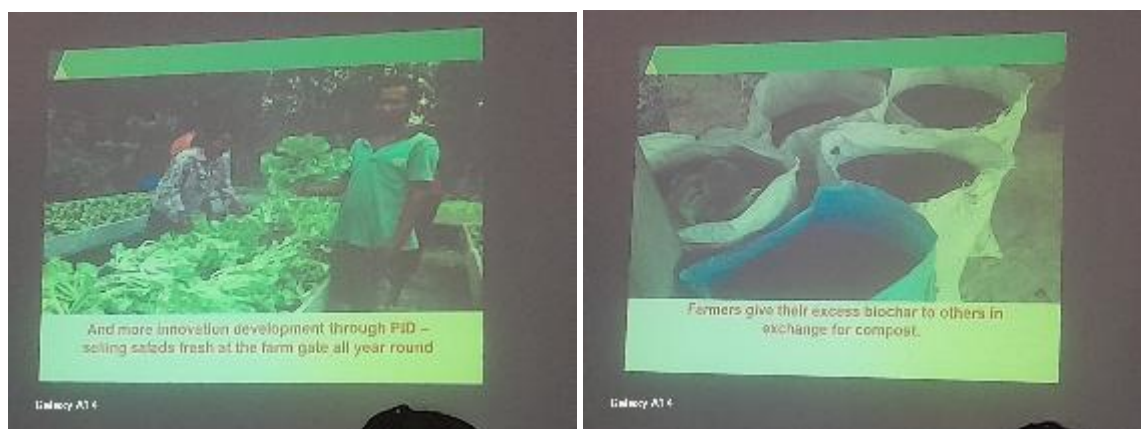


Figure 61: The PID chain involved marketing and social innovation.

The farmers found that the wooden structures rotted quickly, so one farmer started using concrete to construct beds. Then they saw that there was too much sun for the salad plants, so they started making coconut thatch roofs above the beds. However, the thatched roofs rotted after several rains so they started making screens with more durable material that could also be rolled out if necessary. Then they tried out different varieties of salads, and different soil mixes in the beds. This led to them to trying out more innovative ways of selling the salads such as from the farm gate. They had heard about the use of biochar by farmers in Vietnam so they asked for a stove for make biochar so that they could try it out with rice husks. CEDAC imported a few gasifiers for biochar making from Vietnam. Once they started using the gasifiers, the women began to see areas for improvement. This led to finding a young student of a nearby technical school who worked with the women to make several improvements to the stove. Some farmers found these stoves were small and not giving sufficient quantities of biochar. Then one of the farmers found a way of building a stove using a large metal drum to make larger quantities of biochar. Experimentation was undertaken to improve this stove. Eventually, there were people in the community with surpluses of biochar, but no compost. This led to a social innovation, where people started exchanging biochar for cattle manure. CEDAC observed that the quantity of salads and vegetables had increased then set up a chain organic shops to get better prices for these products and created a method of collection directly from the farmer.

This is clearly an example of how one simple innovation led to a chain of innovation that had positive impacts. The community became more confident, engaged in more experimentation/innovation, became more resilient to climate change and had improved food and nutrition security and more household income. The process continued and the community started processing their rice, set up community rice mill and sell organic rice to the US market.

Chesha described the role of the coordinating NGO, CEDAC. In addition to facilitating the joint experimentation process, they also facilitated necessary linkages with other actors (market outlets, technical college student, access to the initial batch of stoves from Vietnam etc). ARD actors involved in the PID process have also been influenced and they've been convinced by the impacts gained. The provincial department of agriculture in this province incorporated PID into their work. Another key indicator of success is seeing more people in the community starting to experiment/innovate and thereby increasing community capacity to innovate leading to resilience. As preparation for next week, Chesha asked all participants to prepare a collective recap of the first week, focusing on main learning points. The roles of daily recaps and evaluations for week 2 were then allocated to participants.

Day 7 of the workshop

Recap

Schola explained that the group had decided to share the topics between themselves and that the decision was that they would each give a highlight related to the topics. They had each written key highlights on cards.



Figure 62: The recap team in action summarising topics covered the previous week.

Chesha highlighted that if there had been consistent use of colour for the cards selected for main headings and related points then it would have been easier to see at a glance what was covered. This had been the plan but some people had swapped the colours around.

Institutionalisation of PID

Djibril facilitated this session about institutionalising PID. He highlighted that it is a step within the PID process. He asked everyone to write names of different institutions on cards, which led to a diverse range of institutions.



Figure 63: Schola and Oumi writing names of different organisations on cards.

Djibril introduced the term '*institutions*', as shown in Figure 64. He highlighted that organisations are characterised by their structure, their rules, their purpose and their human resources.

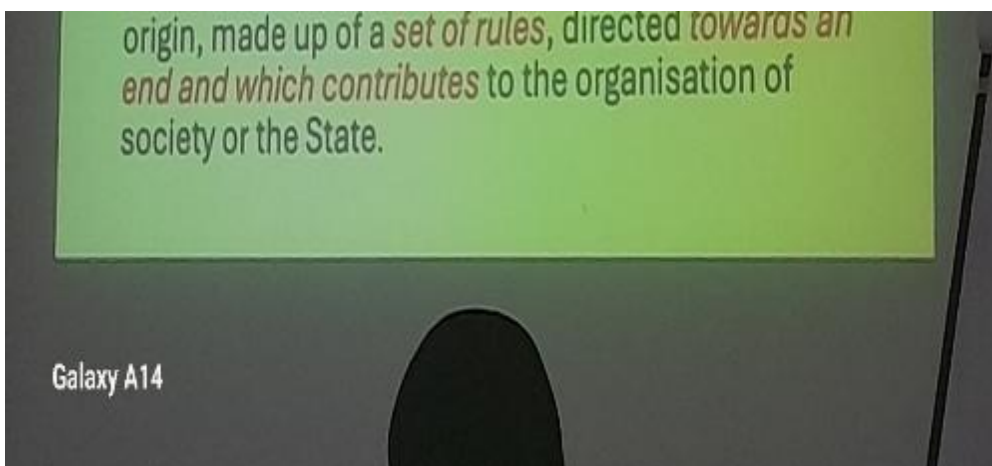


Figure 64: The formal meaning of the term '*institution*'.

Djibril also introduced the term '*institutionalisation*'.

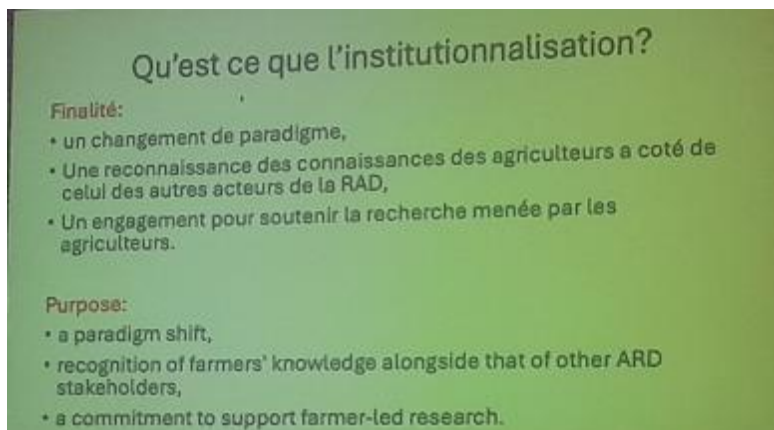
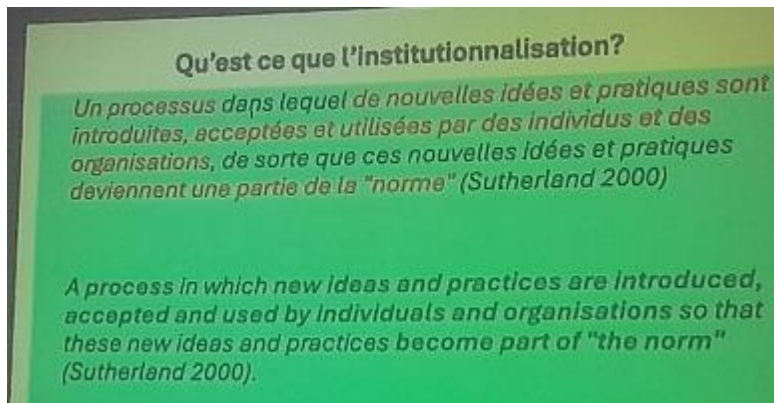


Figure 65: Definition of the term 'institutionalisation' and the purpose of activities towards institutionalisation of PID.

Djibril also introduced the concepts of 'scaling up' and 'scaling out', with the first being vertical and the second being horizontal. Chesha highlighted that scaling out can include the spread of innovations, as well as the spread of the process of innovating (i.e. more farmers innovating).

Chesha asked whether institutionalisation can take place at a community level. Martha responded that CBOs and local structures could adopt this as the way of working. Chesha also made the point that we often exclude private sector organisations, which should not be the case as they play a significant role in ARD and in the value chain.

Scaling out = diffusion; Scaling up = institutionalisation.

Djibril then focused in on institutionalisation of PID in the private sector. He asked the participants for examples of private sector organisations that could be targeted in their countries. Paul spoke about the shea butter alliance in Ghana, but said that this is structured more as an NGO than a commercial company. Chesha asked whether there are any companies that buy produce from farmers for processing. Djibril referred to the companies that make beverages from fruit juice in Senegal (Kirene), Oumy spoke about companies that work in the rice sector, which are already members of the MSPs in the action learning sites. Martha added that there are some banks that do corporate social responsibility activities and she knows one in Kenya that works with farmers and they are able to support training and dissemination. Prolinnova hasn't been working with them but it is a possibility.

Paul went on to explain a case of a micro-finance institution from Benin, that was brought into the MSP to open an account for the farmers and also to reduce the cost of operating their account in comparison to a commercial bank.

Brigid asked whether there have been any cases of input suppliers being involved in PID. Chesha was saying that most outlets in the rural areas are agrovets selling chemical fertilizers and herbicides, but as farmers were moving towards more organic forms of agriculture, the agrovets were starting to get stressed about the loss of business so they started to link up with organic input suppliers such as compost makers. Thus, there is a role for the facilitators to engage with private sector organisations in making linkages. In India there are even big producers that have now started making organic pesticides that sold within and beyond the country. These companies could support the process of transformation towards agroecology.

Djibril explained a case of engaging land preparation service providers and negotiating for reduced price/ha for farmers involved in joint experimentation. The land preparation service providers are now members of the MSP, which can be seen as form of social innovation.

Schola explained that they are working with artisans who manufacture simple farm machinery because the small farmers cannot afford expensive machinery. Thus, they are working together with the artisans to come up with improved forms of hoes, rakes, etc. The farmers use them and give feedback to the artisans to allow for modifications. They have now reached the pesticide stage and are even using solar powered knapsack sprayers.



Figure 66: Photographs from Schola related to working with farmers and artisans to modify tools.

Augustin said that involving the private sector can be risky as their experience is that the process started well, but later the private company took ownership of the local innovation and started manufacturing the machine as there is no regulatory process in Burkina Faso protecting intellectual property rights of farmers' innovations. Others highlighted that the process of patenting local innovations is often too expensive for farmers.

Djibril then listed four organisations, and participants added to form the list:

- Universities
- Agricultural research
- Farmer organisations
- Public extension
- Private sector (marketers, input suppliers, financiers, processors, etc)
- Civil society organisations (NGOs, CBOs).

Djibril then asked participants what methods could be used to institutionalise PID into these different organisations and shared a guiding framework.

Chesha explained that this was a framework developed collectively at a workshop at IIRR in 2002, where different people came together to understand what should be considered when trying to institutionalise PTD into organisations. Paul highlighted that Fanos used this framework in Cambodia to evaluate the level of institutionalisation. Later, she used it in Ethiopia.

Cadre pour comprendre l'institutionnalisation du DPI
(Source: after Lizares-Bodegon et al 2002)

Aspects	Mission	Structure	Ressources Humaines
Technique Les rouages de fonctionnement	Planification, execution, suivi & Evaluation	Tâches, liens, stratégies, technologies	Compétences, renforcement des capacités
Politique Le jeu du pouvoir	Politique, budget	Processus de prise de décision	Responsabilité, incitations, récompenses
Socio-culturel Culture et l'identité	Valeurs organisationnelles	Routines, normes et traditions	Comportement, attitudes

Framework for understanding PID institutionalisation
(Source: after Lizares-Bodegon et al 2002)

Aspects	Mission	Structure	Human resources
Technical The nuts and bolts	Planning, design, M&E	Tasks, linkages, strategies, technologies	Skills, capacity building
Political The power game	Policy, budget	Decision-making processes	Accountability, incentives, rewards
Socio-cultural Culture and identity	Organisational values	Routines, norms, traditions	Behaviour, attitudes

Figure 67: Guiding framework for institutionalisation of PTD/PID.

Chesha explained the English version. She said one of the first steps to change attitudes and cultures is to remove the use of titles such as “Dr” or “Professor” because such titles create power dynamics and hierarchy.

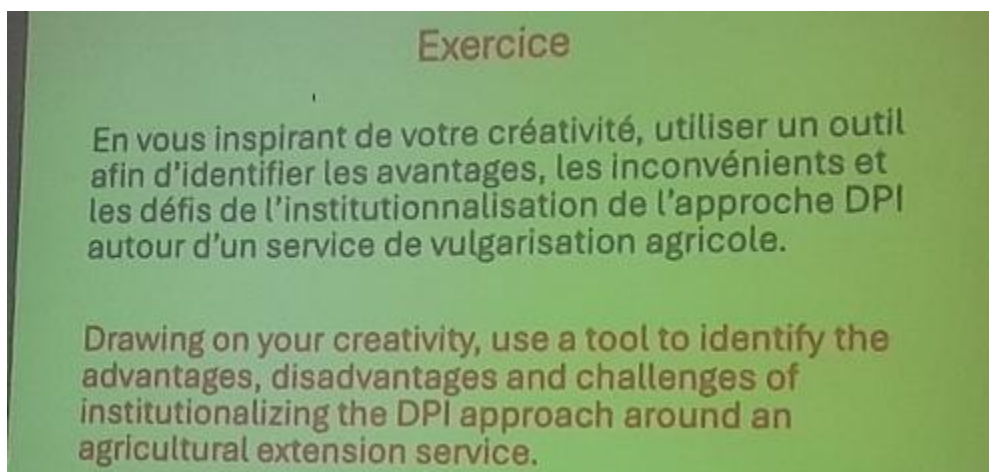


Figure 68: Exercise related to institutionalising PID.

Feedback from the Anglophone group

The group explained their tool to be used after having analysed their organisation (extension agency) with the guiding framework for institutionalisation.

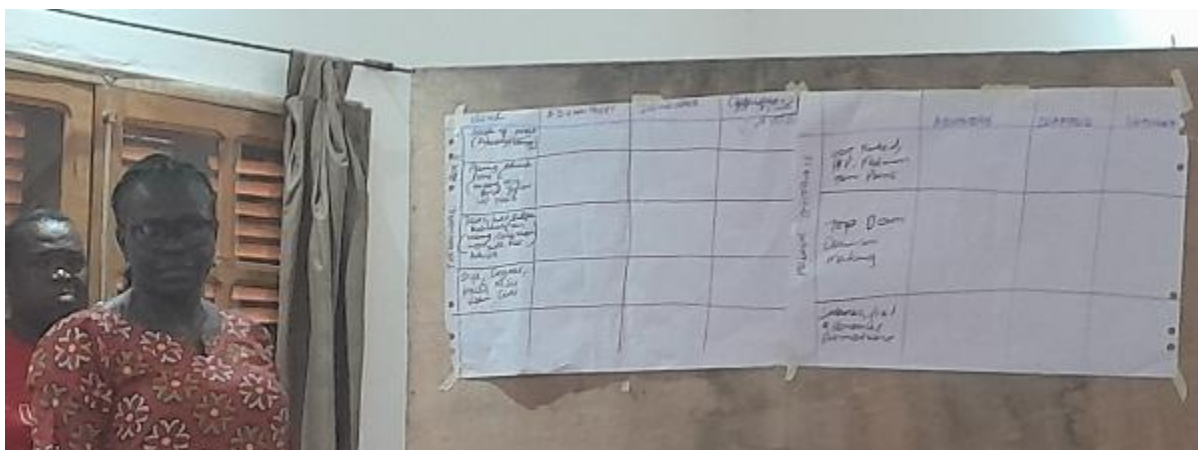


Figure 69: The Anglophone group described the tool that they had developed to gather advantages, disadvantages and challenges for institutionalising PID.

The tool was designed to allow the organisation to consider the technical, political and socio-cultural aspects that would impact on institutionalisation. For example, does our mission allow us to institutionalise PID? Schola went on to provide an example of how the tool could be completed. They listed issues and then considered whether these would be an advantage, a disadvantage or a challenge.



Figure 70: Schola showing how to complete the table with 'yes' or 'no' to determine whether a characteristic is an advantage, disadvantage or challenge.

Chesha provided some feedback. She said she would have liked to see Jackson also involved in the presentation. Paul added that to be more engaging, they could have asked us for input. Brigid said she was surprised by them allocating the 'yes' and 'no' and not allocating the issue to the column. Maggie said the process was clear. Martha said that in an ideal situation, the participants would have had another table that would reflect the guiding framework. Martha suggested that this tool could be used by people to reflect on their own organisation.

Feedback from the Francophone group

Abdou explained that the important part is to organise a meeting between the CP coordinator and the Technical Director from the Agricultural Extension Services and staff at other levels. He used a role-playing exercise. The first question we need to start with is whether the target organisation knows about PID – to know whether we're doing advocacy or looking at opportunities for collaboration. This will inform the advocacy strategy. Then Oumy, representing a staff member, explained that they work with farmers, Augustin, representing another staff member, further explained the role of the organisation. Then Paul went on to explain about Prolinnova and its benefits. For example, the CP coordinator might see that the lack of participatory skills amongst extension staff may call for upskilling. Then they would need to ask the Director whether there would be willingness to send staff for training.



Figure 71: The Francophone used role-play to explore institutionalisation of PID within extension.

Comments were allowed from the Anglophone group members and the facilitators. Chesha said she liked the role-playing approach as it showed that they had internalised the concept of institutionalisation. Brigid asked the participants to confirm whether the roles of the different people in the roleplaying exercise were clear, because this an important part of the process and it was confirmed that it was clear.

[Video about modifying equipment with farmers](#)

Chesha started her session using a video from Kerala in India and highlighting that there would need to be translation of the video into French. The video was stopped periodically to allow for translation, showing that it is possible to use videos even if they have not been translated.

Chesha highlighted that the Kerala State government is now giving subsidies to farmers to buy these milling machines that can mill both wet and dry material. She had visited the innovator in January this year and asked him about IPR. He replied that it's a costly, complex process to patent it and he'll have a new machine by the time people have copied this one, and that those who copy will have to compete with him as he sells it at an affordable price. He also said he does it mainly to help farmers and not as a means of getting rich.



Figure 72: Video shared by Chesha to demonstrate how an artisan worked with farmers and other actors to modify a grinding machine for making animal feed.

He also talked with women who have a contract from the municipality to make compost from waste and said that he could assist them with a bigger machine to speed up their compost making process. He has made several machines for them with modifications based on feedback from the women.

Policy influencing

Chesha facilitated the session, starting by asking participants to explain their understanding of the term 'advocacy'.

- Standing up for someone
- Standing up for/defending an idea
- Pushing for something
- Influence the community.

Chesha went on to say that it can be seen as action for change. Policy advocacy is more specific, as the action is towards changing policy, for PID in our case. Chesha asked what we'd be doing if we were doing policy advocacy for PID. Some responses obtained were:

- Stakeholder mapping analysis
- Stakeholder engagement
- Engaging and sensitising
- Support to farmer-led policy (the change that we want to see as a result of policy advocacy)
- Implications for local actors (municipalities)
- Gathering of evidence - successful PID examples
- Participation and sharing of experiences in high level conferences
- Sharing PID results and outcomes in the social media network to capture policy makers' interests.
- Make farmer innovator network part of caravans to sensitise decision-makers (a form of campaigning).
- Capacity building
- Sensitisation

- Facilitating meetings with local decision-makers.

Chesha highlighted that when we talk about sensitisation, we need to sensitise policy makers, local chiefs, heads of organisations (i.e. people who hold power). It is useful to do a stakeholder mapping of the people with power in any given location. Martha said that the gathering of evidence includes examples of successful PID. One wants to reach a point where policies support PID.

Capacity building could be of farmers to allow them to be advocates for PID. Paul added that if we want to influence an organisation that does know about PID, we might need to build capacity of staff within the organisation.

There was a discussion about whether we need to inform the human resources department of the organisation or the technical staff.

Martha wanted to explore capacity building for policy advocacy further. She suggested that building the skills of PID network members to do advocacy, as well as capacitating of farmers to be able to advocate. Chesha also highlighted that there are some changes needed within finance and human resources departments if the behaviour of the field staff is to be supported to change. For example, if recognition is based on scientific publications, then it may be challenging to get them to adopt PID as it does not fall within the requirements of scientific publication. It could be to have farmer innovators recognised as co-authors in scientific publications.

There was a discussion about the difference/overlap between 'policy advocacy' and 'institutionalisation'. Chesha also highlighted that not all capacity building is part of institutionalisation. For example, a farmer innovation fair allows for multiple outcomes: policy makers can speak to farmers (advocacy), letting people share and communicate (co-learning). Local authorities need to see the process (i.e. involvement along the PID process) to understand PID.

Paul did an energizer about operating a maize mill getting faster and faster.

Jackson raised the need to influence the gender balance and Chesha asked what methods could be used to bring about changes. Martha gave an example of providing evidence of women in PID, or PID that has had specific impacts for women. This could illuminate issues that might be barriers for women, and what can be done to overcome them.

Oumy highlighted that she consciously shared about PID on social media, because from her personal experience the Ministry of Agriculture in Senegal often share about food sovereignty – and so does she. She added their publication on her social media page and added her own thoughts. The Communications person in the Ministry sent her comments to the Director and this led to an opportunity for Oumy to meet and have a discussion with him.

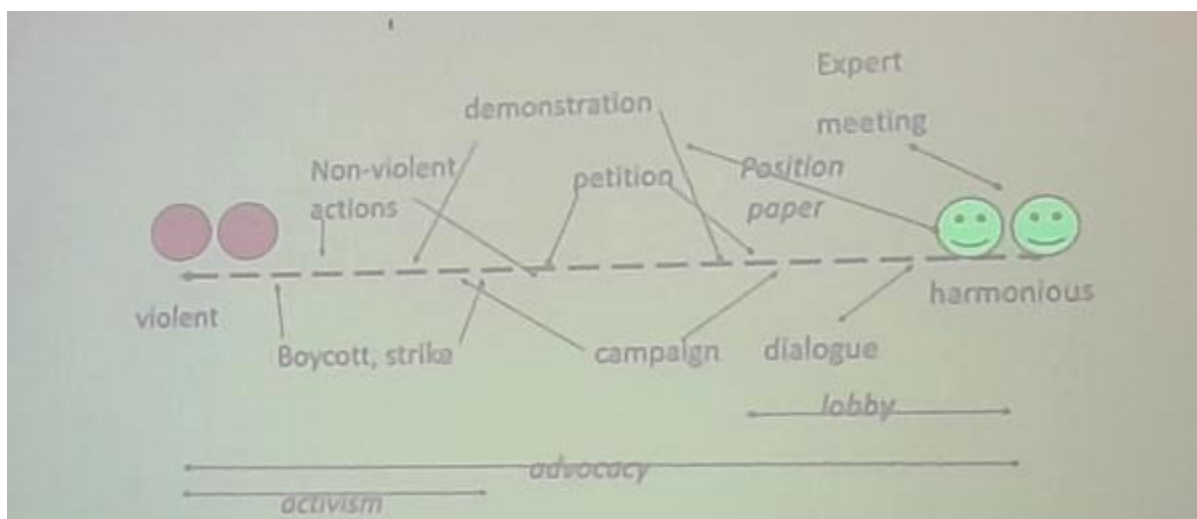


Figure 73: The advocacy continuum.

Chesha highlighted that we have always stayed within the more harmonious approaches to influencing policy (in the right of the diagram), but there are individuals and organisations such as Greenpeace, that operate at the activism end. In the past there were discussions about how Prolinnova should be engaging in advocacy activities. Some people from the Global North in the network were not comfortable with a more activist approach. Moreover, since we don't have the necessary skills for such activism; Prolinnova's approach is to provide inputs to the people/organisations that are engaged in activism as evidence to boost their campaigns. In many countries, people try to get changes made democratically, but when found to be ineffective, then there is a transition towards more (violent) activism.

Djibril reminded Chesha that there was a similar discussion some time back. Due to the formation of our network – since it does not only include NGOs or isn't a registered NGO, we can't take an activist approach.

Brigid asked participants what would happen if Prolinnova took a stand against GMOs. Martha responded that since Prolinnova has multiple organisations, and her organisation, KALRO, is trying to advocate for GMOs on the basis that there is no evidence of its negative impacts, this may cause a conflict of interest. The head of Martha's institution is in the field of biotechnology and if he saw Prolinnova with anti-GMO placards, he would probably not allow her to participate in Prolinnova activities.

Chesha explained the group assignment. The trainees were to prepare for a campaign to promote PID and LI and the participants were asked to come up with three slogans per banner. She asked what is a characteristic about a slogan – its short and punchy.

The participants developed the following slogans:

- Local ideas – lasting solutions
- Together for local innovations
- Innovation with us for us
- I am a farmer innovator, my ideas matter
- Local innovation, key for our food sovereignty
- Innovation led by farmers - let us commit ourselves.

Chesha then facilitated a round of voting to select the strongest slogan.

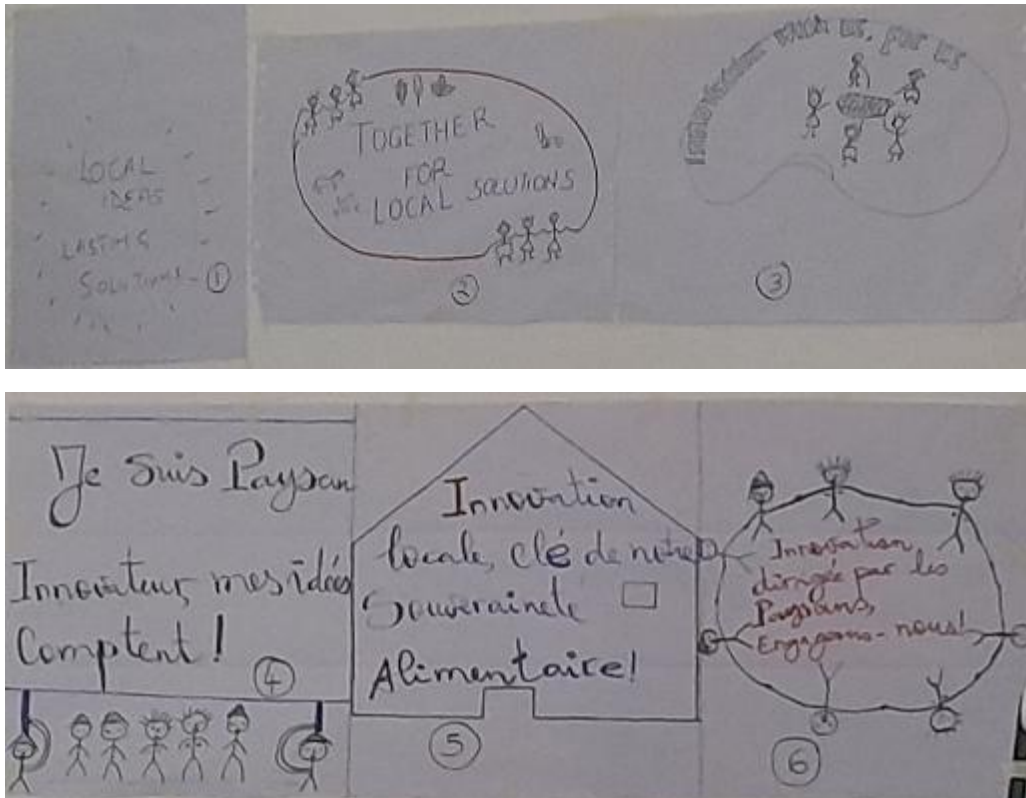


Figure 74: Slogans developed by the two groups.

What makes a slogan work well? Few words, commonly used words, short messages, simple language (i.e. no jargon), visually attractive. Chesha highlighted that decision-makers are busy people, so one needs to find effective ways that do not require much time to get the message across. It might be useful to find someone that has communications skills to design communication materials.

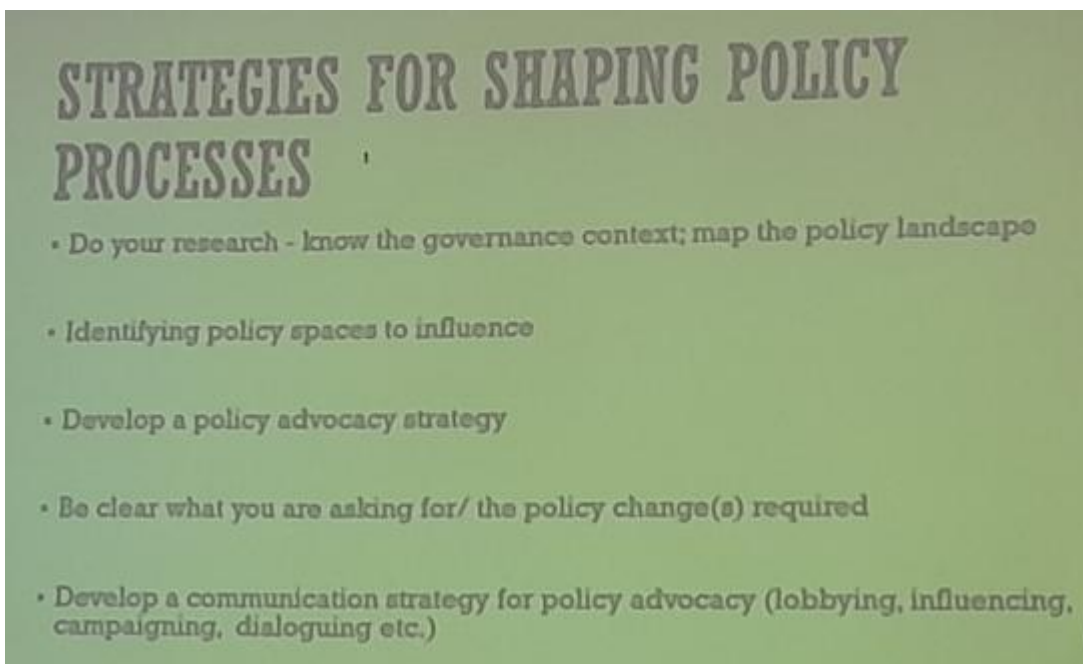


Figure 75: Strategies for shaping policy processes.

Chesha suggested starting with a Venn diagram to understand the policy landscape and to decide where there are opportunities for engaging with them. There need to be different strategies to engage with different actors. For example, inviting key people such as institutional heads to attend a short event, panel discussion or a webinar.

It is important to be clear on the changes that you are trying to see, as this will inform the type of activities that you should do. This will also require clear communication strategies and messages.

If you invite someone to an event such as a farmer innovation fair, make sure that they are guided to the correct place. Thereafter, follow up with the person after the event – this should be done by the CP coordinator, SRC or NSC, not the people working in the field.

All advocacy initiatives should follow the participatory processes of planning, implementing and M&E.

For example, planning to organise a seminar for research heads within the first year. Check back at the end of the year to see whether the seminar took place, and whether there was effective support from the research heads.

Prolinnova calls you to be innovative in everything you do. There is no ‘one size fits all’.

Chesha highlighted the importance of activities that we try that do not have the intended impact as it provides lessons for future strategies.

Jackson did an energizer – do what I do when I call your name

Preparation for the field assignment

Djibril explained that the trainees would go to Thies to visit two organisations, a university and a federation of farmer organisations. The Anglophone group will visit the university and the Francophone group will visit the federation. The assignment was shared on a handout.

Evaluation of the day

Schola provided an evaluation of the day, highlighting the value of the training in developing facilitator skills and highlighting the need to practice using them in order to become competent.



Figure 76: Schola providing an evaluation of the day.

Day 8 Fieldwork

The Anglophone group visited the Director of Research at the University of Thies, Prof Diedhiou.



Figure 77: Prolinnova participants visit the Director to talk about institutionalisation of PID within the University of Thies.

Day 9 of the workshop

Recap

Oumy did a recap of the day using cards, which she posted on the board.



Figure 78: Strategic use of coloured cards to provide a recap of the previous day's activities.

Feedback from the fieldwork

Francophone group

The group provided feedback on the visit to FENAB, responding to the question 'What strategies does FENAB have for PID integration within member organisations?' They explored FENAB's advocacy experience, strategies they have used and successes/challenges experienced.

FENAB has 50,000 members from 43 farmer organisations and 4 support NGOs. They have advocated for the recognition of organic agriculture, , and wanting to contribute to regional and pan-African policies. They advocate for giving farmers a voice.

Strategies that FENAB has used are sensitisation of communities and FOs, capacity building of member organisations, documentation of farmers knowledge, identification of focal points in state structures, involving government authorities in exchange visits, participation in events, and establishment of a digital knowledge-sharing platform.

Successes include integration of AE into national agricultural policies, integration of farmers knowledge into national/regional plans, creation of a multi-stakeholder training network, recognition of FENAB by government and subsidies for biofertilisers.

Challenges experienced were the weak institutional recognition of organic agriculture, lack of political clout of organic farmer organisations, lack of awareness of organic agriculture among the public and consumers, Insufficient resources for structured advocacy, lack of coordination between organic and AE actors, and competition with industrial agriculture promoted by certain donors.

Their slide showed strategic use of colour as shown in Figure 79.

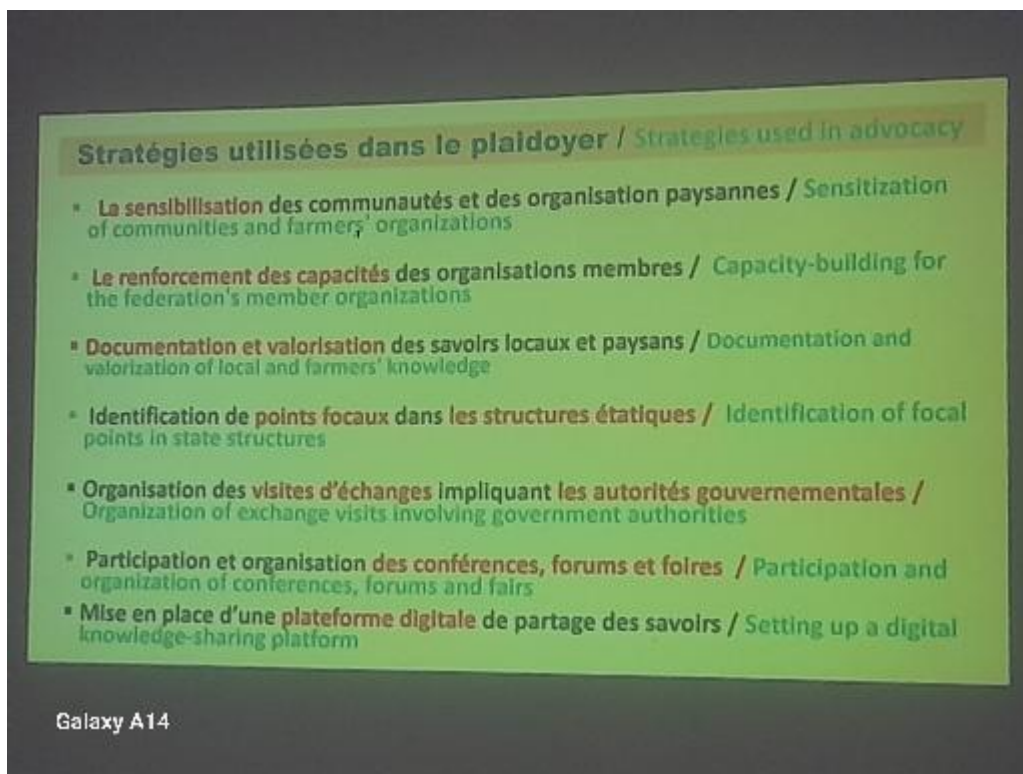


Figure 79: Strategic use of colour in a slide about strategies for institutionalising PID.

Assignment on institutionalisation

The strategy proposed by the group

- Build strategic alliances with FENAB and its FOs.
- Build PID capacity amongst FENAB members
- Conduct PID processes on local innovations with FENAB
- Set up a LISF as a mechanism for supporting local innovation
- Organise exchange visits on LI/PID with FENAB members.

- Set up network of farmer innovators for mutual learning
- Disseminate information on LIs and joint experimentation processes to FENAB member organisations.

Djibril added that FENAB has already identified some local organisations that could be used as a starting point to engage the FENAB member organisations.

Brigid raised the issue about when to use the term local innovations and local innovation as a process, just to clarify the terms.

After the presentation, Oumy added that, FENAB has farmers with LIs and so does Prolinnova; so there is real opportunities for exchange visits. In FENAB they refer to it as farmer knowledge and not local innovation. Also, FENAB only looks at technical innovation.

Chesha queried that the challenge refers to lack of recognition of organisations, but the list of successes refers to recognition of FENAB. Augustin responded that while there are policies that reflect AE, there is not enough recognition of organic agriculture. There are also challenges around terminology – what FENAB refers to as LI in its catalogues, is actually local knowledge. They also use scientific criteria to select cases to put into the catalogues, because the role of scientists is very strong as it is the FENAB funder’s agenda.



Figure 80: The trainee group with the FENAB representatives, Mr Mohamed Seck and Mr Samba Balde.

Anglophone group

The Anglophone group reported on the visit with Prof Diedhiou at the University of Thies. Jackson started by explaining the sharing of roles between the participants.

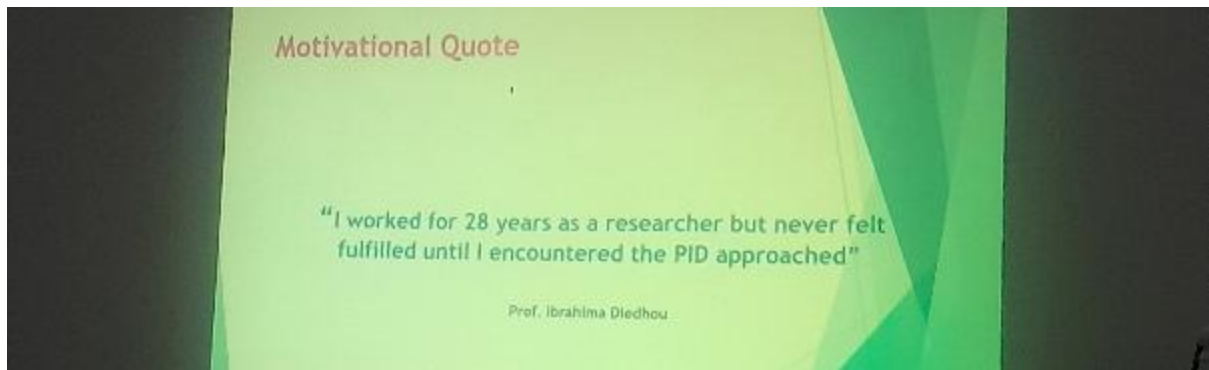


Figure 81: Motivational quote from Prof Diedhiou.

Prof Diedhiou noted some points that helped in institutionalisation. Besides personal commitment and consistency, he said that being able to leverage the power of his position was effective. Sensitisation involved FOs and other stakeholders, and he also leveraged farmers' voices. He had a video that he used at many meetings to provide evidence of the approach. He also supported students who showed interest in the concept. He highlighted that the person promoting the approach has to have credibility.

The achievements mentioned were: institutionalisation of PID into the university for the last 12 years, conversion of colleagues to the approach, inclusion of AE into the faculty, the innovation award organised by ENSA, postgraduate students studying LI/PID, curriculum change and PID graduate students who have become lecturers of PID at ENSA.

Institutionalisation was supported by multiple factors including: interest generated among students, his personal commitment, integration of PID into his own work, his position (within ministerial counsel as the director of research and innovation at ENSA), the video, and patience.

Constraints were mainly related to the long process of bringing about changes in curriculum, which requires a series of meetings where the members vote for change and may require convincing. He also referred to the lack of appreciation of PID of his colleagues at the start.

The way forward: He sees PID as the future, there are research opportunities that are prioritising projects that involve farmers, there are calls for proposals that focus on farmer-centred innovation. For dissemination of PID, he said that PID trainers can volunteer to give lectures at institutions when opportunities present themselves.

Jackson finished his presentation by saying "Knowledge is powerful, but shared knowledge is transformational"

Anglophone assignment

Martha highlighted that they used lessons from the interview when developing a plan for institutionalising PID within an agricultural technical college.

Group Anglophone
A PID Institutionalization plan for an Agricultural Technical College

Action/activities	Output	How to execute	Who is responsible/involved	When should it be done
Stakeholder engagement: Participatory analysis of <ul style="list-style-type: none"> • human resource capacity • Structures • Curriculum change process • Scope of activities 	Understand human resource, governance structure, curriculum change process and nature of activities related to PID approach	Meetings, dialogue, workshops, etc	MSP, farmers, heads of schools, heads of farmer groups	August – December

Figure 82: Institutionalisation strategy for an agricultural technical college.

They proposed starting with a participatory analysis of the organisation (human resources capacity, structures, curriculum) and scope of activities. She highlighted that they would involve relevant individuals. The next step was to gather resources including evidence, curriculum content and training materials. Sensitisation through activities such as workshops, meetings, webinars and social media) requires identifying stakeholders PID practicing and other relevant individuals in the college before designing sensitisation processes. The stakeholders are enlarged by including ‘influencers’. The next step would be PID training for the selected college staff to ensure a better understanding of LI/PID concepts and practice, which would also include members of MSPs as trainers.

Another activity would be supporting the college with curriculum development by providing materials that they can use to integrate PID into the curriculum, which would initiate the curriculum change process. It is also suggested that a committee be set up to drive the institutionalisation process within the college. Finally, an M&E plan will be developed and implemented to be able to track the relationship between the community and the college, and the attachment of students to innovators and organisations involved in PID. It will also be important to engage regularly with the college staff, and identify gaps to be addressed throughout the cycle.

Chesha added that when doing the stakeholder analysis, one can make use of secondary data as well as key informant interviews. She also said that is important to identify individuals inside the college/institution who are like-minded and will be supporters. She also said that the plan was to go from PID training directly to curriculum development. She suggested that they should rather do one or more PID pilots after the training so that the people who are trained have the opportunity to try it on the ground. They could also join a Prolinnova team. There also need to be events such as seminars that allow for the involvement of students in order to expose them to PID, rather than only involving college staff.

Chesha gave the example of PID training in Benin for staff from one university and two agricultural technical colleges. Although the original plan was to go to the country and to do a series of training and mentoring events, the training had to be done virtually due to Covid. However, they managed to involve the trainees in two pilot PID processes with two farmers engaged in experimentation within the grounds of the college. At the end of the pilots, they did a workshop that drew in students to share what was learnt about farmer-led PID. Chesha went back to Benin in 2024, 2.5 years after that

initial training and found that the one of the colleges she visited had institutionalised the approach considerably. The teacher in charge said that curriculum development is a long process within the system in Benin, so they included it into their teaching whenever possible and stimulated lecturers and students to identify local innovators and to work with them in PID. Some of the teachers had become innovators themselves. This highlights the need to work within the context of the institution and find creative solutions. At one of the colleges, the PID pilot was not successful in terms of achieving the anticipated outcomes, but was an excellent learning process. Chesha had been able to meet with 14 of the 18 people trained in order to explore the impact of the training, and there were very positive responses. The benefit was that it was a two-year project integrating teaching and practice repeatedly throughout the period. The training was done in short sessions followed by practical application and feedback.

There was a discussion between Brigid and Chesha about how a combination of online and in-person sessions could be used to allow for a breakdown of sessions so that there is opportunity to undertake practical activities in between sessions (e.g. identifying and documenting LI). Chesha also highlighted the need to have a person in the room facilitating a session even though the foreign trainer is joining online. Online sessions also require a stable network connection with sufficient bandwidth.

Planning a PID training

Chesha explained the assignment to the participants.

<p>Planning a PID</p> <p>You are required to <u>prepare a two-day orientation</u> for introducing PID to a mixed group of stakeholders. 5 from university research, 5 from research, 5 farmer innovators/farmer organisations, 5 from CBO/NGO. Consider: participant selection, programme, logistics, training methods.</p> <p>Work in pairs, but each person to develop own plan.</p> <p>Planification d'un PID</p> <p>Vous devez préparer une séance d'orientation de deux jours pour présenter le PID à un groupe mixte de parties prenantes. 5 personnes issues de la recherche universitaire, 5 personnes issues de la recherche, 5 agriculteurs innovateurs/organisations d'agriculteurs, 5 personnes issues d'organisations communautaires ou d'ONG. Réfléchissez à la sélection des participants, au programme, à la logistique, aux méthodes de formation.</p>

Figure 83: Assignment about planning a PID training.

Feedback from Schola

Schola shared her plan for an orientation workshop plan with us. She started by explaining participant selection and associated criteria. This included NGOs that were involved with farmers, and more specifically with LI/PID. She also covered logistics such as venue, training material translation, etc. Proposed training methods included cards, role play, Power Point, case studies, discussions and open-ended questions. She had developed a programme that included the objectives and methodology for each session and highlighted that the snack breaks, which are between most sessions, are to be used as networking opportunities. She had a session about 'what

is not PID'. Her programme was for 1.5 days, with the final evaluation after lunch, to allow people to travel home in the afternoon. She plans to use a questionnaire to capture participants' feedback for an evaluation.

DAY 1			
8:00 – 8:30	ARRIVAL AND REGISTRATION	WELCOME PARTICIPANTS	FACILITATING TEAM
8:30 – 8:45am	Opening and introductions	Set expectations and ground rules for participation	Pair intros (two pairs are given 5 minutes to get to know each other, then introduce the other)
8:45 – 9:30	- What is PID? - Concept and principles of PID	Understand the background of PID and its principles	Use of OEQs, PowerPoint presentations, and open discussions on the content presented so far.
9:30 – 10:15 am	Why participate?	Explore the benefits of stakeholder engagement	Interactive presentation, discussions, Q&As

Figure 84: Programme for a two-day PID orientation prepared by Scholastica.

Brigid asked Schola to clarify her decision to include NGOs that have already been involved in LI/PID. Schola felt it would provide a good starting point for collaboration and for building on existing activities. Chesha suggested that Schola needs to consider transport within the logistics. She also thought that there was a need to first introduce LI before going into PID. Chesha thought perhaps to cover participation ahead of PID too. Lastly, Chesha said that it's not defining innovation, but rather co-defining the innovation process. Overall, Chesha said it was a good plan that drew on the lessons from this training.

Feedback from Martha

Martha started by providing a background summary to be able to share with someone, including the objectives of the workshop.

Objective of the Orientation workshop

The main objective of the workshop is to introduce the concept of LI/PID to the potential practitioners.

Specific Objectives include:

- Create an understanding of the concept of LI/PID to participants encountering it for the first time
- To demonstrate to participants how PID works through documented examples

Expected outputs

- Participants will have a good understanding of LI/PID at the end of the orientation workshop
- Participants will understand how PID works at the end of the orientation workshop

Figure 85: Summary document to be shared with potential participants.

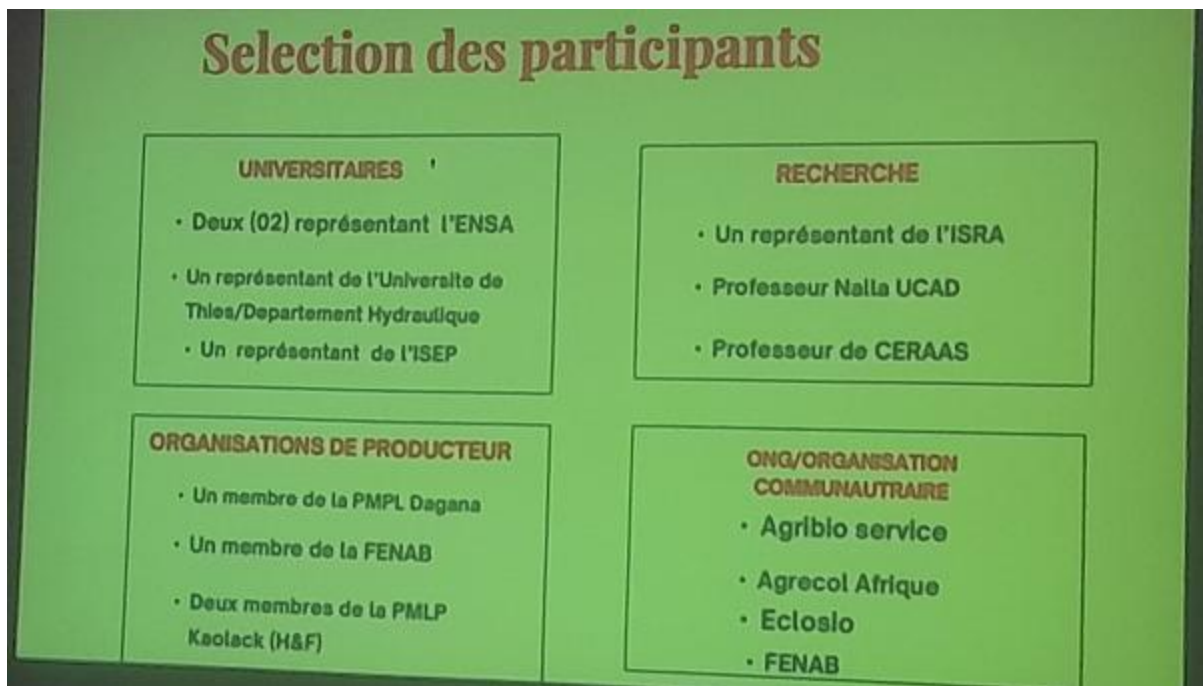


Figure 87: The participants that Oumy proposed inviting to the PID orientation workshop.

Besides an introduction to Prolinnova and to the concepts of LI/PID, her programme included MSPs, gender and LISF. Her logistics considered equipment, her methods included making videos, walking group, quiz and illustrative images. She had also thought about what the evaluation should consider (logistics, content, catering, facilitation).

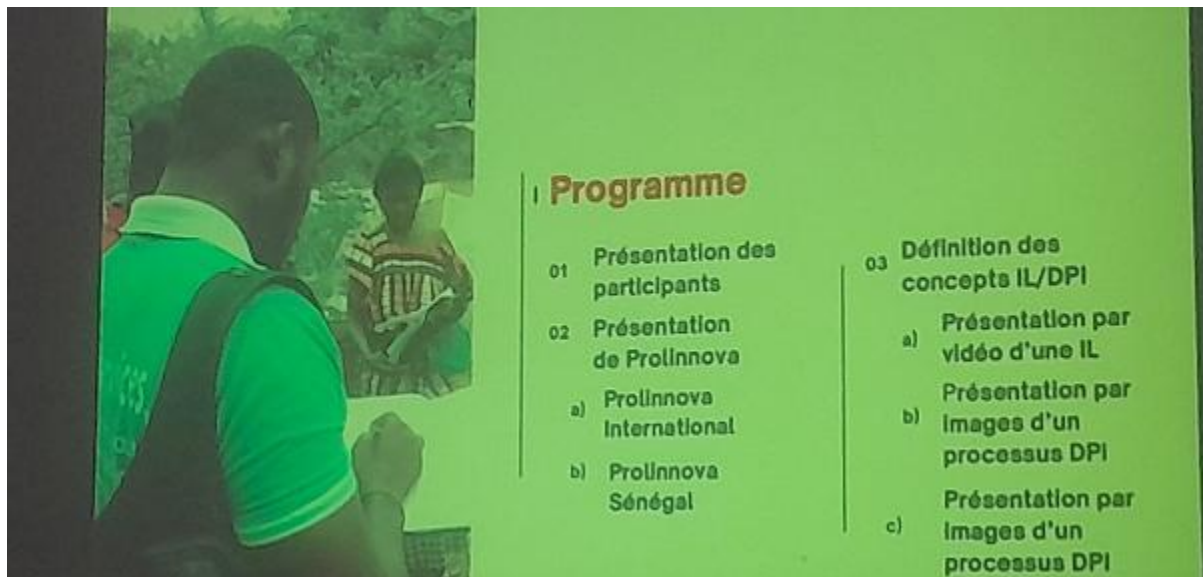


Figure 88 Overview of the programme for the orientation workshop.

Augustin asked why many of the participants who have experience with PID and a handful without and yet this is called an orientation workshop. Oumy responded that she chose to include those who have already undergone LI/PID training, because it might be a different person who is nominated from the organisation, due to staff changes in the organisation.

Brigid made the point that without doing the programme, it might not be possible to fit in all the proposed sessions and thus it needs to be done as early as possible. Chesha also highlighted that Oumy only had herself facilitating the workshop and that it would be very challenging. Lastly, Chesha complimented Oumy on her clear presentation that used visuals making it easy to follow.



Figure 89: A slide from Oumy’s presentation showing good use of visuals.

Feedback from Jackson

Jackson shared the plans he developed for a PID orientation workshop. In terms of participants, one of the criteria he considered was role and influence in the community. He said he would send a concept note to all participants together with a programme showing dates. He highlighted that officials need to receive formal invitations to workshops. His logistics included transport and reimbursements, as well as training materials, venue and a local interpreter.

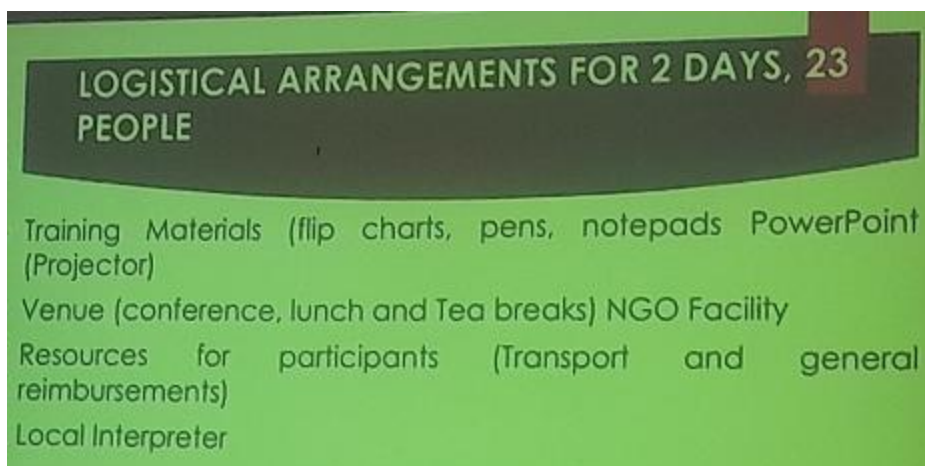


Figure 90: Jackson’s logistical considerations for the PID orientation workshop.

Jackson then shared the programme, indicating which members of the Limpopo task team would facilitate different sessions.

AGENDA: DAY 1 PID WORKSHOP			
DATE: TUESDAY 22 JULY 2025		TIME: 10:00-17:00	
FACILITATOR: MJ KADIKA (PROLINOVA SOUTH AFRICA)			
TIME	ITEM	SESSION TOPIC	FACILITATOR / PRESENTER
Participants arrive and are settled by 10.00am			
SECTION 1: WELCOME AND INTRODUCTIONS			
10:00-10:30	1.1	Registration and logistics	Jackson and the team
10:30-11:45	1.2	Opening and welcome	All
	1.3	Introductions, including the small team facilitating the Workshop	All
	1.4	Objectives and overview of the workshop	Richard

Figure 91: First part of the programme for the proposed PID orientation workshop.

Jackson included the LI concept in conjunction with the field visit to the farmer innovator to ensure that participants would not stray from the concept. Schola asked Jackson to clarify whether the people would walk to the farmer innovator's place as she felt it might take too much time and could be disrupted if the weather conditions turned bad. Jackson said that the farmer innovator lives is not far from the centre and is in walking distance, and 15 minutes is more than is required. Chesha felt that 'seeing is believing', and that such a visit would be meaningful.

Brigid highlighted that if the farmer innovator is present, then the exercise of developing the PID would need to involve them, rather than having a simulated process. Jackson suggested that the farmer innovator would not be involved, but Brigid suggested that since she is close by, she could be involved. Chesha highlighted that one would need to ensure that the farmer innovator's expectations for support are not raised if she participates.

Djibril suggests starting with local innovation and the field visit, before moving to PID.

Regarding facilitators, it seems that it might not require four, and it should not be four me - should consider gender.

Feedback from Abdou

Abdou shared his plan for a 2-day workshop.

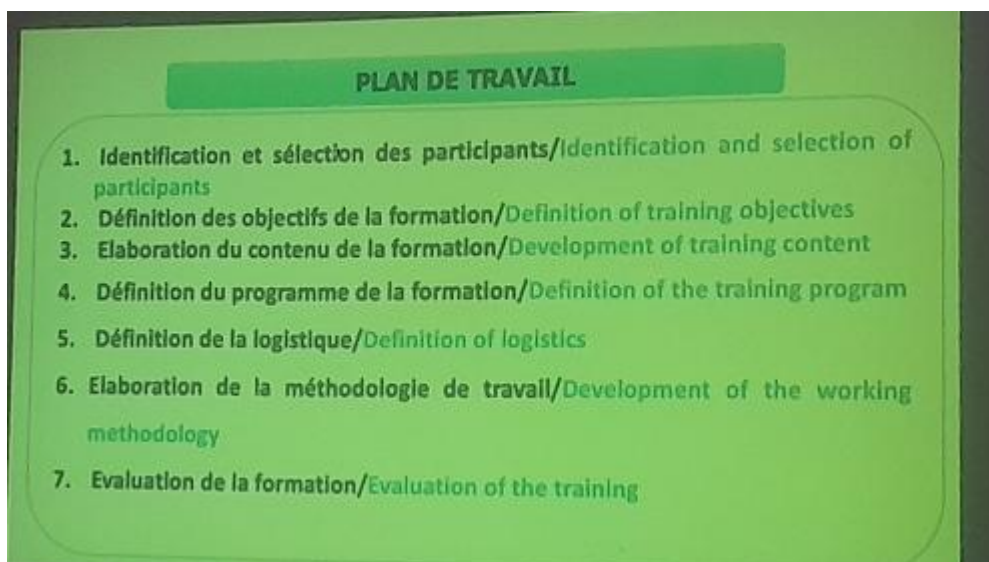


Figure 92: Aspects covered by Abdou in developing his training plan.

His focus was on a national level event with representatives from the different action learning sites and actors that operate at local or national scale.

The comment from Djibril was that the content is too much for two days, especially since it includes a field trip. Chesha added that if he started to time-plan the programme he would have realised this. Djibril asked why the decision was to have NGOs that work at local level (members of the MSP), as well as those operating at a national level (that are not involved in PID).

Feedback from Augustin

Augustin shared his plan for the orientation training.

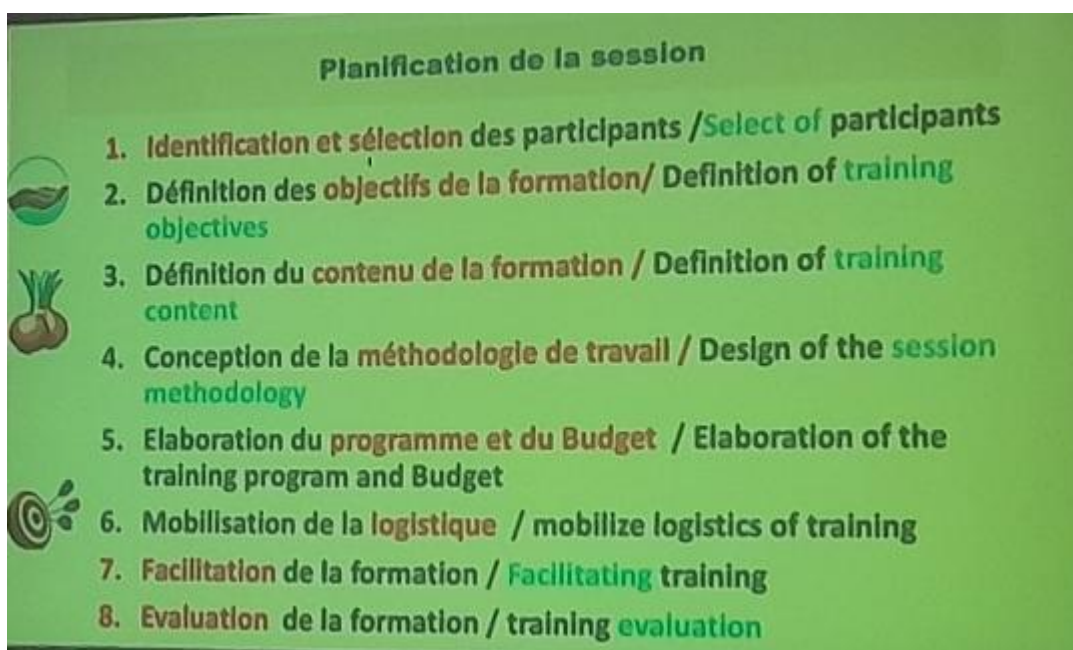


Figure 93: Aspects covered in planning the orientation workshop.

He had not prepared a detailed programme, only identifying the main topics to be covered on the two days and only included LI and PID, mentioned training methods very broadly. He did not give

attention to transport and accommodation. Djibril asked who the facilitator(s) of the event would be as that was not indicated.

Cross-learning exercise

Chesha facilitated a session using cards, asking the participants to write two things that they picked up from other participants, that would strengthen their own training plan.



Figure 94: Participants preparing cards related to aspects they have learnt from other's presentations.

Responses obtained were:

- Schola
 - More pictorial use in the Power Point (from Oumy)
 - Give a background overview of the training and Prolinnova (from Martha)
- Oumy
 - She wanted to add in students
- Jackson
 - Inclusion of scope of training and additional topics
 - Elaborating with pictures
- Abdou
 - Involvement of gender issues
 - From Schola and Martha, the detailed programme.
- Augustin
 - Having multiple facilitators (from Jackson)
 - Having a more detailed programme (Martha, Schola and Jackson)
- Martha
 - Inclusion of an interpreter (from Jackson and Schola)
 - Disaggregation of participants on basis of gender

Chesha highlighted that we only asked for a two-day orientation and yet all participants assumed that it had to be a workshop. She highlighted that it could have been another creative event. There could have been a photo presentation to initiate a discussion, a panel discussion, a mini film festival, and real-life models of Fis farms (though these are time-consuming to build).

Evaluation of the day

Jackson facilitated an evaluation. He said we were able to incorporate the knowledge gained from the field, coped despite the electricity problems (though there is space for improvement); the participants have internalised lessons into their presentations; facilitators' exercises were able to show internalisation of lessons (card exercise demonstrated that participants learnt from each other), and the participants and facilitators all still showed resilience despite the heat. He said that the facilitators showed 'motherly care'. Facilitators were patient with the translation challenges during the day. He also said that there had been good engagement throughout, which showed good possibilities for Prolinnova in the future.

Day 10 of the workshop

Recap

Abdou reminded us of the previous day's activities, highlighting key points.

Individual plans going forward

Chesha facilitated a session that asked the participants to share what they planned to do when they are home to share their experiences from this workshop, considering that they may not have a lot of funding for it. She said that she will follow up after two months and ask for feedback on the planned activity. She suggested that it should be done as soon as possible after their return, when things are still fresh in their memory.

The responses received were:

- Jackson
 - Back to Office report
 - Friday online meeting for Limpopo TT
- Schola – make a training/discussion at the local Walewale MSP meeting
- Oumy – social media to convey the information as a method of advocacy
- Abdou – will organise meeting with local MSP and share experiences
- Augustin – provide feedback to NSC and capacity building of the project team
- Martha
 - Prepare Back to Office report
 - Arrange a Zoom meeting with selected stakeholders (including people from the MSPs at the two action learning sites to share about PID).

Chesha said that she hoped we could make arrangements for all participants to work as co-trainers in future PID training events, but this will require resources. In the mean time she suggested that we make a Whatsapp group where we could share resources, ask for assistance from others, and share what we have been doing. The intention is to create a pool of PID trainers in Africa and she hopes that participants will be willing to provide training in future, even if they leave their current organisation, because there has been investment in this training workshop. There is a certificate of attendance for participants. It does not say that you are a certified trainer. Once participants have been mentored by a senior trainer through two PID facilitator training workshops where they are co-trainers, participants will receive a certificate as a fully-fledged PID trainer.

Evaluation of the workshop

Ahead of the real evaluation, Maggie introduced the participants to a range of evaluation tools that can be used. She highlighted that we'd been doing recaps and evaluations daily throughout the workshop and she asked participants to explain the difference. Jackson explained that the one was reminding us (recap) and the other was analysing the day (evaluation). Martha added that recap is content-focused (i.e. key points and key learnings) and evaluation is process-focused (i.e. how the day went – was the content well described, did the participants engage, was it well facilitated?).

To assess the level of learning of the participants, Maggie prepared three tools that participants could use in their own training workshops. There were two visual tools and one questionnaire.

Mood-meter

Are you happy with what's happening? Are you sad? Are you somewhere in between? This can be done every day, or every week. We can assess the extent to which the original expectations were met.

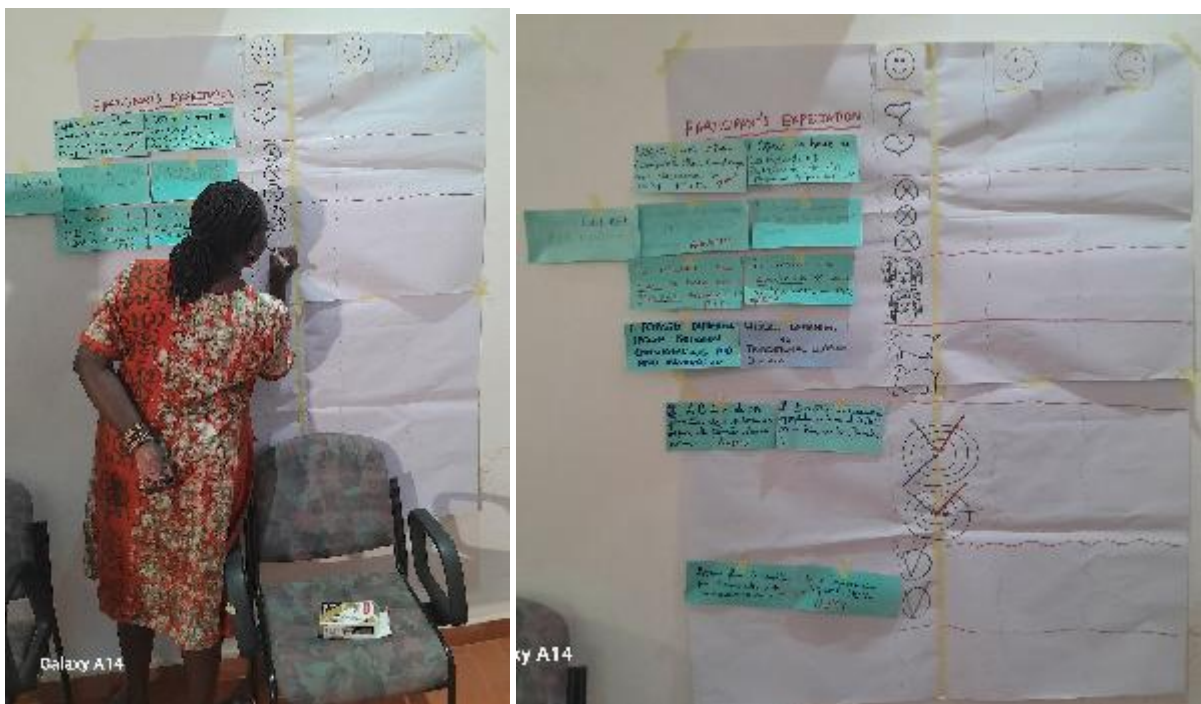


Figure 95: Participants assessing the extent that their expectations were met by the ToT workshop.

Spider web diagram

This is a tool where different aspects are assessed, with the centre of the spider web (i.e. the bull's eye) being the target. The aspects assessed included content, facilitation, training methods, fieldwork, exercises, training materials (resources, links and workshop stationary), venue (transport, food, rooms – can be separated if you prefer). This is generally only used at the end of the training workshop. Maggie explained the tool clearly and also shared cards so that participants could provide a bit more detail.

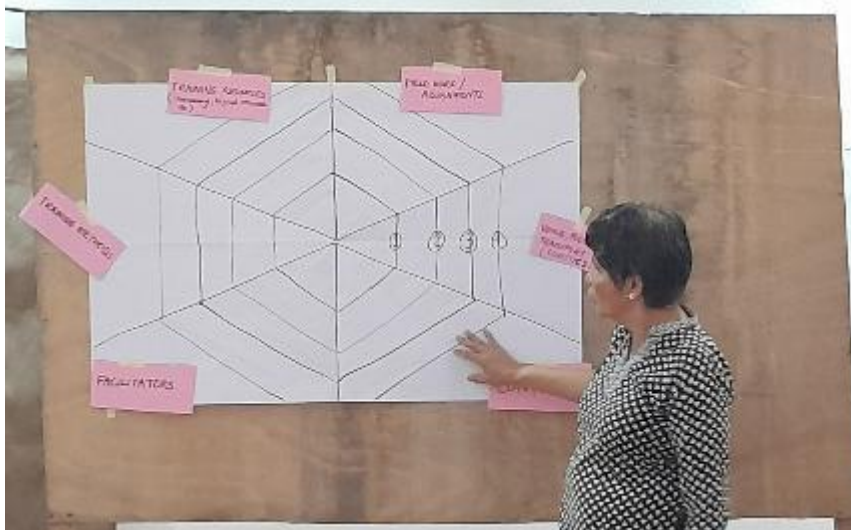


Figure 96: Maggie explained how to use the spiderweb evaluation tool.

Maggie explained that the cards allow participants to share comments that they might want to display/share openly. They are only seen by the participants. After putting their marks on the board, Maggie asked for clarification for the feedback on the tool.

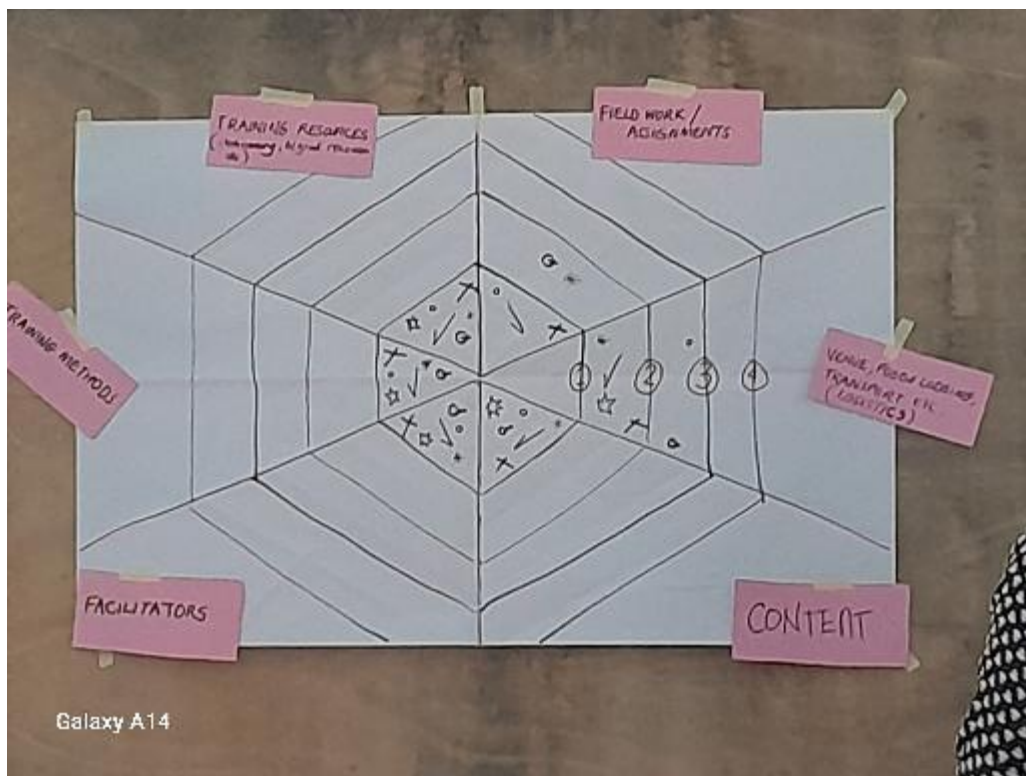


Figure 97: Responses from the participants using the spiderweb tool.

There were issues raised about the challenges in the workshop room with electricity, and water problems. Martha said that the lack of wifi in the rooms was problematic for those who wanted to work at night. There was a problem with insects in Oumy's room.

Regarding the field assignments, there were two votes that required clarification, but the participants opted to write on cards.

Questionnaire

The questionnaire is a more structured tool and allows the facilitators to assess the level of learning. Because this is a ToT, the tool is measuring the confidence of the participants in various aspects that they will need to train on in future. Another important area is facilitation skills and attitude, which are required to deliver the content effectively. Maggie asked the participants to be honest as the questionnaires will inform the type of mentorship required by each individual.

Participant's Assessment of Individual Level of Confidence on Conducting RPL Training
July 7-11, 2022
Sample

Name: _____ Country Platform: _____

Participant's Confidence Assessment (KNOWLEDGE)

5. **EXTREMELY CONFIDENT** (considers the topic well and can provide depth and breadth to the discussion)
4. **VERY CONFIDENT** (can discuss discussion on the topic)
3. **CONFIDENT** (can answer questions about the topic but may need help when discussions get deep)
2. **A BIT CONFIDENT** (have knowledge of the topic but there are areas where I still need clarification)
1. **NOT CONFIDENT** (have some ideas or no idea at all on what this topic is all about)

Items	If you were asked to do each of the following activities, how confident would you be? (use the 5-point rating scale presented above.)	Level of Confidence									
		Before the Course					After the Course				
		5	4	3	2	1	5	4	3	2	1
KNOWLEDGE OF KEY CONCEPTS											
1.	Illustrate the difference between traditional and adult learning										
2.	Explain the concept, types, and history of participation										
3.	Explain the basic principles of facilitation										
4.	Describe the different skills, knowledge and attitude of an effective facilitator using adult learning methods and processes										
5.	Illustrate the use of participatory rural appraisal tools										
6.	Define the difference between traditional knowledge and local innovation										
7.	Define who is a stakeholder										
8.	Understand the concept of multistakeholder partnership										
9.	Define and describe the important concepts of agroecology										
10.	Describe the basic principles of participation and its importance in facilitating PID										
11.	Explain what is gender and how to integrate in PID										
12.	Define what is local innovation support fund/facility										
13.	Describe the key principles in setting up and managing LISF										

Figure 98: The questionnaire developed to assess level of learning of participants.

Wrap up and closure

Chesha and Djibril wrapped up the workshop. Chesha said that she hoped that everyone would make good trainers in the future. She highlighted that life is uncertain and we must make the best of it while we can, but also, we must hand over the stick at some point to the younger generation. Maggie added, thanking the co-facilitators and saying that it has been a good experience for her, and was definitely worth traveling to from the island in the Philippines. She thanked the participants as co-learners - she didn't feel like a facilitator, but rather as a co-learner. Brigid highlighted that she also felt like a co-learner, having had the opportunity to be a trainer of trainers for the first time.

Augustin, on behalf of all participants, he thanked the facilitators for giving them the opportunity to be trained here, for being selected to attend the training, the quality of the training and the learning opportunities during the sessions. This is like a plan for success that they will share out to every opportunity that presents itself. He said that they will need the support of the facilitators, but that there is already a Whatsapp group and they will ask questions from time to time.

Chesha thanked Djibril and Agribio Services, for handling the logistics and organisation efficiently and hassle free. Djibril thanked everyone, starting with Chesha for giving the opportunity to organise the workshop and get funds from 11th Hour for the training. It was difficult for Chesha when

she organised the workshop as there were a lot of issues raised around the selection, but she persevered. He thanked Maggie for travelling so far, and appreciated her participation and the experiences that she brought to the workshop. He said that he hopes we can continue to work together to promote these approaches. He thanked Brigid and said he was happy to have her on board, making the report very quickly. He thanked the participants, saying that it was a very easy group to manage. He thanked Sokhna for doing the translation, with it being the first time for her to do translation of this sort. He thanked everyone and said he looks forward to seeing those who are traveling to India for the IPW in November.

The co-facilitators then handed out certificates of attendance to the participants.

Communication and social media

The workshop was circulated via different forms of media, including a video posted on Youtube by and electronic newspaper that interviewed some of the facilitators on the first day of the workshop.



Figure 99: An article about the PID ToT workshop shared in the electronic newspaper from Thies (<https://www.youtube.com/watch?v=qxYJx5otD7c>).

Appendix 1: List of participants of the PID Training of Trainers Workshop, July 2025

List of participants PID-ToT training in Senegal, July 2025

Training Team: Chesha Wettasinha (Prolinnova IST); Djibril Thiam (Executive Director, AgriBioServices, Prolinnova Senegal and IST); Brigid Letty (Senior Scientist, INR, Prolinnova South Africa and IST); Maggie Rosimo (Deputy Director, IIRR, Prolinnova Philippines)

	Name	Gender	Prolinnova CP	Professional affiliation
1	Marta Opondo	F	Kenya	Social Science Researcher/ Human Resource Management Officer, Kenya Agricultural and Livestock Research Organisation,
2	Paul Jimmy	M	WCA	Prolinnova Subregional Coordinator, West and Central Africa
3	Abdou Thiam (replaced Sarah Nicole from Benin who declined invite)	M	Senegal	Coordinator, Proli-GeaFaSa Project, AgriBioServices
4	Scholastica Atarah	F	Ghana	Agricultural Extension Officer, Dept of Agriculture, Walewale, North Ghana and Agroecology collaborator, CEAL, Ghana
5	Augustin	M	Burkina Faso	Technical Director and Proli-GeaFaSa coordinator, RESEAU- MARP, Burkina Faso and CP Coordinator, Burkina Faso
6	Oumy Ndiaye	F	Senegal	Executive Director, Innov” Group, former Coordinator of Proli-GeaFaSa project phase I, AgribioServices
7	Jackson Kadiaka	M	South Africa	Coordinator, ESAFF, Chair, Gamaleka Village, Limpopo, South Africa

Appendix 2: PID-ToT Programme

PROGRAMME FOR PID – TRAINING OF TRAINERS, 7 TO 17 JULY 2025, THIES, SENEGAL				
<i>Trainers team: Chesha Wettasinha, Maggie Rosimo, Djibril Thiam, Brigid Letty</i>				
DATE /TIME	SESSION	TOPICS TO BE COVERED	RESPONSIBLE TRAINER	COMMENTS
Monday, 7 JULY 2025 – DAY 1				
8:30 – 10:30	Introduction – get to know each other and what we plan to do	<ul style="list-style-type: none"> - Welcome - Introductions – team and participants - Expectations of participants - Objectives of the ToT (what is a ToT? What we plan to do in this training? What we hope to achieve?) - Selection of participants for daily evaluation and recap 	Djibril Chesha	Ice breaker (river of life) All participants will be required to facilitate sessions and get feedback from peers and trainers throughout the training.
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	What is participatory training?	<ul style="list-style-type: none"> - Basics of adult education – theoretical undergirding and hands-on practice - What are participatory methods? Principles, foundations and measures of quality; ethical considerations 	Maggie	Focus on experiential; no lectures; workshop style; field visits/ assignments; participatory tools; audio visuals; active participant involvement; build on participants experience and knowledge IDS knowledge products
12:30 – 13:30	LUNCH BREAK			

13:30 – 15:00	Participation	<ul style="list-style-type: none"> - What is participation? Why participation? - Types of participation - Participatory approaches to development (PRA, PLA, Participatory Action Research etc.) 	Chesha	Contractual, consultative, collaborative, collegial (Biggs, 1989) Typology of Jules Pretty (1994) Pioneers – Paulo Freire – Pedagogy of the Oppressed; Robert Chambers – PRA; John Friedmann – transactive planning; Paul and Linda Davidhoff – advocacy planning; Kristen Nygaard – Scandinavia Odd Quick; Kurt Lewin- Action Research;
15:00 – 15:30				
15:30 – 17:00	PRA Tools – practice	<ul style="list-style-type: none"> - Participatory Rural Appraisal (PRA) and other participatory tools - Key PRA tools for facilitation of participatory processes in communities (social mapping, transect walks, calendars, ranking, venn diagramming etc.) and practice 	Maggie	IIRR and other material
17:00 – 17:15	Evaluation of Day 1		Trainees	
Tuesday, 8 JULY 2025 – DAY 2				
8:30 – 8:45	Recap of Day 1		Trainees	

8:45 – 10:30	Local/ farmer innovation	<ul style="list-style-type: none"> - What is traditional knowledge? What is local innovation? Differences - Invention and innovation – why we use the term “innovation” - Types of innovation - Men’s innovation; women’s innovation and group innovation 	Brigid	Prolinnova publications on topic
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Multistakeholder partnerships (MSPs)	<ul style="list-style-type: none"> - Who is a stakeholder? Stakeholders in agricultural research and development - What is a partnership? What is a multistakeholder partnership (MSP)? - Different types of MSPs – what is a community of practice? Prolinnova as an example. 	Djibril	Prolinnova publication on topic
12:30 – 13:30	LUNCH BREAK			
13:30 – 15:00	Facilitation of participatory approaches	<ul style="list-style-type: none"> - Who is a facilitator of participatory approaches? - Skills required of a facilitator? Knowledge, Skills and Attitudes (KAP) - Tools used by facilitators: PRA tools; Open-ended questions; five wives and husband questions; games etc. - Body language 	Maggie/Chesha	
15:00 – 15:30	TEA/ COFFEE BREAK			
15:30 – 17:00	Basics of agroecology	Basics of agroecology <ul style="list-style-type: none"> - Conventional ARD - high external input 	Chesha/ Djibril	ILEIA/ Farming Matters

		<ul style="list-style-type: none"> - Low external input sustainable agriculture - Ecological approaches to small-scale agriculture; sustainability - Agroecology – FAO and IPES definitions 		publications; FAO/ IPES definitions Farming for the Future
17:00 – 17:15	Evaluation of Day 2		Trainees	
Wednesday, 9 JULY 2025 – DAY 3				
8:30 – 8:45	Recap of Day 2		Trainees	
8:45 – 10:30	Basics of participatory Technology Development (PID)	<ul style="list-style-type: none"> - What is PID? From PTD to PID - Purpose of PID – co-generation of knowledge; farmer autonomy etc. - Facilitation of PID processes – the iterative cycle of PID (farmer-led joint research) - Difference between PID and conventional agricultural research - How to support improvement of farmer-led joint research 	Brigid	Approaches to technology development – indigenous TD, ToT; participatory TD Moving from PTD to PID ETC publications ProInnova publications
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Gender in PID	<ul style="list-style-type: none"> - What is gender? - Why is it important to give recognition to gender in PID? - How to integrate gender into LI/PID? - Use of the GALID manual 	Chesha	GALID publication
12:30 – 13:30	LUNCH BREAK			
13:30 – 15:00	Local Innovation Support Funds/ Facilities (LISFs)	<ul style="list-style-type: none"> - Funding for farmer's own research - What are Local innovation Support Funds/ Facilities (LISFs)? 	Djibril	ProInnova FAIR publications

		<ul style="list-style-type: none"> - How are LISFs operationalised? Experiences from FAIR project and lessons from the different CPs - Principles in setting up and managing of LISFs 		
15:00 – 15:30	TEA/ COFFEE BREAK			
15:30 – 17:00	Participatory monitoring and evaluation for learning in PID	<ul style="list-style-type: none"> - What is monitoring? What is evaluation? What is PM&E? Why is learning important in PM&E? - Setting up PM&E for learning in PID - Participatory tools for use in PME of PID 	Maggie/ Chesha	
17:00 – 17:15	Evaluation of Day 3		Trainees	
Thursday, 10 JULY 2025 – DAY 4				
Field work – to be decided (Related to use of participatory tools for LI and PID process; All participants should be actively engaged in the community; language considerations – who can translate; distance from the training centre; accompanying staff from Prolinnova Senegal)				
Friday, 11 JULY 2025 – DAY 5				
8:30 – 8:45	Recap of Day 3 and 4		Trainees	
8:45 – 10:30	Participants presentations on field assignment		Trainees	
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Participants presentations on field assignment (contd)		Trainees	
12:30 – 13:30	LUNCH BREAK			

13:30 – 15:00	Training team feedback on field assignments		Training team	
15:00 – 15:30	TEA/ COFFEE BREAK			
15:30 – 17:00	Documentation and sharing of LI/PID	<ul style="list-style-type: none"> - Why/ What do we document? What is process documentation? - Who do we document for? Different ways of documenting of LI/PID - Farmer-led documentation/ participatory video - Different ways of sharing/ dissemination 	Brigid	
17:00 – 1:15	Evaluation of Day 5		Trainees	
Saturday, 12 JULY 2025 – Day 6				
8:30 - 8:45	Recap of Day 5		Trainees	
8:45 – 10:30	Participants questions related to learning from Day 1 to 5			
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Additional exercises for participants based on questions related to learning from Day 1 to 5			
12:30 – 13:30	LUNCH BREAK			
WEEKEND – Saturday afternoon, visit to Thies; Sunday – Trip to Goree Island				
Monday, 14 JULY 2025 – Day 7				
8:30 - 9:00	Recap of Week 1		Trainees	

9:00 – 10:30	Mainstreaming/ institutionalization of LI/PID	<ul style="list-style-type: none"> - What is an institution? Which institutions do we engage with in ARD? - What do we mean by institutionalisation? - How can we institutionalise LI/PID? Methods that can be used? - Mapping of the institutional landscape and preparing a plan for institutionalisation? - How do we monitor/ evaluate efforts to institutionalise? 	Djibril	
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Mainstreaming/ institutionalization of LI/PID (contd)	<ul style="list-style-type: none"> - Group Exercise on institutionalisation and feedback in plenary 	Djibril	
12:30 – 13:30	LUNCH BREAK			
13:30 – 15:00	Policy influencing (for institutionalisation) for LI/PID	<ul style="list-style-type: none"> - What is meant by policy dialogue, advocacy, influencing? - How to undertake policy influencing activities? - Mapping the policy landscape and preparing a plan for policy influencing - Monitoring and evaluation of policy influencing 	Chesha	
15:00 – 15:30	TEA/ COFFEE BREAK			
15:30 – 17:00	Policy influencing for LI/PID	<ul style="list-style-type: none"> - Group exercise on policy influencing and feedback in plenary 	Chesha	
17:00 – 17:15	Evaluation of Day 7		Trainees	
Tuesday, 15 JULY 2025 – Day 8				

**Field work – Visit to the University of Thies (Anglophone group) and FENAB
(Francophone group)**
(Related to institutionalisation and policy advocacy)

Wednesday, 16 JULY 2025 – Day 9				
8:30 – 8:45	Recap Day 7 and 8		Trainees	
8:45 – 10:30	Participants presentations on field assignment	This can include the feedback on the info gathered.	Trainees	
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00 – 12:30	Participants presentations on field assignment	Presentation of second assignment – plan for institutionalisation Plenary discussions		
	Planning a PID training of facilitators	<ul style="list-style-type: none"> - Drawing up criteria and selecting participants - Selecting a venue - List of items needed for a participatory training - Drafting a programme - Preparing the content - Facilitation of a participatory training - Evaluation of a PID training Individual assignment; preparation in pairs	Training team	You are required to prepare a two-day orientation for introducing PID to a mixed group of stakeholders. 5 from uni res, 5 from research, 5 farmer innovators/farmer organisations, 5 from CBO/NGO. Consider: participant selection, programme, logistics, training methods. Work in pairs, but each person to develop own plan.
12:30 – 13:30	LUNCH BREAK			
13:30 – 14h30	Planning a PID training of facilitators (cntd)	contd		
	Team work:			
	<ul style="list-style-type: none"> - Schola & Jackson - Oumi & Martha 			

	- Abdou & Augustine			
14h30-15h00	Feedback of 1	- Presentation of individual plans and feedback from others for improvement		
15:00 – 15:30	TEA/ COFFEE BREAK			
15:30 – 17:30	Feedback from the 6 individuals	- Presentation of the individual plans for PID training and feedback from others and feedback for improvement		
17:30 – 17:45	Evaluation of Day 9		Trainees	
Thursday, 17 JULY 2025 – Day 10				
8:30 – 8:45	Recap of Day 9		Trainees	
8:45 – 9h30	Individual activity to be undertaken by trainees to share experiences in their own CPs	- Card exercise	Trainees	Given the resources that are available to you, what do you plan to do after the training to share some of your learnings. Provide some detail as to how you plan to do it, and a timeline.
9h30 – 10:30	Presentation of individual plans and feedback from peers and trainers	- Feedback from trainees on individual activities and clarifications	Trainees	10 min per individual
10:30 – 11:00	TEA/ COFFEE BREAK			
11:00-11h20	Post-workshop mentorship	- Certificates (provisional attendance certificates; full certificates as fully-fledged PID trainers only after being co-trainer in two PID trainings mentored by a senior trainer)		

		<ul style="list-style-type: none"> - Mentorship (opportunities for co-training to be created in new proposals) - Sharing (Whatsapp group for sharing and learning) <p>Areas of focus:</p> <ul style="list-style-type: none"> - Levels of competence and confidence - Challenges for PID training in own CPs - Learning through co-training – opportunities available - Backstopping/mentoring of trainees 		
11:20 – 12:30	Evaluation of the training workshop	<ul style="list-style-type: none"> - Methods that can be used for participatory evaluation of training – individual feedback and group feedback - Evaluation of current training - Preparing reports of training workshops - Using feedback to improve further training <p>Trainees evaluate the training (all aspects) using three tools introduced by Maggie</p>	Maggie	
12:30 – 13:00	WRAP UP AND THANKS (all)			
13: 00 – 14:00	LUNCH BREAK			
Participants leave				

Appendix 3: Case study for the M&E exercise

Sadia Issifu – farmer innovator and women’s banker in Walewale, North Ghana

Chesha Wettasinha and Joe Nchor

At first glance, you will never guess what Saadia has achieved for herself and other women in her community. Sadia is shy. She is not loud spoken like many women in her community in Gbani village, West Mamprusi municipality, Walewale district in northern Ghana. She has an air of quiet confidence. Beneath her calm veneer is an engine of new ideas and an astute sense of business. Sadia is a woman innovator who came up with a feed supplement for livestock from local material that has now got her the status of the “women’s banker and financial advisor”.

Livestock play a very important role in helping farming communities in northern Ghana to ward off hunger and poverty. But feed shortage in the dry season often leads to lower animal productivity and household income. In the dry season, animals graze freely on pastures and crop residues of low nutritive value. Sadia’s feed supplement has helped her overcome these feeding constraints by significantly boosting the productivity of her small stock and the economic wellbeing of her family.

This local innovation was first discovered by Prolinnova Ghana partners. Sadia’s feed supplement combines a local salt lick (*mo-ayarim*), saltpetre (*kanwu zie*), pods of *Piliostigma reticulatum* (*ba-ama biiri*, a local shrub) and corn chaff (*dufu*). Having seen the potential of this feed for other smallholder farmers, especially women, partners in Prolinnova Ghana undertook a farmer-led joint research process together with Sadia to improve the nutritive content of the feed supplement. The team included researchers of the Animal Research Institute and animal husbandry extensionists from the Municipal Department of Agriculture in Ghana.



Sadia at work preparing her livestock supplement (Photo: Joe Nchor)

The experimentation involved feeding the sheep of 12 farmers (4 men and 8 women, including Sadia) on four different formulations (treatments) based on the feed ingredients for four months. Each farmer provided 4 sheep for the experiment, totalling 48 animals. The sheep being fed these rations were weighed at monthly intervals during the joint experiment. Weight gains and other productivity parameters such as mortality rates and birth rates were recorded jointly by the research team and the farmers and compared among the four treatments. The results of these feeding trials, backed up by laboratory analysis of the original feed supplement, helped Sadia improve her formulation by reducing the salt content and adding 4% of sorghum malt brewer's waste (pito mash) to improve digestion and energy levels in the animals.



Sadia's livestock feed that is sold on the local market (Photo: Joe Nchor)

The Center for Ecological Agriculture and Livelihoods (CEAL), a local NGO, together with the Department of Agriculture, assisted Sadia to share the improved innovation through local farmer innovation fairs, radio broadcasts and field training and extension activities. This has increased the farmers' demand for the product and increased Saadia's income whilst exposing many farmers and other development actors in the municipality to the local innovation and to the PID approach. The Scaling Up Local Innovation for Food and Nutrition Security (SULCI-FaNS) project, with financial support from Misereor, Germany, assisted Sadia to commercialise her product by training her in entrepreneurship, providing processing tools and containers to expand the feed production, and helping her improve the packaging of the product for sale within the municipality.

Sadia was selected to participate in Prolinnova's International Farmer Innovation Fair in Nairobi, Kenya, in April 2024. She presented her innovation to many other farmers from 12 countries in sub-Saharan Africa. Together with several other farmer innovators who also had livestock-related local innovations, Sadia was engaged in actively sharing her experiences and learning from others.



Photo: Sadia's (right) at the International Farmer Innovation Fair in April 2024 in Kenya (Photo: Janish Wettasinha)



Sadia receiving her certificate of participation at the International Farmer Innovation Fair (Photo: Janish Wettasinha)

Back in her quiet village, Sadia is considered the home banker for the women in the community. She not only lends money to women in need, but also guides them to the path of financial independence through local innovation. She has inspired many women to try out new things to solve their problems and together they have formed a women innovator's group. Many of them have come up with new ways of solving their problems and thereby increasing their incomes and ensuring food and nutrition security for their families.

In recent times, several women have lost their animals to a strange ailment where the animal would feel ill, lie down and die. As the number of deaths increased, the government veterinarian performed an autopsy and found out that the cause of animal deaths was ingesting of plastic waste that lies all around the village. Soon enough, the women were on a campaign to collect the waste and to turn it into useful products such as baskets, ropes to use for tethering their animals and to get water out of their deep wells.

