

Capitalizing on Experiences

in Farmer Participatory Research and
Learning for Integrated Pest Management



Workshop Documentation

4-8 September 2001

Chiang Mai, Thailand

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1 Workshop opening

1.1 Welcome address

MR. LAKCHAI MEENAKANIT, DIRECTOR, INSTITUTE OF BIOLOGICAL AGRICULTURE AND FARMER FIELD SCHOOLS, DOAE, THAILAND

Good Morning

Sawadee and a warm welcome to all delegates from various corners of the world. It gives me great pleasure to have this opportunity to share with you the advances of Farmer Participatory Research in Integrated Pest Management, or FPR-IPM.

In Thailand, we have had a long history of involvement in IPM and the development of FPR. The mandate of the Department of Agricultural Extension (DOAE) and the Institute of Biological Agriculture and Farmer Field Schools (IBAFFS) is to work with farmers in helping them to improve their production and profit. FPR and IPM have proven to be very useful in helping Thai farmers to achieve these objectives.

Over the past decade, these activities have been concentrated in both rice and vegetables. Farmers from around the country have been trained, and the programme is growing from strength to strength. The project has been granted Royal Patronage by His Majesty the King, resulting in even faster progress.

However, to achieve this level of development, we need to have a strong cadre of IPM Facilitators skilled in farmer education. Like farmers, these Facilitators have to go through a season-long training programme. It has become clear that participation in a season-long training programme is only the first step. There is a need to strengthen the skills of farmers in organising Farmer Field Schools (FFS), to organise themselves into study groups after the FFS, and also to help farmers carry out field research.

The importance of follow-up activities has been recognised through the effort of the FAO Programme for Community IPM in Asia. IBAFFS and the DOAE work closely with this FAO programme and that of the FAO Inter-Country Programme for Vegetable IPM. The technical assistance from these and other agencies is essential for the continuing development of FPR-IPM in Thailand.

This workshop is one such opportunity. Besides developing new methods for farmer education, this workshop will allow participants from various countries across many continents to interact and share their experiences with others involved in FPR-IPM. We hope that everyone will continue to keep in touch after this workshop to share progress achieved in their respective countries in helping farmers understand the FPR approach. We hope that this workshop will also make suggestions on how we can improve our facilities and services in promoting FPR-IPM.

Last but not least, may I take this opportunity to thank the organizers who chose Thailand as a workshop venue. We are also grateful to all delegates who will be sharing their experience with each other. May I take this opportunity to wish us all a successful workshop.

Thank you

1.2 Key introductory statements by steering committee members

by Carlos Arturo Quiros, Kevin Gallagher, Braima James, Janni Vos, Nina Lilja, Martin Kimani, Peter Bieler, Ann Braun

- It is nice to have so many people representing different organisations, functions and countries in one place.
- This is an ambitious project. We have to make sure that the learning coming out of it goes beyond the group of people here in the workshop and is made available to other actors.
- People handle similar situations in completely different ways, and there is a wide range of understandings of FPR. Maybe during this workshop we can get to some common definition and guidelines.
- The interest of the Global IPM facility is to move IPM much further than where it is now. Commercial interests still slow down the moves (e.g. IRRI does not involve itself in organic farming ...)
- How can FPR, farmer research, research with farmers, move IPM further towards more organic practices?
- The F (farmers) is involved, the R (research) is also well represented – the challenge now is to improve the P in order to bring IPM forward.
- Quality of science is a challenge in participatory research. Questions arising may be: which methods are suitable for which type of results?
- Goals of SP-IPM: Breaking the barriers between research, extension and farmers ⇒ they become all IPM practitioners; improving IPM practices in order to produce more food
- The messages coming out of this workshop should contribute to bring participatory IPM ahead.
- What comes out of this workshop must be implemented and validated. This is an agenda for everyone here.

1.3 Programme (anticipated and actual)

DAILY PROGRAMME AS PLANNED

DAY 2 (WEDNESDAY)	DAY 3 (THURSDAY)
08.15 Presentations cont'd	08.00 Opening
09.15 Success factors / challenges / lessons learnt	08.15 Presentations of group work and synthesis of vision for farmers and their organisations
10.00 Coffee / Tea	09.15 Presentation and discussion of synthesis on lessons and success factors
10.30 Visioning	10.00 Break
12.30 Lunch	10.30 Towards cornerstones of a common framework
14.00 Visioning cont'd	12.30 Group photo
15.30 Coffee / Tea	12.45 Departure for field trip / lunch
16.00 Cornerstones for interventions	20.00 Open space
17.30 End	
20.00 Open space	

DAY 4 (FRIDAY)		DAY 5 (SATURDAY)	
08.00	Opening Issues arising / report back	08.00	Opening and feedback
08.30	Group work and peer coaching	08.15	Reflection on learning process
12.30	Lunch	10.00	Break
14.00	Brief report back / group work cont'd.	10.30	Reporting back
15.30	Break	11.15	Follow-up action plans
16.00	Group work / report back	12.00	Next steps
17.30	End	12.30	Workshop evaluation
		13.00	Workshop closing
		Afternoon: Open space	
		19.00	Closing dinner

ACTUAL PROGRAMME

	Tuesday	Wednesday	Thursday
MORNING	Opening Facilitation principles Mutual introduction Expectations etc. Objectives and expected outputs	Presentations ctd. Success factors, lessons learnt, challenges	Collection and discussion of visions (res./ ext./ pol.) Synthesis on success factors, lessons learnt and challenges Presentation and discussion on possible cornerstones
AFTERNOON	Process leading up to this workshop Presentation and discussion of case studies	Discussion on success factors etc. Visioning - farmers and their organisations Visioning research, extension and policy makers	Field trip
EVENING	<i>Open space: Methods of disseminating results of farmers field studies</i>	<i>Open space: CATIE</i>	<i>Presentation by M. Yatiket: IPM with schoolchildren</i>

	Friday	Saturday
MORNING	Synthesis of visions for farmers and their organisations Synthesis on empowerment and facilitation Peer coaching between study tour participants	Presentations on results of peer coaching and work on cornerstones Reflection on learning process Follow-up action plan Next steps Workshop evaluation The end
AFTER-NOON	Peer coaching cont'd Synthesis of visions for researchers, extensionists, policy makers	<i>Open space: Quick assessment of local knowledge</i>
	<i>Shopping at night market</i>	<i>Closing dinner</i>

1.4 Facilitation principles

CORE VALUES

- Inclusiveness (everyone contributes)
- Ownership by participants (its everyones workshop, participants have responsibility for outcome)
- Adaptive learning and management (flexible programme)
- Appreciation of any contribution
- Open dialogue/multilogue (interaction between people, change places)
- Transparency (no hidden agendas)
- Integrity (not taking sides, not pushing people towards something)

MAIN METHODS

- Visualisation
- Group dynamics
- Informal as well as structured discussions
- Small group discussions
- Open space
- Information bazaar
- Feedback/process steering group

MOBILE VISUALISATION

- allows to move issues and cluster ideas if necessary
- # ZOPP
- Put your discussion points on a card and hand over to moderator
- Cards are anonymous
- No card will be lost!

RULES FOR WRITING CARDS

- Put only one idea per card
- Formulate your point in a half sentence (NUTS = hazelnuts? nuts and bolts? he is nuts?)
- Cards should be legible from 8m distance
- Write maximum 3 lines per card (otherwise the ones sitting in the back of the room will not be able to read)
- Write with the broad side of your marker (if you write with the point it will be difficult to read)

PROCESS STEERING GROUP

Task: • To get feedback from participants on the workshop process

- To plan together with the main facilitator the next day in the evening after the session

The process steering group is a mechanism to allow direct feedback of participants in the design of the workshop, in order to make it as relevant and participatory as possible.

Members:

- | | | |
|-------------------|------------------|---------------------|
| • Aminur Rahman | • Phaloeun Chan | • Braima James |
| • Kevin Gallagher | • Carlos Basilio | • Edson Gandarillas |
| • Ann Braun | • Jürgen Hagmann | • Elisabeth Katz |

1.5 Mutual introduction



This photo is here as a reminder. A list of all the participants you find in a separate file and information on professional focus of most participants in chapter 20 of this report.

1.6 Expectations and fears

WHAT I WOULD LIKE TO SEE HAPPEN IN THIS WORKSHOP IS ...

Guidelines for FPR/PL for IPM

- FPR guidelines and action plan
- devise guidelines to strengthen FPR-IPM
- define the goals of FPR (more specifically than they are now)
- come to common understanding of what participatory research is in comparison to participatory learning
- different approaches of FPR processes
- concrete ideas on how to make true IPM with the active participation of farmers a reality
- clear statement on the role of FPR in IPM development
- better understanding and recommendations for the application of IPM for improved food production
- concrete guidelines for farmer participatory research and learning

Follow-up/networking

- establish collaborative links with other groups and institutions working on fptr
- establishment of an exchange network

Scaling-up

- we understand how to scale-up our learning
- know how one does knowledge transfer in a farmer-to-farmer way
- approaches that really benefit farmers

Good process of interaction

- happy faces, relaxed atmosphere

- happy and useful
- to understand action learning process
- informality
- relaxed atmosphere
- profound thinking
- openness
- arriving at a consensus on what ever issue raised
- that there will be friendship
- total involvement of all participants
- smooth process of sharing experiences which leads to a collective follow-up plan
- products of the workshop have continuity
- learning getting to the core/heart of things

Sharing of experiences, tools, methods

- share all experiences
- sharing practical details of the methods of working of different programs
- sharing of project learnings and reflection
- free exchange of experiences/ideas from different countries and respect of each other's opinions
- selfless sharing of FPR tools and methodologies
- getting to know and sharing of experiences
- that we all can share the experiences from other countries
- learning from each other
- to learn more from the experiences shared by participants from other countries
- good synthesis of experiences shared
- sharing experience
- to learn more experience from across continents
- presentation of new and innovative ideas which will contribute to my on-going FFS program
- gather and synthesize knowledge of all

WHAT SHOULD NOT HAPPEN IN THIS WORKSHOP, IS ...

Misunderstandings and conflicts

- Participants only emphasize individual interest, don't share
- Intimidation or suppression of other peoples views
- Conflicts among researchers/extensionists regarding FPR
- That I don't understand
- Establishment of any specific approach as the best one
- Competition for the "best" FPR program(s)
- Long discussions on definitions
- Imposition of vested interests

- Not understanding the workshop process because of language
- People feeling isolated by use of english

Learning, workshop product

- See the workshop ending with a list of recommendation written on a piece of paper
- Discussion remaining at a superficial common place level
- That there are only discussions and no concrete actions are taken
- General and shallow discussion on already over discussed themes
- Issues raised remain unanswered
- Discussions on definitions
- That there is not enough time to analyse experiences
- To get caught up in technical details about project (instead of analysis)
- Not too much “theory” (talk but no action!)
- Everybody talks but nobody learns

Atmosphere and workload

- Too much work
- Workshop fatigue
- Que se for mean grupos aislados
- Disputes
- Unhappy faces
- People getting homesick
- Workshop should not end
- Rhetorical statements
- Talking to find out what we think (people talking without knowing what they want to say)
- Not serious
- Silence
- Sleepy heads after lunch

COMMENTS AND DISCUSSION

- Many people expect guidelines to emerge from the workshop. This may need some definitions.
- Other view: Polished definitions are not necessary, a common understanding of what one talks about.
- Some silence is useful for reflection!
- There are quite a lot of concerns, likely because of experiences some participants made earlier. How can we avoid that these fears become true? Who raises the red flag if things go wrong? ⇒ Everyone is responsible for the red flag and should keep an eye on others’ feelings, and raise the flag if necessary.

1.7 Anticipated outputs and steps to get there

ANTICIPATED OUTPUTS - WHAT WE WOULD LIKE TO TAKE HOME ON SATURDAY EVENING ...

1. An agreed-upon framework for an integrated participatory approach to research and diffusion/extension in IPM in the context of a broader innovation process.
2. Common elements and principles of FPR processes, differences in various approaches, and possible institutional arrangements.
3. Strategies to influence policies and institutions for mainstreaming and operationalisation of FPR/IPM policies and practices.
4. Exposure/sharing of a variety of technical options and practices and practical methods.
5. Insights and lessons from the cross-country sharing and exposure visits.
6. Ideas on how to improve one's own project back home, incorporating new knowledge and aspects and on possible follow-up action.

THE MAIN STEPS TOWARDS THE DESIRED OUTCOMES ...

1. What are the experiences and challenges emerging from the analysis of cases?
2. How would an ideal situation and impact look like?
3. What are then the success factors required to reach this situation?
4. What are then the cornerstones, guiding principles and values of such interventions?
5. How can this be implemented in a practical process?
6. What new aspects does this imply for our cases?
7. How effective has this learning programme been ? ⇒ future?

⇒ **Joint learning and conceptualizing in FPR/learning approaches in IPPM**

COMMENTS AND DISCUSSION

- Should the focus be on IPM or on broader production issues? On Farmer Participatory Research and Learning or only on FPR?

The views differed. Proposals were:

- FPR in its environment
 - FPR beyond IPM
 - Different approaches and processes of FPR
 - Make IPM more useful – through FPR
- The objective of networking is hidden.
 - FPR/IPM and the meta-level of methods for experience exchange and learning from each other are not obviously separated.
 - Topical demarcations are not clear.
 - Where does the role of FPR in farmer education/training programme appear?

1.8 Process which led up to this workshop

ENABLING IPM PROGRAMS TO INCLUDE FARMERS AS PARTNERS IN RESEARCH AND LEARNING: THE FPR-IPM PROJECT

Presentation by Ann Braun

GOALS

- Better integration of FPR, PL and IPM
- Strategies for incorporating effective and appropriate forms of FPR and PL into current and future IPM projects
- Better institutional partnerships and linkages

HOW WILL WE DO THIS?

- First-hand analysis of some of the best approaches currently available.
 - + Mentored 'study tour' exchanges among projects applying different models of farmer participation for IPM research and training
 - + Analysis and synthesis of main concepts, principles, practices reflecting what each project has learned during its lifecycle
 - + A 'learning workshop' to distill collective lessons from these experiences
- Evaluate study tour/learning workshop approach

PROJECT HISTORY

- Dec 96: FPR-IPM task force launched by CGIAR Systemwide IPM Program, hosted at CIAT
- Feb 98: Listserver/website launched
- June 98: Meeting with GIPMF/CABI-TSG
 - study tour/learning workshop idea born
 - initial concept note written
- 99: Discussion on listserver, donor sought
- 00: Co-funding obtained from SDC

PROJECT STAGES I

- Preparation
 - + Identification of host projects
 - nominations by project partners
 - nominees invited to submit Expressions of Interest
 - + Identification of participants
 - + Development of study tour Terms of Reference
 - reach agreement on process and expected products
 - + Planning/logistics
 - + Orientation of participants and mentors

STUDY TOUR CONFIGURATION

Exchanges		
CIP-ICM, Indonesia	◆	CABI-IPPM, Kenia/Tanzania
PROINPA, Bolivia	◆	UPWARD, Philippines

Host	Visitors
FAO-CIPM, Vietnam	IPCA, Honduras
CIP-ICM, Indonesia	FAO-CIPM, Vietnam

PROJECT STAGES 2

- Study tour
 - + 7-10 day mentored exchange visits between pairs of projects
 - + participants interact with host farmers, project researchers and trainers, other stakeholders
 - + intensive two-way exchange between hosts and visitors

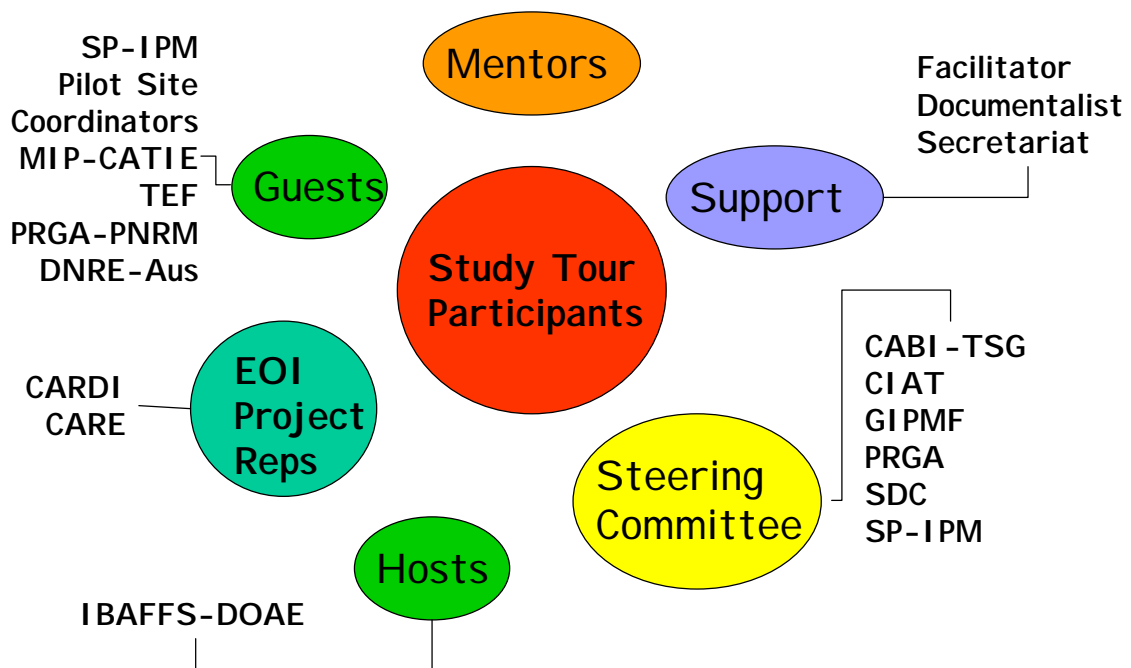
ROLE OF MENTORS

- Facilitate a collective analysis of the developmental and learning processes and impact of the host project
- Support the study tour team in creating a rich picture or story of how the host project has developed, what it has learned from its experiences and what its impact has been

PROJECT STAGES 3

- Learning workshop
 - + Collective analysis of each study tour host project in the form of a “story”
 - principles, processes & support required
 - Success factors, how problems were solved
 - evolution and emerging opportunities
 - institutional links
 - type & quality of impact
 - scaling-up and sustainability issues
 - practical examples of effective tools, technologies & innovations
 - How each project would be redesigned if it could start again based on the knowledge it has gained during its lifecycle

WHO IS AT THIS WORKSHOP?



CASE STUDY PRESENTATIONS

Project/program:	Presenting about:
PROINPA	UPWARD, Philippines
UPWARD	PROINPA, Bolivia
CIP-ICM	CABI-IPPM, Tansania/Kenya
CABI-IPPM	CIP-ICM, Indonesia
FAO-CIPM	CIP-ICM, Indonesia
IPCA	FAO-CIPM, Vietnam
CIAT-IPRA	IPCA, Honduras

2 Case studies

2.1 "Users' Perspectives With Agricultural Research and Development" – UPWARD / Philippines

By Oscar Barua, Edson Gandarillas and Raúl Esprella of PROINPA, Bolivia

BACKGROUND

Visitors: Raúl Esprella, Oscar Barea, Dindo Campilan and Edson Gandarillas

Hosts: Carlos Basilio (UPWARD), Lilibeth Laranang (TCA), Cherry Bagalanan

Areas visited: Bataan and Tarlac, in the central parts of Luzon

Institutions visited: TCA, Municipio de Bataan, IRRI, NCPC, ASEAN-IPM

WHAT IS UPWARD?

A network of researchers and development workers who work to implement participation of farmers and other users of agricultural technology in research and development

Created in 1989, with financing from CIP

OBJECTIVES

- Support research for the sustainable improvement of Asian root crop agriculture food systems
- Test, adapt and diffuse methods and tools of participatory research
- Construct professional capacity in Asian institutions, to foster the participation of users in research and development related to root crops

UPWARD STRATEGIES

The focus is on including actors (farmers, families, traders, NGOs, government, universities, etc) in research and development processes related to the food chain of sweet potato and other root crops

ACTION PRINCIPLES

- User sensitivity
- Household focus
- Food system framework
- Integration of local and scientific knowledge
- Interdisciplinary focus
- Different development agencies are part of the work team
- Problem-based work agenda identified in a participatory manner
- Orientation towards secondary crops

PROJECT STAGES

Evaluation and diagnosis:

- Participatory, involving farmers and institutions
- Integrating production, processing, commercialization in a social and economic context, through Livelihood System Analysis

Action research:

- Development of research processes in search of alternative solutions involving users,
- Sensitive to the local conditions and context of the users
- Participatory and iterative

Strengthening of local capacity:

Capacity development of actors at many levels (individual, organisations, municipalities, institutions), thereby contributing to the sustainability of the process

LOCATION

UPWARD is based in the Philippines but develops collaboration in other countries including Indonesia, China, Nepal and Vietnam.

PARTICIPATION OF FARMERS AT DIFFERENT STAGES

Stage	Consultative	Collaborative	Collegiate	Farmers only
1. Diagnostic and assessment	X	X		
2. Action research				
a) Investigation		X		
b) Associations			X	
3. Capacity building			X	

DEGREE OF COORDINATION BETWEEN INSTITUTIONAL PARTNERS

Organisation	Level of cooperation			
	No contact	Information flow occurs	Some cooperation in decision making	High cooperation in decision making
Field Schools			X	
Municipalities				X
Department of Agriculture				X
UPWARD				X
TCA				X
Regional University			X	

INNOVATIONS BY INSTITUTIONS

Technical innovations	Methods
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Fertilization	Experiments (FFS, PTD)
Plant health management	Training in FFS
Use of screenhouses for protection	Training in FFS, PTD
Number of nodes per cutting	Experiments
Institutional innovations	Methods
Associations	Training (FFS, PTD)
Establishment support for small enterprises	Training

FARMER INNOVATIONS AND PROJECTIONS

- Use of mosquito netting for the construction of home screenhouses, testing different colors of netting in different communities
- Application of experiences acquired in participatory methods, for the production of banana (in association with the Hillside Cooperative)
- The formation of an association for the production of sweetpotato plantlets, initiated through FFS

SWOT ANALYSIS

Strengths:

- Focus on investigation and development of methodologies
- Systemic focus on the food chain
- Multidisciplinary and multi-institutional work team
- Contribution to local and institutional capacity building
- Committed technical staff
- Written agreements with local entities

Weaknesses:

- Actions depend on persons/personalities
- Reduced personnel
- Gender issues not perceived
- Lack of a monitoring and evaluation system
- Restricted topical scope
- Weak feedback to the community

Opportunities:

- Local authorities recognise and support the work – offering potential for local financing
- Institutional coverage in various countries
- Extrapolation of experiences to other crops
- Link and exchange of methodologies with institutions like IRRI

Threats:

- Constant changes in local political authorities

- Frequent policy changes in municipal government
- Loss of trained personnel
- Lack of a municipal agricultural development strategy

LESSONS LEARNED

- Value of resource persons
- Action through a network of R & D institutions
- Mentoring and training of farmers and technical staff through “apprenticeship” to more experienced persons
- Use of Livelihood System Analysis during diagnosis
- Framework of monitoring and evaluation covering outputs, effects and impacts

UPWARD PRACTICES THAT PROINPA WILL TEST IN BOLIVIA

- Training of farmers and technical staff through mentoring and apprenticeship
- Use of Livelihood system analysis in diagnostic processes
- Use of conceptual framework based on outputs, effects and impact for monitoring and evaluation.

CHALLENGES FOR UPWARD

- Replicate and incorporate methodological aspects and strategies in other projects
- Strengthen technical support and content
- Contribute to the institutionalization of FPR in CIP
- Link UPWARD to the NSPC, and ASEAN-IPM networks

IMPRESSIONS FROM THE STUDY TOUR

- Not enough time to study the host project
- Lack of time to get feedback on the written case study from UPWARD staff
- PROINPA considers the results of the visit an opportunity for supporting the formation of a network for FPR in IPM
- PROINPA suggests establishing follow-up plans to the study tour and workshop.

COMMENTS AND DISCUSSION

Q. Why do farmers participate in the activities of this project?

A. They see technologies which help to increase their production. Yields went up from 8 tons to much more.

- Short visiting time did e.g. not allow them to grasp the M&E efforts. In fact UPWARD has a participatory M&E framework: PM&E is done by farmers and facilitators jointly, impact assessment by a specific group of people.

2.2 PROINPA (Foundation for the promotion and investigation of Andean products) / Bolivia

Presentation by Lilibeth B. Laranang and Carlos S. Basilio from Philippines

STUDY TOUR PARTICIPANTS

Visitors: CARLOS S. BASILIO Research Fellow CIP-UPWARD
 LILIBETH B. LARANANG Associate Professor Tarlac College of Agriculture (TCA)
 Mentor: JEFFERY BENTLEY
 Hosts: EDSON GANDARILLAS
 RAUL ESPRELLA
 PROINPA Staff

INSTITUTIONAL CONTEXT

PROINPA (Fundacion para Promocion e Investigacion de Productos Andinos)

- created in 1989 as the National Potato Program supported by IBTA, CIP and COSUDE
- transformed in 1998 into a private non-profit organization
- considered as the national center for technology development in potato, quinoa and other Andean crops

OBJECTIVES OF PROINPA FOUNDATION

- To contribute to national food security and to strengthen productivity of Andean crops (tubers, roots and grains)
- To improve the income of the actors in the productive chain
- To conserve natural resources

PROJECT SITES

Department	Number of pilot areas	Acroecosystem	Representative communities
<i>La Paz</i>	3	<i>Altiplano</i>	<i>Puchuni</i>
<i>Chochabamba</i>	4	<i>Interandean valleys</i>	<ul style="list-style-type: none"> • <i>Qoju</i> • <i>Mojon</i>
Potosi	3	Altiplano	
Chucuisaca	2	Interandean valleys	
Sta Cruz	1	Mesothermic valleys	
Tarija	1	Interandean valleys	

FARMER CHARACTERISTICS

PARAMETERS	CHARACTERISTICS
------------	-----------------

Department	La Paz	Cochabamba	Cochabamba
Municipality	Umala	Morochota	Pocona
Village	Puchuni	Qoju	Mojon
Language	Aymara	Quechua	Quechua
Poverty incidence	98%	98%	97%
Illiteracy rate	M 13%, W 39%	M 32%, W 62%	M 24%, W 53%
Household size	3.5	4.3	4.5
Source of income	Livestock raising, farming	Farming	Farming
Crops grown	Potato, oca, quinoa, alfalfa, barley	Potato, corn, wheat, barley	Potato, corn, wheat

TIMELINE OF FPR STRATEGIES

- Development of participatory research methods by Social Sciences Department
- Use of methods for nationwide diagnosis of potato crop management issues
- Participatory evaluation of agricultural technologies by farmers
- Training on IPRA at CIAT, Colombia
- Implementation of IPRA
- Establishment of CIALS

1995 - CIAL was institutionalized in PROINPA

1997 - FFS facilitated by staff with no formal training in FFS

- development of 10 session field guides on FFS

1998 - PROINPA became a foundation

1999 - Training on FFS in Ecuador

- revision of FFS guide with gender focus
 - * agro-ecosystem analysis
 - * interrelationship among organisms

2000 – Methods complementation

FPR IMPLEMENTATION

Department	No. of pilot areas	No. of CIALs	No. of FFS	No. of IG
Cochabamba	4	9	8	7
La Paz	3	3	3	3
Chucuiasca	2	1	3	2
Potosi	1	0	3	1
Santa Cruz	1	3	1	3
Tarija	1	0	0	1

FPR AND AGRICULTURAL INNOVATIONS

Innovations	Mainly researchers	Participatory	Mainly farmers
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Matapol	x		
Green manure	x		
Resistant varieties		x	
Clean seeds	x		
Rustic seedbeds		x	
Modified chemical control		x	
Trap crops (IBTA-80 barley)	x		
Crop rotations (potato – barley – broad bean)		x	
Bioassay of nematodes	x		
Digging a trench			x
Use of repellent plants			x
Native varieties			x

FPR PROJECT PRINCIPLES

- Stakeholders' Participation
- Integrated Management Practices
- Productive Chain Perspective
- Gender Equity

STEPS IN THE CONDUCT OF FFS

Steps	Specific activities	Time frame
1. Diagnosis	Needs assessment Levelling off	1 week 3 hours
2. Organization	Identification of participants and project site	15 days after diagnostic phase
3. Problem identification	Identification and prioritization of problems	½ day
4. Curriculum development	Administration of pre-test Learning workshop with farmers	1 day
5. Implementation	Learning session, conduct of experiments, cross visits	season long
6. Conduct of field days	Exchange of experiences with farmers from other communities	½ day
7. Post evaluation	Administration of post-test	½ day or less

STEPS IN THE CONDUCT OF IPRA

Steps	Specific Activities	Time Frame
1. Motivation	Learning workshop with community	2 sessions per month
2. Auto-diagnosis	Identification and prioritization of the problems in the community	½ day
3. CIAL formation	Selection of CIAL members and election of the set of officers	1 hour or less
4. Trial Planning	Designing of experiments, tasking, and setting schedule of activities	½ day
5. Implementation	Conduct of experiments Data gathering Regular observation Trial evaluation	Two times a month (duration varies depending on the problem)
6. Evaluation	Technology Evaluation Conclusion drawn in the process	At least 3 evaluation then a meeting is held to make the conclusion
7. Feedback to the Community	Community wide meetings Presentation of results	1 day

LEARNING AND INSIGHTS

- Focused FFS
- Methods complementation
- Scaling-up process
- A private R&D system

FOCUSED FFS/CIAL

IPM Practices	Agro-ecosystem			Approach
	Inter-Andean valleys	Mesothermic Valleys	Antiplano	
IPM for Potato weevil	X	-	XX	FFS/CIAL
IPM for Late Blight	XX	-	-	FFS/CIAL
IPM for Nematodes	XX	XX	XX	FFS/CIAL
IPM for Tuber Moth	XX	XX	X	CIAL
IPM for Frost	-	-	XX	CIAL

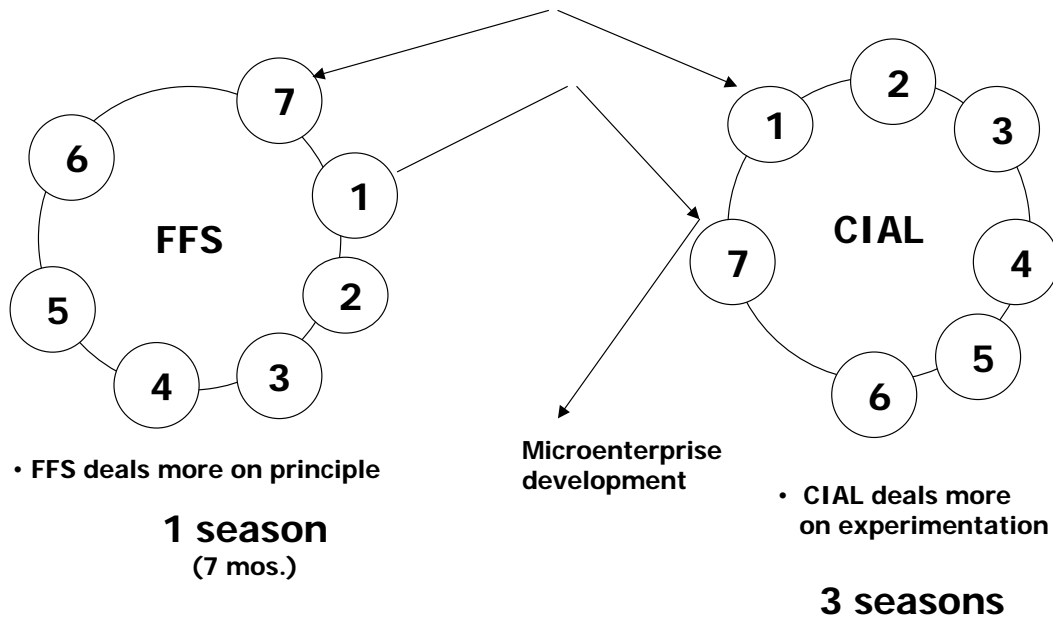
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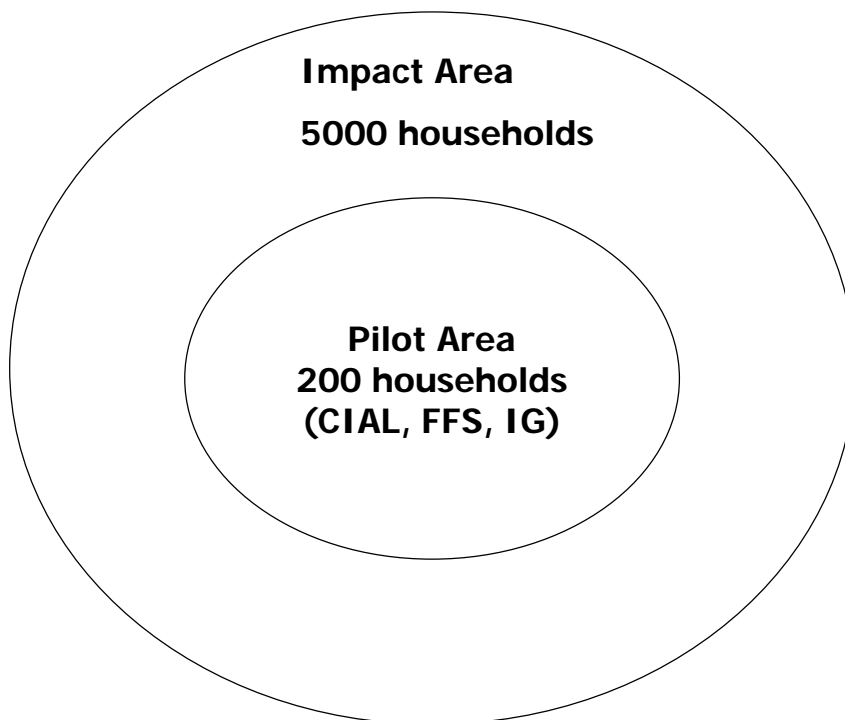
XX high

- absent

METHODS COMPLEMENTATION



SCALING-UP PROCESS



A PRIVATE R&D SYSTEM

- Abolition of the National R&D System
- Creation of PROINPA Foundation
- Private sector doing a public service

SWOT ANALYSIS OF PROINPA

Strengths

- Experienced and technically capable staff in both conventional and participatory research
- At least one of the pilot area staff speaks the same language
- Complementation exist between generalists and specialists
- Institutional credibility
- High staff morale

Weaknesses

- Project-based funds
- Limited number of staff who have PhD
- Weak technical support from the universities
- Task to provide public services that are difficult to be self-reliant

Opportunities

- Great interest in PR&D among funding institutions
- Broadened institutional mandate
- Lack of competition for services being provided
- Attractive research agenda

Threats

- Political instability
- Interest of farmer syndicates in doing what NGOs are doing.
- High risks of working in pilot areas

ACKNOWLEDGEMENT

PROINPA Staff and Research Partners, Dr. Jeffery Bentley, TARLAC COLLEGE OF AGRICULTURE, FPR-IPM SYSTEMWIDE PROGRAM

COMMENTS AND DISCUSSION

- Method complementarity – Activities can be started with FPR or Learning, but it may be better to begin with learning which provides a sound biological and ecological knowledge base for experimentation.
- Is project-based funding a weakness or a strength?
- Difference between "diagnosis" and "problem identification"? The former is a more general analysis whereas the latter is in depth problem definition as a basis for FFS curricula and experiments.
- How is it decided whether to go for FFS or CIAL? ⇒ Farmers can choose. Curricula for FFS are then developed locality specific in accordance with local conditions.
- PROINPA staff must be very committed. They accept high physical risks when working in such far flung areas with scary roads and bridges.

2.3 Western Kenya Sub-regional Project on Integrated Production and Pest Management (IPPM)

presented by Wyanto

The programme in Kenya is different from their own in Indonesia in that it is about IPPM as opposed to IPM. The reason for the wider focus in Kenya is that the farming system there is much more complex than the rice based system in Indonesia

SET-UP OF FFS

- Multi-subject approach
- Linkages Research – Extension – Farmers
- Group formation and cohesion
- Funding system and management

FARMERS' LEARNING PROCESS IN FFS

- Excellent empowerment
- Learning study field, rather than FPR
- Technical content needs strengthening

FOLLOW-UP AFTER FFS

- E.g. small animal husbandry
- E.g. further varietal trials
- E.g. bulking of good varieties
- Commercial production to raise funds for group activities

IMPACT OF IPPM PROJECT

- Groups strengthened
- Networking
- Better crop and poultry production

SP-IPM PILOT SITE INITIATIVE

- Work with key contact farmers
- Farmers' validation of technologies developed by researchers
- Good results in terms of production, but farmers' understanding could be improved

This was a visit to another programme with a very different approach. Longer-term adoption of new practices appears to be a critical issue in it.

KARI-KISII FPR

- Farmers set research agenda
- Researchers offer technologies that can be validated and adapted by farmers
- Impact good, want to use FFS to further disseminate results

INSTITUTIONALISATION OF FARMER PARTICIPATORY APPROACHES

- Government research and extension policy – not supportive for FPR because it focuses on food security (i.e. production increases only)
- KARI policy – focusing on farmers determining their needs and researchers responding to these
- Farmer networks – linkages between farmer groups are strong
- Potential changes in future – more important role of extension to link between researchers and farmers

OVERALL IMPRESSIONS (IPPM)

Strengths:

- Cohesion of farmers groups, networking
- Very active and enthusiastic training group
- Holistic, farming system
- Funding approach (FFS funds are given to farmers who manage them and pay the trainer)

Weaknesses:

- Level of farmers' understanding of agro-ecosystem
- Facilitators' participatory training skills

CONCLUSIONS AND RECOMMENDATIONS

- Funding mechanism in IPPM good model for trying out in Indonesia
- Group coherence very impressive – can this be achieved in Indonesia?
- Curriculum development is related to technical quality of training
- FPR in IPPM project still needs to be developed
- Institutionalisation not yet clear – sustainability issues

COMMENTS AND DISCUSSION

- What is the role of researchers in the programme? Researchers develop the learning topics and demonstrate the existing practices.
- When participating farmers are selected by researchers there is a high risk that the topics will not be responsive to needs concerning the whole community.
- Researchers offer a range of technologies/practices and farmers can choose which ones they would like to try. Lead farmers (selected by community) test the offered options, other can follow if they are interested.
- If researchers develop innovations and farmers only adopt, farmers do not learn experimentation. ⇒ In SP-IPM it is thought that farmers begin with validation experiments and later start to develop their own experiments.
- Are validation trials FPR? There is much interest on linking and combining learning and FPR.
- Why is the funding mechanism so interesting? Farmers do plan and budget the whole FFS instead of merely attending it. They have to think which activity costs how much and prioritize. In this way they learn to understand the cost of extension They can refuse to pay bad facilitators, and it happens that they do so.

2.4 Participatory development of potato ICM in Indonesia by CIP and its partners

Presentation by Thomas Julianus, Godrick Khisa

BASIC DESCRIPTION OF PROJECT

Area covered:

The sub-project on potato IPM in Indonesia covers 5 provinces, namely West Java, Central Java, North Sumatra (2 areas), South Sulawesi, West Sumatra

Purpose and objectives:

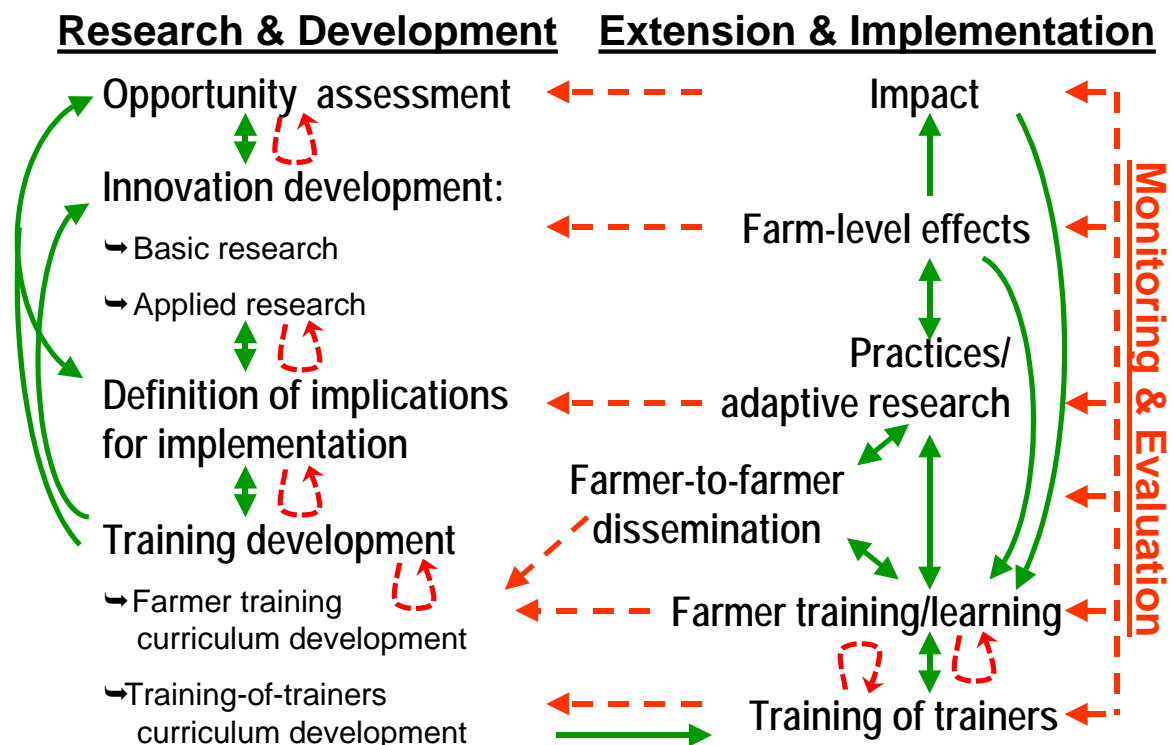
Develop integrated crop management (ICM) guidelines and ICM learning protocols for smallholder potato production in participatory manner

Framework:

The framework divided into three major areas:

- Research and development
- Extension and implementation
- Monitoring and evaluation

A FRAMEWORK



DESCRIPTION OF PROJECT PHASES

Summary of phases:

Phase	1998/99		2000		2001	
	wet	dry	wet	dry	wet	dry
Needs/opportunity assessment	WJ CJ NS					WS SS
Participatory technology (ICM) development		WJ	WJ CJ	CJ NS	CJ WS	CJ, NS WS, SS
FFS development and institutionalization						
PM&E of potato ICM FFS implementation						

NEEDS ASSESSMENT ACTIVITIES

- Participatory observation, informal interviews, group discussion with ranking exercises, gender analysis
- Season-long record keeping and collective analysis
- Interviews
- Research agenda setting and design with key farmer researchers

PTD APPROACH

- Few farmer researchers per site, supported by researcher/NGO and field technicians
- Evaluation and planning workshop (once in six months): evaluate and conclude, identify new needs, design and plan new activities
- Experiments conducted by farmers, with technical and methodological support from field technician and researcher/NGO staff

RESEARCH TOPICS INVESTIGATED SO FAR

- LMF (leafminer flies) population dynamics
- Fertiliser regime Vs LMF damage
- Insecticide regime for LMF management
- PTM (potato tuber moth) population dynamics
- GV production for PTM control in store

ONGOING AND PLANNED RESEARCH TOPICS

- Continuation of LMF population dynamics
- LMF crop loss assessment
- Continuation of PTM population dynamics
- PTM crop loss assessment
- GV testing at farm level
- BW integrated management
- Fertilisation efficiency and soil health

FFS DEVELOPMENT AND INSTITUTIONALISATION

Just started: defined underlying principles of potato ICM FFS and curriculum outline

PM&E OF POTATO ICM FFS IMPLEMENTATION

Not yet

COLLABORATORS AND THEIR ROLES(NGOS)

Province	Collaborator	Role	CIP's role
Central Java	Farmer group YPPSE	Design, implement, evaluate Facilitate	Coordination Technical support Funding
North Sumatra	Farmers JTTK, YCD WE	Design, implement, evaluate Facilitate Facilitate	Coordination Technical support Funding
West Java	TP4 FAO Veg. IPM	Design, implement, evaluate Facilitate	Technical support (2 seasons) Exchange

COLLABORATORS AND THEIR ROLES(RESEARCH INSTITUTES)

Province	Collaborator	Role	CIP's role
Central Java	Farmer group YPPSE	Design, implement, evaluate Facilitate	Coordination Technical support Funding
North Sumatra	Farmers JTTK, YCD WE	Design, implement, evaluate Facilitate Facilitate	Coordination Technical support Funding
West Java	TP4 FAO Veg. IPM	Design, implement, evaluate Facilitate	Technical support (2 seasons) Exchange

OUTPUT TO DATE

- Understanding of potato production system, constraints and opportunities
- Collective research agenda
- Gv as control component
- Knowledge about population dynamics of leafminer fly (LMF) and its natural enemies and potato tuber moth (PTM)

EXPECTED FINAL OUTPUTS

- Potato ICM technical guidelines
- Potato ICM FFS curriculum and field guides
- Facilitators trained

POTENTIAL IMPACT

- Increased knowledge and skills among trained farmers
- Improved livelihoods: increased return from potato, enhanced human and environment health

ANALYSIS OF THE METHODOLOGICAL APPROACH

Who participates:

- Both men and women, rich and poor participate in the research process regardless of literacy level, on consultative basis (needs assessment, analysis workshops)
- Only two farmers per site participate intensively in needs assessment data collection and technology development as farmer researcher on collaborative basis
- Some collegial working relations exist (e.g. seed production in screenhouse)
- Collaborative agreement:
 - + Trials are planned together
 - + Done in farmer's field
 - + Cost borne by project
 - + Returns back into project
- Implementation in own field:
 - + Farmers implement, test again and adapt in their own crops based on lessons learned from trials
- Impact:
 - + Farmers able to come together as a group and analyse their own problems, prioritise them and come up with their own possible solutions

LESSONS LEARNED

- Methodology is highly participatory, as farmers are involved all through the entire process
- Organisational arrangements within groups was very impressive – e.g. main group and many other small sub-groups dealing with specific activities (youth group, women group and cooperatives)
- Very strong collaboration with other collaborators and flexibility among collaborators

OPPORTUNITIES/LEARNING FOR EAST AFRICAN VISITORS

CIP project deals with basic and applied research with farmers right from the beginning, which is more advantageous when it comes to farmer learning/training and adaptive research that occurs in Farmer Field Schools and farmer fields

COMMENTS AND DISCUSSION

- The collaborative arrangements are quite impressive – CIP + NGOs + research institutions
- Why are farmers interested in population dynamics of leaf miner flies? This pest is new in Indonesia. Farmers tried out all kind of control measures without success. What here is called population dynamics is more about observing life cycles, quantity of insects at certain times etc. than about population dynamics in its scientific sense.
- Would reversing the flow of funds be useful? ⇒ Depends on the strength of the groups.
- What do farmers get from and contribute to experiments? What motivates them to participate? ⇒ Money comes from project.
- What promising control methods have they found? Is it a case for biological control? ⇒ They are still looking at the natural enemy complex. There are indications that LMF disappears gradually by itself, because local parasites adopt it as a host.
- Capacity for dissemination appears limited. ⇒ Dissemination of results is done by other organisations which CIP tries to motivate and involve.

2.5 Learning from sweetpotato ICM in Indonesia

by Nguyen Duy Hong, Nguyen Huu Huan, Ngo Thi Hoang Lam, Dai Peters

PROGRAM FOR FPR-IPM PROJECT EXCHANGE VISIT TO INDONESIA

Date	Activity
26 Aug.	Arrival Jakarta – Bogor
27 Aug.	<ul style="list-style-type: none"> ■ Visit CIP : briefing on CIP , Indonesia, CIP IPM/ICM project ■ Visit FAO ; briefing on cIPM program in Indonesia ■ Travel to Bandung
28 Aug.	<ul style="list-style-type: none"> ■ Travel to Banjarnegara ■ Team meeting
29 Aug.	<ul style="list-style-type: none"> ■ Visit YPPSE : briefing on YPPSE , collaboration with CIP ■ Travel to Jatilawang , visit exp. Fields, field lab., seed production screen house , discussion wt farmer researchers. ■ Group discussion wt potato farmers
30 Aug.	<ul style="list-style-type: none"> ■ Travel to Magelang ■ Visit Mitra Tani project , farmer-led IPM-FFS program, organic farming, rice-fish, marketing cooperative

31 Aug.	<ul style="list-style-type: none"> ■ Briefing on potato IPM activities ■ Travel to Karanganyar , Ngargoyoso : farmer researchers , and sweet potato farmers
1 Sep.	<ul style="list-style-type: none"> ■ Travel to Matesih : sweet potato ICM FFS ■ Travel to Yogyakarta
2 Sep.	<ul style="list-style-type: none"> ■ Evaluation of study tour ■ Travel to Jarkarta – Singapore _ Bangkok

LIMITED INFORMATION SOURCES DURING VISIT

Sources	Ngargoyoso	Matesih
Farmer researcher	2	0
Participating farmer	2	0
Agriculture official	0	1
ICM FFF farmer	0	5
NGO staff	0	1

PRESENTATION OUTLINE

- General observations of sweetpotato ICM FFS and related activities
- Applying strengths observed in the field to situation in Vietnam
- Overcoming problems associated with the project

PROJECT OBSERVATIONS

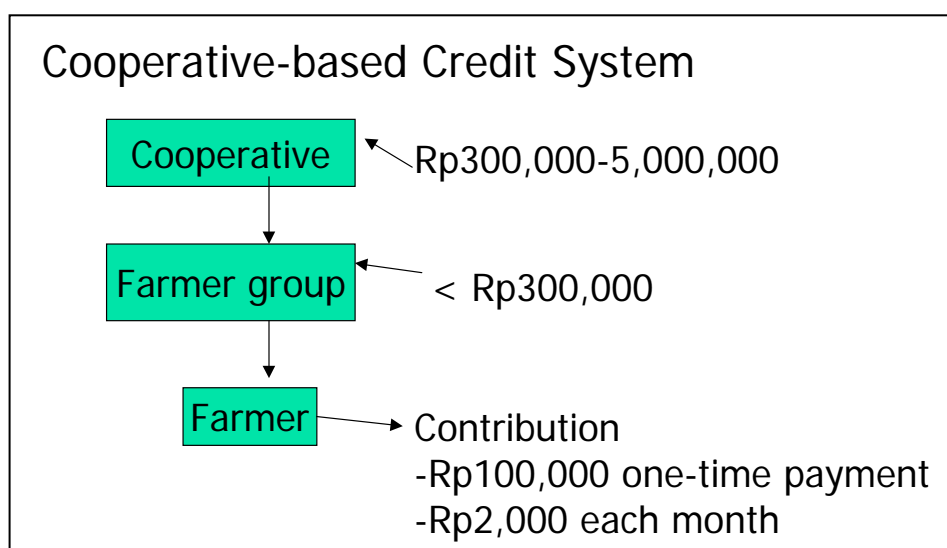
Institutions	CIP, NGO, Farmer researchers, farmer groups, and farmers, government extension participate in various phases of project
Field study topics	Varietal selection, fertilizer application, ecosystem study, vine-lifting, pest management, land preparation
Effects of field studies and FFS	<ul style="list-style-type: none"> ■ New variety adoption ■ Healthy planting material selection ■ Water management for weevil control ■ Distinguishing pests from natural enemy ■ Modified cropping pattern for higher prices ■ Crop rotation for pest control ■ Better field observation methods

Impact of studies	Generally limited to participating farmers. General farmers too busy to attend and only observer trial results in field occasionally
Limitations	Pilot farmer organization needs support from many institutions. Such organizations are not extended to other sites due to lack of funds, farmer awareness, and extension staff.
Farmers needs	<ul style="list-style-type: none"> ■ Alternative marketing and postharvest utilization options ■ Information and technical support for production

APPLYING STRENGTHS TO VIETNAM

Strengths	How to apply to Vietnam
Intensive farmer participation in curriculum development	<ul style="list-style-type: none"> ■ Involve a few farmer researchers to conduct initial trials ■ Involve more farmers to conduct follow-up trials in multiple locations ■ Based on these results, develop curriculum with farmers' participation
Active participation of local NGO in facilitating the process	<ul style="list-style-type: none"> ■ Vietnam has no local NGO, facilitation process, but has extensive gov't extension services that can be relied on ■ Provide participatory training for the extension staff in Vietnam to develop capacity for participatory research to fulfill the same role as local NGO in Indonesia

Strengths	How to apply to Vietnam
Role of farmer cooperatives in supporting farmers' activities, e.g., provide credit	<ul style="list-style-type: none"> ■ Select sites with existing cooperatives ■ Establish farmers groups ■ Raise funds through farmers' contribution ■ Access gov't funds as additional initial capital ■ Share Indonesian experience with members ■ Set up credit system and analysis for debt default
FAO-supported national farmer association	<ul style="list-style-type: none"> ■ Conduct workshop with provincial farmer association to establish criteria for selecting representatives at various levels ■ Select representatives to set up pilot provincial farmer association ■ Evaluate, modify, and expand



OVERCOMING PROBLEMS

Problems	How to overcome them
Lack of marketing information	<ul style="list-style-type: none"> ■ Collect market data for various crops ■ Training farmer of marketing record keeping ■ Based on market data and farmer data, analyse market trends with farmers ■ Explore export possibility and quality required
Lack of information and technology for postharvest activities	<ul style="list-style-type: none"> ■ Integrate production with postharvest activities ■ Develop storage technology ■ Identify market opportunity for various uses and processes ■ Develop technologies for these uses and processes

Problems	How to overcome them
Few farmers conduct field trials due to complex trial design	<ul style="list-style-type: none"> ■ Simplify trial design ■ Training more farmers on simple trial setup ■ Evaluate and conclude from multiple trials with these farmers
Limited expansion of farmer study groups	<ul style="list-style-type: none"> ■ Closely integrate research activities with farmers needs ■ Collaborative support of various levels of institutions, e.g., FAO, CIP, NGO, Extension, farmer researchers for farmer group establishment

CONCLUSIONS

- Farmer empowerment through self-learning process.
- Much on production needs have been addressed through farmer-participated research, postharvest and marketing still need to be resolved.
- Extensive NGO participation has facilitated intensive farmer participation in research process

2.6 FAO Community IPM Program, Vietnam

Presentation by Fredy Sierra and Juan Gonzales from IPCA, Honduras

FACILITATORS

- Patricia Matteson: Coordinator
- Ngo Thi Hoang Lam: Assistant coordinator
- Nguyen Duy Hong: National IPM Trainer
- Nguyen Trong Tien: Agricultural technician
- Nguyen Huu Huan: Assistant coordinator

BACKGROUND

- Vietnam has 77 million inhabitants
- 80% live in rural areas
- Agricultural sector comprises 70% of the labor force
- National IPM program initiated in 1992

GENERAL OBJECTIVE

- Train farmers to improve their decision making related to administration of their production systems
- Develop local IPM programs, managed by farmers

PROJECTS VISITED

Hanoi

- FAO Community IPM
 - + Community: Vong Xuyen, Ha Tay
 - + Community: Tho Loc, Ha Tay
 - + Community: Mo Da, Hoa Binh (BUCAP project)

Ho Chi Minh City

- IRRI-FPR
 - + Community: Mythanh Nam, Tien Giang

FAO COMMUNITY IPM PROGRAM

Basic principles

- grow a healthy crop
- conserve natural enemies
- observe the field regularly
- farmers become experts

Project Description

- FAO-CIPM: participatory focus based on FFS
 - Stages of learning and organisation:
 - + Groups of farmer trainers
 - + Farmers conduct field studies
 - + Farmers manage IPM club
- 30 – 200 persons per club; around 1000 IPM clubs in Vietnam*

Methodology

- National IPM program and local authorities offer support to the FFS: national team trained
- Identification of farmers
- Planning meetings (*at community level*)
- Formation of mixed groups (*each FFS is composed of 3-4 groups*)
- Field day (\Rightarrow *analysis of results*)
- Farmer technical meetings, at district level
- Technical training of farmers
- Communication and diffusion of results

Differences between FFS and IPM Clubs

<i>FFS</i>	<i>IPM Club</i>
Provide technical information	Knowledge is socialised widely
Small study area	Large study area
Small number of participants	More farmers participate
Technical staff participate	Technical staff called in by farmers

Impact, according to farmers

<i>Increased knowledge of</i>	<i>Increased income</i>
<ul style="list-style-type: none">• Rice pests• Development of the rice plant• Research methods• Data collection• Conservation of natural enemies• Doing IPM• Evaluation of varieties• Soil improvement• Supporting others in the community	<ul style="list-style-type: none">• Increased yields• Less insecticide application• Application of results to other crops• Transmission of knowledge

Strengths

- FFS have trained leaders
- Farmers make FFS plans
- Active participation
- Data collection
- Training of many farmers
- Well funded
- Adaptive research

Weaknesses

- Last only one cycle (*FFS are limited to one cropping season*)
- Participation is restricted (*many other farmers would like to participate, but there are only limited resources*)
- Limited land for study fields
- Lack of a regional organisation

Lessons learned

- Involve local and national authorities to facilitate massive diffusion of the methodology
- Having a multidisciplinary national team of trainers facilitates the diffusion of learning
- Having support from local government helps foster decentralised decision making
- FFS farmers conduct various field studies simultaneously – this reduces time spent to obtain results
- Sharing and analysing results obtained by the different groups within a field school permits raising the knowledge level of all

Because of several groups working on different practices at the same time a lot of learning is possible within a given time.

Suggestions

- Part of the resources provided by local government could be invested in different self-financing mechanisms, so that the farmers can manage the funds themselves
- Create regional and national organisations to link FFS groups
- There are different types of participatory evaluations that could be applied in FFS farmer field studies to permit better understanding of farmer evaluation criteria

IRR-FPR PROJECT

Background

- National extension service created in 1993
- Works in 70% of the districts
- Conducts agricultural extension campaigns
- Mass media campaigns initiated in 1996 and 1997
- Practice of no insecticide application disseminated in 1998

General objective

Use mass media campaigns to disseminate messages to farmers about results obtained through basic research.

Basic principles

Formulate messages on practices that are to be applied in the farmers' fields in an easily understandable way.

Campaign

The campaigns makes use of radio, TV, posters, large signboards, booklets. Posters and signboards are displayed in supermarkets, schools, buses, on roadsides etc.

MESSAGES:

1. There is no need to apply insecticides between day 1 and 40!
2. There is no need to apply insecticides at all!
3. The planting density should be reduced from 15 kg to 10 kg!
4. Use colour cards to determine fertiliser requirements!
- ...

Working methods

- Establish communication with the local government and sensitise it about campaigns on IPM directed at rice farmers
- The local authorities call the basis organisations together
- The associations identify community leaders
- Instruction meeting for field extensionists about the message to disseminate
- In a second meeting the results obtained so far are discussed
- Another meeting to analyse the results and experiences made
- The field extensionists animate the farmers to apply the practices and to disseminate them to other farmers

Impact according to farmers

- Application of the practices learnt
- Reduction of the seed quantity
- Understanding the importance of fertilisers and the timing of their application
- Farmers have become seed producers
- Farmers give recommendations to other members of their community
- Higher yields

Strengths

- Farmers participate in decision making about to the variables that should be measured to assess the techniques to be disseminated
- New ideas emerge from interaction with farmers which are fed back to research centers and taken account of in the generation of new technology.
- Annual meeting of farmer groups to discuss and exchange results.
- A logical process has been established involving training, organisation, learning and diffusion
- Recognition by other members of the community
- Reduction in use of agrochemicals and seed

Weaknesses

- Farmers do not participate in the evaluation of technologies early in the technology development process.

Lessons learned

- Recommended technologies disseminated at a national level, leading to collective action.
- Active and coordinated participation of many sectors guarantees that effective results are obtained more rapidly.
- The strategy of disseminating the message not as a package but component by component allows farmers to adapt and adopt integrated crop management.
- Decision-making by farmers is based on economic analysis of the practices in question
- As a result of the development of local seed production farmers now prefer the locally produced seed over those produced externally.

Suggestions

- Ideas generated by farmers could be used to generate new research projects to be executed by farmers themselves.
- Farmers should participate in evaluating technology generated by researchers at an earlier stage in the technology development process.
- The seed production capacity of farmers could be used to set up local seed microenterprises.

COMMENTS AND DISCUSSION

- The first of the two programmes visited is about adaptive research and conservation of local varieties, and the second is mainly about extension/dissemination of specific practices through campaigns
- Is there local financing of campaigns? No. ⇒ It appears that programme resources are used to attract farmers to the groups. ⇒ Would it not be better to use these resources as a basis for the generation of local resources?
- In Nicaragua it was observed that in consequence of IPM training 25% of the trained farmers became certified organic growers. Do similar effects happen in Vietnam too?
- In Vietnam many farmers use organic fertilisers, particularly in the North. In the South this is not so common, but it should be encouraged.
- In Nicaragua coffee IPM promoters sometimes get training also in other crops. Does it happen in Vietnam that IPM is extended to other crops? ⇒ Yes, there are FFS for rat management, snails, vegetables, soil management and others.

2.7 THE IPCA PROJECT - Participatory Research in Central America (Honduras)

Presentation by Carlos Arturo Quiros

BACKGROUND

- Started in 1993, as part of the CIAT Hillside Project
- In 1995, IPCA became an independent NGO project
- Operates under a partnership between University of Guelph - Canada, Program for Rural Reconstruction (PRR) and CIAT
- Staff: One coordinator (Rural Sociologist) and 3 agronomists

GENERAL OBJECTIVE

To develop a program of Participatory Research (PR) in agriculture, through the formation of farmer research groups, *Comité de Investigación Agrícola Local* (CIAL), for the generation and adaptation of appropriate technologies for their communities

SPECIFIC OBJECTIVES

- To form Local Agricultural Research Committees (CIAL)
- To train technical agricultural personnel in PR
- To train students in PR

STUDY AREA

- Region: three provinces in Atlantida, Yoro and Sta. Bárba
- Hillsides
- Resource-poor farmers
- Farming system: subsistence crops (maize and beans), coffee, and horticultural crops
- Land holding size: 47% owns 5 acres or less

Currently they work with around 40 CIALs

THE CIAL METHODOLOGY

“The Research Ladder” in the CIAL Processes



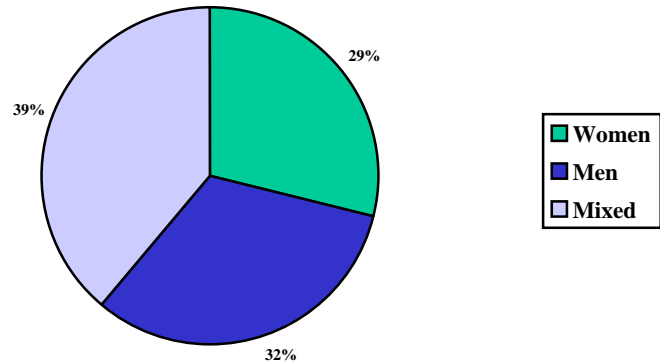
The first three steps upto the selection of research topics are done by the communities, The actual experimentation then is done by the elected members of the CIALs.

Methodological aspects

- Training process
- Facilitator: technical officer or farmer
- Farm visits

- Types of experimentation trials
- Participatory Monitoring and Evaluation (PM&E)

COMPOSITION OF THE CIALS



PROJECT PHASES

1. Awareness creation and pilot testing (1993 – 95)
2. Implementation and diffusion (1995 – 99)
3. Consolidation (1999 – to date)

Lessons learned: (1st phase)

- It is crucial for the technical team to be trained in the CIAL methodology before initiating the project.
- In PR it is necessary to work based on the priority of the community
- The results are dependent on the attitude of the facilitator

Lessons learned: (2nd phase)

- Expanding CIAL membership reduced the workload on the CIALs and permitted direct communication between technicians and more farmers.
- Involving NARS and international research programs in PR process increased their awareness of the value of farmer participation in the early stages of research.
- Creating production projects in parallel with research projects generates resources for maintaining research and stimulating members.
- Traditional agricultural and livestock education systems must be encouraged to include training in PR methods.
- Setting up local seed multiplication center allowed farmers to evaluate and select priority alternatives
- Farmers criteria and priorities for evaluating technologies provide important information feedback to research systems

Research opportunities (3rd phase):

- Establishing second-order organizations of CIALs to sustain the CIAL process, by providing:
 - + access to credit markets,
 - + strengthen their research projects,
 - + create mechanisms for self-financing, and
 - + establish alliances with relevant institutions regionally.

- A model for training select CIAL members as para-technicians to increase local capacity and scale up the CIALs
- A pilot project where farmers are participating in participatory plant-breeding programs
- A pilot project where CIALs and the technicians are developing their own PM&E system to increase participation and self-learning

PROJECT IMPACTS AT DIFFERENT LEVELS

- A) Farmers
- B) CIAL and the community
- C) At the institutional level

Impact on farmers

- The community recognizes these farmers' capacity as researchers.
- New leaders in the community are identified
- R & D professionals gain more and better quality information of farmers' reality in the field.
- Farmers are empowered and actively participate in other development projects within their communities.
- Including farmers in the early steps of technology development results in the development of appropriate technologies.
- Farmers participate in the generation and dissemination of the technologies.
- Increase the technical knowledge and skills of farmers.

Impact in the community

- The community is strengthened in the development of its research projects.
- Greater confidence in results obtained.
- Reduced time for new technologies to reach farmers.
- Increased access to appropriate technology, at lower costs (e.g. seed, management techniques)
- Skilled local personnel
- Conducts its own plan of action for institutional strengthening and community development.
- The community has a critical mass of people who are trained in project development.

Impact in the institution

- IPCA technical team's capacity in PR is strengthened at the team level
- A broader impact because a larger number of people became involved in project.
- Rapid technology generation and dissemination because technicians and farmers work as a team to solve problems according to community demand.
- Capacity to carry out more research projects simultaneously at a relatively minor cost
- Researchers can directly know the most important farmers' criteria for evaluating technology.

THREE AREAS OF CONCLUSIONS

- D) IPCA project's challenges in achieving its objectives
- E) How the interaction with IPCA has impacted on the farmers
- F) CIALs and Integrated Pest Management (IPM)

A) IPCA project's challenges in achieving its objectives

- It is important to clear criteria for selecting "potential" communities -- specific criteria for forming CIALs with the greatest possibility of success.
- Paternalism existing in this region hampered work in some areas
- Farmers were accustomed to the traditional system of R&D, therefore farmers needed a process of reflection and training before finally understanding PR.
- It was necessary to balance both short-term and long term results/goals to maintain the motivation of farmers in research projects.

B) How the interaction with IPCA has impacted on the farmers

- Farmers are more self-confident in their decision-making.
- For any external proposals, farmers would suggest that the technology should be tested by their own means first, to ascertain its advantages and disadvantages.
- Women participate more in research projects. (*In Honduras this is a considerable achievement.*)
- Farmers have become more empowered and are participating in other development projects within their communities.
- Because of their active participation, the community is able to attract other R&D organizations

Specific impacts on the farming systems:

- Adaptive research, validation, and dissemination of the bean cultivar Frijol Tío Canela.
- Seed selection for planting improved.
- Planting is now done in furrows and along contours.
- The practice of burning for land preparation has reduced.
- Production systems have a broader crop diversity.
- Farmers have become more aware of the need to create adequate reserves of harvested products to ensure food security.
- Many farmers now use the minimal tillage system.

Enhanced technical skills and knowledge:

- Farmers are now able to complement their traditional research systems by establishing research that compares technologies at different sites in their communities, at the same time.
- The habit of documenting information has been created. Farmers are now able to design, implement, and analyze their participatory, monitoring and evaluation (PM&E) systems.
- Farmers now always begin testing on a small scale before testing on a large scale, thereby minimizing risks.

C) CIALs and Integrated Pest Management (IPM)

- A starting point for a community IPM project with CIAL methodology could be:
 - + Identify a community which has recognized integrated pest management (IPM) as a priority issue and pest problems are widespread in the area
 - + Develop an agreement with the community
 - + The community should be familiar with the research project from its conception
 - + To generate new forms of technology components, community members should be encouraged to conduct their own research on specific topics of their interest, this generally includes one or two components.

- The application of the CIAL methodology in IPM projects could guarantee:
 - + Facilitate collective action
 - + Evaluation, adaptation, and validation of local and external technologies to solve problems
 - + Reciprocal feedback (farmer-institution) on research project results
 - + Contributions on individual research carried out by community members
 - + Increased knowledge and local leadership
 - + Adaptation and integration of technology components to local conditions

POSSIBLE BENEFITS OF THE CIAL METHODOLOGY IN IPM

- Facilitate collective action
- Facilitate the integration of local and external knowlege
- Adaptation of the IPM components to local conditions
- Local capacity and leadership

LESSONS LEARNED

Success factors	Limiting factors
<ul style="list-style-type: none"> • Integrated approach • Partnerships • Research articulated to development • Appropriate processing technology • Empowerment to access other projects and services • Equity related to organizational model adopted 	<ul style="list-style-type: none"> • Changing policy environment • Limited access to capital • Weak entrepreneurial skills • Low levels of social capital • Insufficient emphasis on production • Stressful environment

PROJECT EVALUATIONS ARE CONDUCTED BY:

- Community
- TecniCIAL
- Interaction with IPRA/CIAT
- Donors

COMMENTS AND DISCUSSION

- Does the community just trust in the results of the CIAL trials? ⇒ There is a high level of confidence, but often also community members try out the new practices before adopting them.
- To get the best facilitators there are various points to consider: • selection, • training, • accompanying new facilitators by experienced ones.
- White grubs are a big pest. What would be IPCAs approach to solve the problem? ⇒ IPCA would work on this problem only in communities which see it as a priority problem. Would bring in technical options and the farmers' own knowledge and practices. Then various options would be tested and compared.

3 Success factors, lessons learnt and challenges

3.1 Assignment

The objective of this group work is a first analysis of the case studies with respect to success factors, lessons learnt and challenges faced by the programmes.

Analysis of Case Presentations

Please discuss at your tables:

1. What are the main success factors in this case?
2. What are the main lessons?
3. What are the major challenges for the future in this case?

3.2 Output

FACTORS FOR SUCCESS

Note: a figure in brackets after a statement means that there were several cards with the same statement.

STATEMENTS ON CARDS	CLUSTER HEADING
<ul style="list-style-type: none"> • Enabling farmers to make better informed decisions • Empowerment through self-learning • FPR participants recognised as experts by community • Farmers managing funds • Establishment of local leadership within community • Farmers have their own organisation • Formation of IPM clubs aside FPR and FFS • Communication and networking between farmer groups (2) • Increased confidence of community as result of local leadership 	Strengthening of farmers' capacities and empowerment
<ul style="list-style-type: none"> • Exploiting complementarity of research and learning methods (CIALS and FFS) (3) • Educational activities (e.g. FFS) improves farmers' ability to participate in research 	Complementarity of learning and research
<ul style="list-style-type: none"> • Simplified trial design (facilitates and motivates for participation) • Availability of technical options (2) • Farmers validate techniques • Strong technical support 	Technical issues

<ul style="list-style-type: none"> • Strong facilitation skills • Local on site facilitation with sufficient time available • Better capability of facilitators = better lead farmers 	Facilitation
<ul style="list-style-type: none"> • Covering more concerns (production focus) • Problems relevant for farmers • Needs of the farmers reflected in research agenda • Income generation is important to motivate farmers for participation • Development of micro-credit (Indonesia) • Keep focus on people - not on technology only • Have good research topics • Participatory work based on agro-ecological principles • Holistic work 	Adequate topics
<ul style="list-style-type: none"> • Farmers' involvement in the entire process (2) • Involvement of farmers in curriculum development • Willingness of farmers to assume responsibility • Strong participation of farmers 	Participation level
<ul style="list-style-type: none"> • Women's participation increases group cohesion • Gender equity • Sufficient participation of men and women in FFS 	Women's participation
<ul style="list-style-type: none"> • Creative financing • External donor involvement • Availability of funds • Good funding mechanisms in place • Tener un cachimbo de pisto (have a big bag of money) 	Funding issues
<ul style="list-style-type: none"> • Links and collaboration between institutions strengthens process (3) • Participation of social scientists • Institutional links to have various expertise in teams • Good management of inter-institutional collaboration 	Institutional collaboration
<ul style="list-style-type: none"> • Technical staff's satisfaction with their work • High commitment of researchers to do participatory research (Bolivia) • Recognition of farmers' capacities as researchers • Personal commitment • Solid institutions accompanying the process • Experience with participatory research is available 	Capacities of involved institutions
<ul style="list-style-type: none"> • Longer lifetime of projects leads to more success (2) • Continuing activities for sustainability 	Sustainability
<ul style="list-style-type: none"> • Massive scale of activities (Viet Nam) 	Scale

MAJOR LESSONS LEARNT

STATEMENTS ON CARDS	CLUSTER HEADING
<ul style="list-style-type: none"> • Many farmers willing to volunteer to work on research • If activities benefit farmers ⇒ more interest • Farmers research questions being heard and integrated into formal research • Level of trials matches farmers' skills • Recognition of farmers' creativity increases degree of success • Collaborative participation is required • More farmer participation ⇒ more success • Need to identify the process of involvement of farmers in participatory research • Recording results within a season 	Farmers' participation and interest
<ul style="list-style-type: none"> • Testing options is FPR • Method complementation results in better participatory research • The objective of participatory research needs to be viewed in the context of the programme • FPR can have a learning (problem solving) and innovation objective • Define objectives before choosing FFS or CIAL or other approach • Better to start with learning that with research • It is important to combine capacity building and research • Balance technical content and facilitation skills with community mobilisation • Implementation of methodologies in other crops is indicator for successful learning • Simultaneous handling of different topics by different FFS groups increases learning 	Methodological issues
<ul style="list-style-type: none"> • Implementation of monitoring and evaluation 	M&E
<ul style="list-style-type: none"> • The participatory research and learning methodology should include elements of sustainability 	Sustainability
<ul style="list-style-type: none"> • Existence of networks for scaling up • Use the experiences with massive diffusion • More network involved ⇒ more success • Active interaction between research, development and extension ⇒ better transfer of technology 	Scaling-up
<ul style="list-style-type: none"> • Do not invent hot water again and again 	Hot water
<ul style="list-style-type: none"> • Multidisciplinary approach required for success 	Multi-disciplinarity

MAJOR CHALLENGES

STATEMENTS ON CARDS	CLUSTER HEADING
<ul style="list-style-type: none"> • Generation of socio-political processes • FFS to address social and organisational issues • That farmers do experiments on their own • Many projects implemented by local organisations and entities • Remember: farmers are career farmers not career researchers 	<p>Impact beyond FFS/FPR</p>
<ul style="list-style-type: none"> • Good facilitation and technical skills of implementors • Who participates? – getting it right • To get balanced contributions from all sides • Learn from farmers – stop treating them like children • Full-time farmer facilitator? Economics vs. time • Integrate participatory methodologies • Early involvement of farmers' in participatory identification • Participation burn-out 	<p>Methodological concerns</p>
<ul style="list-style-type: none"> • FFS has to increase farmers' wellbeing • Generation of technologies through participatory research • Do more applied research through FPR than only adaptive research • How to move from IPM to ICM/IPPM • Integration of production and post-harvest • Agro-ecology as basis for the design of production systems • How to use FFS for other farming concerns • How to get from IPM to "adaptive management" • Generate agro-ecological basis • Going beyond varietal trials • Widen the technical topics of FFS • Marketing? Production vs. marketing 	<p>Scope of FPR</p>
<ul style="list-style-type: none"> • Simplification of research for more participation • How to design trials at the correct level of complexity (adapted to farmers' skills and the research question) to motivate farmers' participation • Are trials statistically valid? • Getting options for FPR studies • FPR for issues on which limited information is available • * (see below the table) 	<p>Science vs. farmer complexity</p>
<ul style="list-style-type: none"> • Study cost and benefits of participatory research • Impact assessment of FPR • Produce impact assessment data for policy makers • Getting a supportive policy environment • Participatory research as a tool for extension: how cost effective is it? 	<p>Impact at institutional and policy level</p>

<ul style="list-style-type: none"> • Sensitize governments about the need for financial support of FPR/FFS • Institutionalisation of FPR at government level • Increase participatory actions in institutions 	
<ul style="list-style-type: none"> • Self-financing research in institutions • How to prepare farmers for private extension services 	Self-financing
<ul style="list-style-type: none"> • Scaling up successful projects • The massive dissemination of results • Dissemination of innovations to wider population 	Scaling-up
<ul style="list-style-type: none"> • Sustainability of activities 	Sustainability
<ul style="list-style-type: none"> • Strengthen information networks on IPM • Formation of networks of farmers and institutions • Systematize the experiences 	Information management
<ul style="list-style-type: none"> • Peace allows access to farming communities • World peace and prosperity 	Very basic pre-conditions for success

* Another card:

Farmers know Researchers know	Farmers know Researchers don't know
Farmers don't know Researchers know	Farmers and researchers don't know

COMMENTS AND DISCUSSION

- The demarcation between FPR/Research and FFS/Extension/Learning is still not clear.
- These factors, lessons etc. are now much broader than FPR. We should take out and look separately at those which are specific to FPR. ⇒ The synthesisers should try and separate them.
- There is no certified definition of FPR. FPR and learning have fluent boundaries and are not mutually exclusive. What activities are taken into a process depends on the purpose and objectives.
- Maybe research is just very systematic learning?
- Experimentation can have different purposes. The different programmes have one or several of these purposes.
- Whose research are we trying to improve with FPR, and whose farming do we want to improve? Are we bringing farmers into researchers' research? Or researchers into farmers' farming? ⇒ Both may be justified, depending on the objectives and whose project it is supposed to be.
- Different research issues are a case for different research levels? • basic research, • FPR, • validation.
- A researcher involves farmers in her/his research if s/he believes that it will make the research more successful. The same is with farmers: they would like to involve researchers if it benefits their farming.

4 Synthesis on success factors, lessons learnt and challenges derived from the case studies

Compiled by Elske van Fliert, Dai Peters and Jeff Bentley

FRAMEWORK OF ANALYSIS

Objectives of experimentation	Who (has interest in outcome)
♣ I identify needs and opportunities (diagnostic research)	Farmers, researchers, facilitator
1. Generate <u>new</u> knowledge (basic research)	Farmers Researchers
2. Generate innovative practices or guidelines (applied research)	Farmers Researchers
☺ Develop learning models and activities (applied research)	Farmers, researchers, extensionists
3. Adapt/fine-tune guidelines (adaptive research)	Farmers Extension officers
4. Generate knowledge based on <u>existing</u> information (experiential learning)	Farmers Students
5. Adaptation and implementation of innovation (adaptive research)	Farmers

FRAMEWORK - PLATFORMS

Objectives of experimentation	Platform					
	CIP FRer	CIAL	FFS	SP-IPM Pilot initiatives	KARI-Kisii FPR	IRRI-FPR
♣ I identify needs and opportunities						
1. Generate <u>new</u> knowledge						
2. Generate innovative practices or guidelines		Ma- ture				
☺ Develop learning activities						
3. Adapt/fine-tune guidelines			Field study			
4. Generate knowledge based on <u>existing</u> information						
5. Adaptation and implementation of innovation			Club F-up			

FRAMEWORK – SUCCESS FACTORS

Objectives of experimentation	Areas for success					
	# Farmers involved	Contribution (prop. range)	Time (seasons)	Level of Funding	Management of Funds	Institutional integration
♣ I identify needs and opportunities	Few-many	5-25%	1-2	+	S/F	L---H
1. Generate <u>new</u> knowledge	Few	25-75%	1-5	++	S/F	
2. Generate innovative practices or guidelines		50-75%	1-5	+	S/F	
☺ Develop learning activities		10-25%	1-2	+	S/f	
3. Adapt/fine-tune guidelines		25-50%	1-2	+	F/S	
4. Generate knowledge based on <u>existing</u> information		0-5%	1-2	+++	F/s	
5. Adaptation and implementation of innovation	Many	75-100%	Cont.	✍	F	

LESSONS LEARNED

KEY CONCEPT	EXPLANATION
<ul style="list-style-type: none"> Importance of skills: keep learning! 	Farmers, researchers, facilitators; training, backstopping, upgrading
<ul style="list-style-type: none"> Motivated and committed participation 	At all levels: farmers, researchers, development workers
<ul style="list-style-type: none"> Importance of solid technical knowledge 	Project content and individual capacity of partners
<ul style="list-style-type: none"> Foster group cohesion 	By appropriate participants selection. Selecting relevant topics

CHALLENGES

KEY CONCEPT	EXPLANATION
<ul style="list-style-type: none"> Include disadvantaged groups who are involved in topic 	Women, poor, ethnic groups, old
<ul style="list-style-type: none"> Go beyond IPM into the broader livelihood issues 	IPPM/ICM, soil and water conservation, NRM, post-harvest and marketing, sustainable farming, health
<ul style="list-style-type: none"> Dissemination of R&D output 	Identify appropriate mechanism, link or establish relations with others

COMMENTS AND DISCUSSION

- A key lesson from the case studies is that pesticide use really can be decreased and farmers can get increased yields and increased knowledge.
- The clarification on different objectives is very helpful.
- Also young farmers should be included in the work. They are often disadvantaged too.

5 Visioning on what would change as a consequence of successful FPR/PL interventions

5.1 Assignment for group work (two rounds)

Towards a vision ...

If FPR and learning in IPM were really successful,

- what would **farmers** do, or do differently?
- What would **farmer/community organisations** do, or do differently?

Try to imagine an ideal situation, discuss in your group and put the answers on cards.

2nd round ⇒ do the same for ...

- extension agents
- researchers (national programmes)
- researchers (international/CGIAR)
- policy makers

5.2 Vision: farmers and their families

Cards from group work clustered

<p>ECOLOGICAL FARMING PRACTICES</p> <ul style="list-style-type: none">• Farmers use organic agriculture methods (alternatively IPPM)• Production of organic fertilizers (cheaply)• Farmers have access to non-toxic plant protection products and advice• Produce healthy food• Farmers will have and use agro-ecological practices• Farmers will manage soil fertility using local resources• Invest resources in rehabilitating and protecting the environment• Farmers will conserve soil, water and natural enemies• Line transplantation of rice• Produce their own planting materials• Use clean planting materials• Use energy efficient technologies in farming
<p>INTEGRATED/BIOLOGICAL PEST MANAGEMENT</p> <ul style="list-style-type: none">• Use biological pest and disease management methods• Better knowledge of crop pests and natural enemies• Use less pesticides (critically)• Farmers will use less or no pesticides• Observe their fields regularly for pests• Farmers use less chemical pest control
<p>SHARING</p>

<ul style="list-style-type: none"> • Sharing information (confidently) • Farmers would be sharing their experience with other farmers • Farmers become resource persons to others • Share ideas and innovations with others • Farmers will share their “secrets of success” • Farmers teach other farmers without outside facilitation • Farmers routinely visit each other’s fields and discuss • Large-scale farmers use same IPM methods as small farmers • Farmers disseminate ideas to other farmers • More effective adoption and dissemination • Farmers acting as facilitators • Better information flow through networking • Information, results or feedback will reach farmers easily and quickly • There is a large number of farmers using IPM, not isolated groups
<p>ANALYSIS AND DECISION MAKING</p> <ul style="list-style-type: none"> • Farmers will observe, analyse and take timely decisions • Farmers will keep and use farm crop pest cost records • Make more independent decision • More proactive to problem solving • Farmers would be able to identify their problems • They can better analyse their problems • Farmer take more decision after analysis • Farmers are capable to make their decisions • Farming families will plan together planting and selling • Farmers will plan ahead with their families
<p>INNOVATION</p> <ul style="list-style-type: none"> • Farmers will experiment more • Farmers set up experiments in their own fields • More systematic in experimentation • Make more creative experiments • Accepting failure of experiments • Testing by themselves • Farmer has idea and develops the experiment to test the idea • Make better experimentation • Farmers decide when to evaluate experiment • Develop improved (resistant) varieties from their own local varieties • Validate external options • Inventory of options
<p>DIVERSIFICATION</p> <ul style="list-style-type: none"> • Farmers will produce “quality” and sell “quantity” • Grow vegetables on rice field dike • Grow a greater diversity of varieties and species • Diversification of cropping and processing for income generation • Farmers will have more diversified farms
<p>IMPROVED QUALITY OF LIFE</p> <ul style="list-style-type: none"> • Farmers will have more and sustainable yield and income • Because of less crop loss, farmers can invest in other agricultural improvements (labour-saving) • Invest more resources in health, education and culture • Ownership (will own process and products) ... pride ... motivation ... livelihood! • Farmers spend less time per crop area cultivated • Consume a varied and healthy diet • Enjoy the health and spiritual benefits of a healthy environment
<p>EMPOWERED FARMERS</p>

- Farmers have access to local community organizations and make sure funds are directed to them
- Farmers have access to different service providers
- Farmers will make sure more funds are directed to farmer research than station research (on research stations)
- Farmers are not affected by OECD subsidies
- Farmers are jailed for polluting environment, poisoning consumers

COMMENTS AND DISCUSSION

- More time for the exercise would have resulted in more depth and detail and possible more aspects of livelihoods
- We are outsiders. Wouldn't we need farmers for such an exercise? This vision looks more like "researchers say what farmers could possibly do as an impact of our work".
- This vision goes far beyond what we are in control of. ⇨ The issue is what research can contribute to making these visions become true.
- CIAL and FFS is still mixed. Some people are confused by the mixing up.

5.3 Farmer and community organisations

Cards from group work clustered

<p>MARKETING</p> <ul style="list-style-type: none"> • Processing to avoid market overflow • Farmers will organize group marketing (strategies) • Community will do collaborative marketing of their produce • Farmers will not sell the produce cheaply to opportunistic buyers during harvesting time • Market local products including crafts, organic and other types • Supply to specialized market • Farmers and government can develop good production systems and marketing • Farmer organisations have access to marketing products at good price
<p>ORGANIC PRODUCTION</p> <ul style="list-style-type: none"> • Organize certification for organic products • Organizations register as organic agriculture associations • Commercialize "quality" produce • Encourage "clean-organic" production
<p>SELF-FINANCING</p> <ul style="list-style-type: none"> • Generate/source funds/resources for their activities • Farmers will start savings and credit facilities • Raise own research funds • Diversification for income generation • Self-financing – generating funds and lend money to members • Are able to generate funds for their learning
<p>INTERNAL EMPOWERMENT AND DECISION MAKING</p> <ul style="list-style-type: none"> • Promote gender equity • Provide incentive for innovators • Formulate policies that will sustain their activities • Farmers' organisations are controlled by membership • Facilitate solidarity and sharing of resources • Nominate a permanent farmer research council

- Improve management in their organisation to allow better interaction with relevant institutions
- Farmer organizations planning and implementing their activities
- Farmers will be interested to form, or be in, a group

PROVISION OF, AND ACCESS TO SERVICES

- Production of farming inputs
- Develop mechanisms for input supply
- Establish community insectory for natural enemy conservation
- Establish community multiplication plot for new varieties
- Establish community multiplication plot of local varieties
- Build local facilities to supply biological inputs
- Help getting access to funds/credit
- Apply for credit for members
- Coordinate and facilitate information exchange
- Farmer organisations create access to information for members
- Contract research expertise as needed
- Farmer organisations support training, research, credit etc.
- Farmer organisations planning technical activities, innovations

COLLECTIVE ACTIVITIES

- Provide security net for farmers
- Farmer organisations help members bear risk via financial support
- Organise improved social services on their own
- Monitor economic and food-security status
- Mobilisation of communities for collective action in IPM
- Community farming
- Planting trees along the community canals/roads etc.

LOBBYING, VOICE

- Farmer organisations working to establish rights
- Lobby for farming family needs
- Farmer organisations bargaining with service providers
- Farmer organisations lobby for access to services
- Negotiate with local leaders for their support
- Negotiate with external institutions
- Farmer organisations will request funds for project proposals
- Represent their communities as a political force to lobby
- Demanding appropriate research, technology etc.
- Farmers able to demand solutions to problems from local government
- Community representatives involved in project design
- Government policy flexible in supporting new ideas
- Farmers represented in local government

COMMENTS AND DISCUSSION

- This vision cannot be achieved within a short time.
- In Nicaragua there are organic coffee grower associations which do more or less all the things mentioned in the vision.
- May be we should rather ask farmers what our organisations should do differently.
- In Zimbabwe this was done. This was a healing experience for the extension managers.
- The visions are largely based on real experiences, thus they are not just dream cards.

5.4 Visions – extensionists

Note: These are the cards from the group work, clustered by the synthesis group

<p>INNOVATION DEVELOPMENT</p> <ul style="list-style-type: none"> • Promote farmer experimentation and networking • Work themselves out of jobs by improving farmer experimentation • New research issues with farmer research • Do research with farmers • Continued conduct of FPR • Adaptive research with farmers • Research prioritization
<p>PEOPLE'S SKILLS AND KNOWLEDGE</p> <ul style="list-style-type: none"> • Diagnose problems and opportunities with farmers • Develop individual group technical knowledge and skills • Work with farmer trainers • Promote agro-ecological analysis
<p>FACILITATE LOCAL ORGANISATIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Facilitate local organization development • To strengthen farmer groups ⇔ sustainability • Build groups • Empower group • Facilitate farmers' group house rules • Motivate farmers • Work under farmer advisory board
<p>DISSEMINATION/SCALING-UP</p> <ul style="list-style-type: none"> • To develop farmer to farmer extension • Produce extension materials • Facilitate flow of information between networks • Repeat FPR success experiments in time and space as a way of dissemination • To replicate successful experience
<p>LINKING AND NETWORKING</p> <ul style="list-style-type: none"> • Assist farmers in acquiring inputs • Link-up farmers groups with resource persons • Facilitate and improve links between farmers and researchers • Network and coordinate with researchers and other R & D actors • Should carry feed-back information to research and policy makers
<p>INCREASE INCOME</p> <ul style="list-style-type: none"> • Facilitate the gathering of economic analysis • Extensionist start to work in marketing • Conduct market matching for farmers' products
<p>EXTENSIONIST'S SKILLS AND KNOWLEDGE</p> <ul style="list-style-type: none"> • Training never ends, only changes its theme • Using technical and facilitating skills together • Be skilled facilitators in participatory processes • Use participatory methods for training and research with farmer groups • Facilitating in areas beyond his technical skills • Extensionists learn continually about participatory processes • Need up-dated knowledge

EXTENSIONISTS' ROLE

- Changed from instructions to facilitators (2)
- Work in the community
- Listen and respect farmer knowledge
- Extensionist learn from farmers
- More work with farmers' view
- Be gender sensitive
- Take into consideration farmers' priorities
- Should be available

MONITORING AND EVALUATION

- Assist in implementation of monitoring and evaluation
- Facilitate local record-keeping, monitoring and evaluation

COMMENTS AND DISCUSSION

- It should be clarified what facilitation and empowerment actually is ⇒ a synthesiser group gets the task of preparing a short clarifying input (see p.??)

5.5 Visions – national researchers

Note: These are the cards from the group work, clustered by the synthesis group

RESEARCHERS' SKILLS, KNOWLEDGE AND ATTITUDE

- Attitude for participation
- Recognize and interact with local knowledge
- Understand local vocabulary and culture
- Respect farmer knowledge
- Respect farmers as colleagues and experts
- Researchers should learn farmer participatory methods
- Researcher and extension in one person (Cayman)
- Researchers should learn social science methods

RESEARCH METHODOLOGY

- Facilitate the design of FPR
- Researchers build new alternatives with farmers
- Involve farmers early in technology generation (2)
- Researcher should diagnose problems with farmers
- Design research based of farmers need and conduct PR with farmers
- To combine scientific with local knowledge
- They should simplify research design
- Avoid complicated terms/words with farmers
- Develop FPR methods
- Understand and implement participatory evaluation

DISSEMINATION

- Synthesise results from basic and FP research and make them accessible
- Give alternative options to farmers and extensionists

RESEARCH AGENDA

- Always look for eco-friendly alternatives
- To conserve local varieties
- Look at research solutions holistically (social, economic, environment)

<ul style="list-style-type: none"> • Agenda focused on farmers' problem • Innovation of solutions to new problems • Continued conduct of FPR adaptive research • Shift emphasis to on-farm work • Reduce on-station research • Conduct research to understand agro-ecosystems and on non-toxic crop/livestock protection • Move from IPM to IPPM research
<p>COOPERATION AND LINKAGES</p> <ul style="list-style-type: none"> • Form for group of master trainers • Work with farmers and extends as partners. • Continued integration of research, extension and farmers • Form partnerships with farmers extension and private sector. • Within themselves interdisciplinary
<p>INFLUENCING POLICY</p> <ul style="list-style-type: none"> • Publicise FPR results to influence stakeholders • Assess policy impacts for feedback to public and policy makers • Provide scenario analysis to policy decision makers
<p>SELF-FINANCING</p> <ul style="list-style-type: none"> • Researchers pay for their own research

5.6 Visions - CGIAR system and other international researchers

Note: These are the cards from the group work, clustered by the synthesis group

<p>RESEARCH METHODOLOGY</p> <ul style="list-style-type: none"> • Incorporate FPR in the process of research • Develop options for solution to one problem
<p>RESEARCH AGENDA</p> <ul style="list-style-type: none"> • Do strategic research on non-toxic plant protection
<p>ROLE</p> <ul style="list-style-type: none"> • Make germplasm available to local researchers • Do mid and long term strategic research - formal and FPR • International research does more basic research than local or regional • Easier access to information for national research • Maintain and coordinate regional information exchange on regional IPM innovation • Synthesize knowledge and research results across regions and globally and make them accessible • Train master trainers • Training of national by international researchers

<p>ACCOUNTABILITY</p> <ul style="list-style-type: none"> • Be accountable to farmers and national programs
<p>LINKAGES</p> <ul style="list-style-type: none"> • Develop models for international and national research to work together on FPR • Link international with national and regional organizations • Communication between L and I

5.7 Visions - policy makers

Note: These are the cards from the group work, clustered by the synthesis group

<p>POLICIES IN GENERAL</p> <ul style="list-style-type: none"> • Change agricultural education curriculum • Provide enabling policy environment • Develop policies that discourage use of technical inputs • Create pro-poor policies • Market advantage for FPR produce • Policy for better market reform • Make farm inputs available
<p>PLANT PROTECTION POLICY</p> <ul style="list-style-type: none"> • Develop IPM friendly policies • Regulate pesticide • Law and regulation promoting IPM • Promote biological control instead of chemical control • Make IPM part of national policy • Support IPM research, training
<p>RESEARCH/EXTENSION POLICY</p> <ul style="list-style-type: none"> • Provide reward system for achieving impact I • Improve environment for extension/research cooperation effectively • Improve understanding of participatory focus
<p>CONSULTATION OF PEOPLE</p> <ul style="list-style-type: none"> • More field exposure • Consult broadly when developing policies • Accessible to farmers (open door policy) • To listen to farmers' demands • Visit FPR programs regularly
<p>EMPOWERMENT</p> <ul style="list-style-type: none"> • Institutionalise farmers' networks • to support farmers network • Improve accountability to constituencies • To support farmers innovations (associations, enterprises) • Appreciation of community empowerment
<p>USE OF PUBLIC FINANCE</p> <ul style="list-style-type: none"> • Price control for some agricultural produce • Subsidize development of non-toxic plant protection industry • Support researcher involvement in FPR with \$\$ - not just papers • To provide funds for FPR • Provisions of subsidies for some inputs • Funding for mass campaign to raise awareness

- Financial support for new program

COMMENTS AND DISCUSSIONS

- We should focus more on opportunities than on problems. Looking at problems is demotivating.
- The vision cards are a lot about "WHAT", but we are getting not to the "HOW", or to what the "WHAT" in practice means.
- Maybe we should have some people/group looking in detail at how the case study projects really **DO** those things which are their strenghts, so that the others get ideas on **HOW** to do it back home.
- One key lesson is that national researchers have to change their attitude.
- The visions are not really new. These are things which we experience in our programmes. Why are no new ideas coming up? Why can we not see real visions? ⇒ May be the visions are not new – but to what extent are they reality? In our own programmes and elsewhere?
- We all have two sides. One is the practitioners side which tries to do good work. The other side wants to spread the good approaches to others and gather evidence that it works. ⇒ We need a conceptual framework (= good words) to get a socio-political change process going. And we also need solid methodological skills to implement the things well.
- We all have different backgrounds (cultural, training, experiences, programmes) and we may understand cards differently. Thus we should not put too much emphasis on individual cards.
- For the continuation of the workshop we need an agreement on whether we want to work on the conceptual framework or on the good practices.

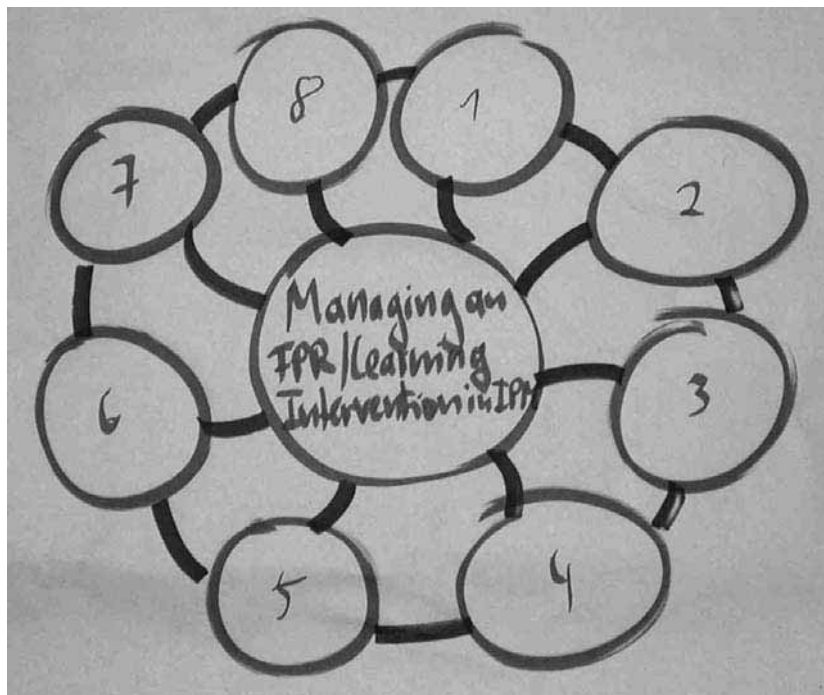
6 First move towards cornerstones of a conceptual framework

6.1 Introduction on conceptual framework and cornerstones

**CONCEPTUAL FRAMEWORK
FOR FPR/LEARNING INTERVENTIONS/
PROGRAMMES**

Based on success factors of existing programmes and the vision, "cornerstones" for interventions are developed.

"CORNERSTONES" are components which need to be in place in a process of FPR/Learning in IPM. They might be there without intervention, be dealt with by the IPM programme, or be dealt with through partnerships and linkages.



6.2 Suggestions for cornerstones based on regrouping of the success factors, lessons learnt and challenges collected

Local organisational capacity	Process facilitation capacity	A basket of technical options
Establishment of local leadership in community	Local on-site facilitation with sufficient time	Existence of options (external proposals)
Farmers have their own organization	Better capability of facilitators = better lead farmers	Los agricultores estan haciendo validacion The farmers are doing validation
Increased confidence of community as result of local leadership	Strong facilitation skills	Oferta tecnologica disponible Availability of technical offers
Formation of IPM clubs aside FRP/FFS	Balance technical contents, facilitation skills with community mobilisation	No volver an inventar el agua caliente Do not invent hot water again and again
Comunicacion entre los grupos de agricultores	Need to indentify the process of involvement of farmes in participatory research Necesidad de identificar el proceso de involucromiento de los agricultores en participatory investigacion	To have options available for FPR studies
Women' s participation increases group cohesion	Good facilitation and technical skills of implementors	To get balanced contributions from all sides
FFS to address social and organisational issues	Full time farmer facilitator? Economics vs. time	
Strong local government support	FPR participants recognized as experts by community	
Trabajo con autoridades locales y nacionales Work with local and national authorities		
Generar procesos socio-politicos Stimulate socio-political processes		
Fortalecer las redes de informacion en MIP Strenghten information networks in IPM		
Muchos proyectos ejecutados por organismos entidades locales Many projects implemented by local bodies and entities		

Quality of participation	Benefits for farmers	Institutional capacity for support services
Farmer involved in entire process	Problems relevant for farmers	Strong technical support
Existe bastante participacion de hombres y mujeres en FFS Sufficient participation of men and women in FFS	Necesidades de los agricultores reflejados en la agencia de investigacion Needs of farmers reflected in the research organisation	Que los tecnicos esten satisfechos con su trabajo Technical staff's satisfaction with their work
Gender equity	Tener un buen topico de investigacion Select good research topics	High commitment of researchers to do participatory research
Alta participacion de los agricultores High participation of farmers	Tener enfoque de gente - no solo de tecnologia Keep a focus on people – not only on technology	Personal comprometido Personal commitment
Willingness of farmers to assume responsibility	If activity benefits farmer ⇒ more interest	Solid institutions accompanying the process
Involvement of farmer' in curriculum development	FFS has to increase farmers well being/livelihood	Instituciones solidas acompanando el proceso
Many farmers willing to volunteer to work on research	Income generation important to motivate groups to participate	Experience with participatory research
The more farmer participation the higher the degree of success	Covering more concerns, production focus (not just IPM)	Existe experiencia en investigacion participativa
Collabarative participation required		Recognition of farmers capability as researcher
Early involvement of farmers in problem identification		Recognition of farmers creativity increases degree of success
Who participates - getting it right		Active interaction between research/development and extension ⇒ better transfer of technology
Participation burn-out		Increase participatory actions in the institutions Ampliar las accionos participativas en las instituciones
		Learn from farmers, stop treating them like school children

Commitment to longer-term interventions	Scaling-up strategies & approaches	Research with and by farmers
Longer lifetime of projects = more success	Massive scale (Vietnam) Escala masiva (Vietnam)	Exploit complementarity of FFS/CIAL
Long-term projects have bigger success Proyectos da mayor exito son los de largo plazo	Existence of network needed for scaling up	Define objective before choosing FFS / CIAL / other approach
Continuing activities for sustainability	Utilise the experiences with massive dissemination Usar las experiencias de defusion masiva	Level of trials matches farmers' skills
Sustainability of activities	Scaling-up successful case projects	Simplified trial design (increases participation)
The methodology for participatory research and learning must include elements of sustainability La metodologia de investigacion o capacitacion participativa debe incluir elementos de sostenibilidad	Massive dissemination of results La masificacion de los resultados	The objectives of participatory research need to be viewed in the context of the programme
	Dissemination of innovation to wider population	Hay que visualizar y declarar los propositos de IP en el contexto del programa
		FPR for issues with limited available information
		FPR can have a learning (solving problem) and innovation objective
		Farmers research questions being heard and integrated into formal research
Getting beyond IPM	Inclusion of marketing aspects	
Participatory work based on agro-ecological principles Trabajo participativo basado en principios de agroecologia	Marketing? (production vs. marketing)	Testing options is FPR
How to use FFS to other farming concerns	Integration of production and post-harvest	Do more applied research with FPR, not only adaptive research
How to move from IPM to IPPM/ICM		Hacer mas investigacion aplicada con FPR y no solo investigacion adaptativa
Go beyond varietal trials Ir mas alla de las pruebas de variedades de cultivo		Recording results within a season
Generate agro-ecological bases Generar bases agro-ecologicas		How to design trials at level of complexity adapted to farmer's skills and the research question which encourage farmers' participation
How to go from IPM to adaptive management? Como ir de MIP a manejo adaptativo?		
Agro-ecology as basis for the design of production systems Agro-ecologia como base de diseno de sistemas production		

Impact assessment and self-evaluation	Farmer experimentation, learning and sharing	Supportive policies
Implement monitoring and evaluation Implementar monitoreo and evaluación	Farmers doing their own research Que los agricultores realicens propia investigacion	Get a supportive policy environment
Implementation of methodologies in other crops is indicator for successful learning	Empowerment throug self-learning	Peace allows access to farming communities
Systematise the experiences Sistematizar las experiencias	Simultaneous handling of different topics by different FFS groups in-creases learning	Institutionalise participatory research at the government level Institucionalizar la investigacion participativa a nivel gubernamental
Impact assessment of FPR	Enable farmers to make better in-formed decisions	Sensitize governments for financial support of FPR/FFS
Produce impact assessment data for policy makers		Sensibilizar a los gobiernos en apoyo financiero IP-FFS
Study cost and benefits of participatory research Estudiar el costo y beneficio de la IPA	Enhancing the technical components of FFS Ampliar los componentes tecnicos de ECA	Curricula in agricultural education support facilitative function
Are trials statistically valid?	Empowerment of farmers Empoderamiento da los agricultores	
Is participatory research effective as an extension tool? Es eficaz la IP como herramienta de extension?		

Interdisciplinary approach	Institutional collaboration and networking	Funding and creative financing mechanisms
Participation of social scientists Hay participacion de cientificos sociales	Union between institutions strengthens process	Creative financing
	Union entre instituciones fortalece process	Development of micro-credit
Multi-disciplinary approach required for success	Good collaboration among agencies	Availability of funds
Institutional linkages for complete teams (various expertise)	Form networks of agricultural institutions Formar redes de agricultores instituciones	Self-financing research in institutions
Holistic work Que sea holistico el trabajo	Interaction between government, farmer's activities, researchers and extensionists	Have a bag full of money Tener un cachimbo de pisto
	Good management of inter-institutional collaboration	External donor involvement
	More network involved ⇔ more success	Farmers managing funds
	Networking (Indonesia)	Good funding mechanism in place
		How to prepare farmers for private extension services

COMMENTS AND DISCUSSION

ON CORNERSTONES IN GENERAL

- How big is the house we want to build with the cornerstones? They are not specific to FPR or IPM programmes, but mostly part of any development intervention house.
- There are too many cornerstones. Do we really need such a complicated house?
- Cornerstones are shocking. There is nothing new in them. Are they new for CG scientists? ⇒ They do not need to be new, they are a frame for analysis.
- Some cornerstones are only for research, others only for learning, others are more general. We should develop separate cornerstones for FPR and Learning.
- These cornerstones are never all in place; if we have to wait until they are all there, we will never begin any FPR activities. ⇒ The cornerstones do not need to be all in place. They help to identify where there are gaps in programmes which if not addressed may put success/impact at risk. It is also not necessary that all cornerstones are put in place by our programmes. Many issues are best handled by linking up with other players
- Cornerstones can be filled with more precise contents: • exact elements, • strategies to get these in place, • how to implement the strategies.
- Cornerstones can be further elaborated into a common framework with the purpose of serving as a guide for designing new initiatives, or to analyse on-going programmes for possible gaps, and to understand how they work.

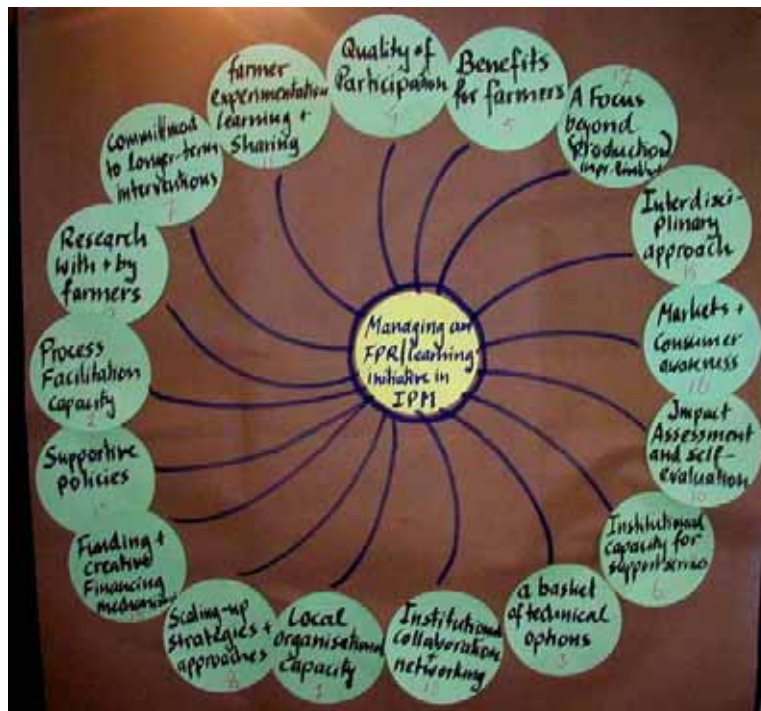
ON SPECIFIC CORNERSTONES

- There is not only a need for technical options, but for sound research hypothesis.
- Does scaling up happen through FFS or also just with mass media? Do knowledge intensive technologies really need participatory methods to spread? For disseminating new varieties it may be cheapest to throw small bags with seed out of a helicopter.

WHAT TO DO WITH THE CORNERSTONES NOW?

- Fill them with details, or
- Different groups could work on filling the FPR cornerstones, others the "Learning" cornerstones
- Develop indicators to recognise when a cornerstone element is of good quality (e.g. what is a good facilitator or a good local organisation)

6.3 Overview of cornerstones



7 Excursions

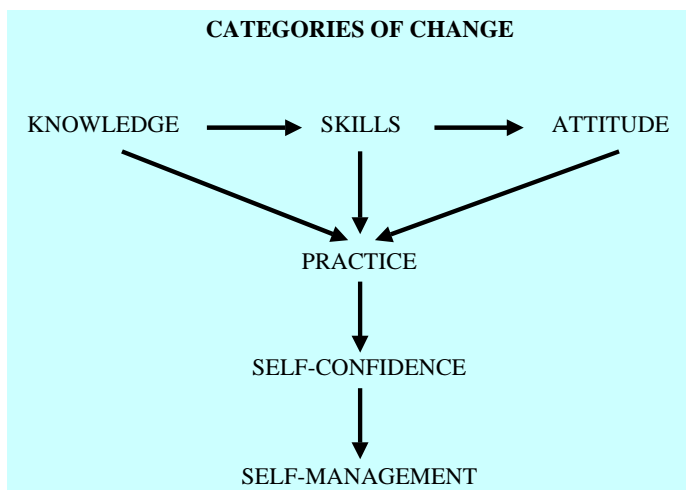
- IBAFFS (Institute for Biological Agriculture and Farmer Field Schools)
- Elephants and more



8 Synthesis of visions – farmers / their organisations

by Carlos Basilio, Saadia Lhaloui and Carlos Arturo Quiros

8.1 Vision for farmers if FPR/Learning were successful



KNOWLEDGE

Farmers are better able to identify, and analyze their problems and more proactive in solving them.
Farmers have better knowledge of agro-ecological principles and use them to manage their farms.
Farmers are willing to learn more, actively seek new ideas and knowledge.

SKILLS

Farmers are capable of making sound and timely farm management decisions based on regular observation and analysis of their farm.

Farmers are doing more creative and systematic experiments to validate and verify options for solutions to problems that they themselves identify.

ATTITUDE

Farmers are willing to learn more, actively seek new ideas and knowledge

Farmers are engaging in critical assessment of knowledge and ideas from various sources.

Farmers visit each other, teach each other and share their successes as a way of disseminating information

Farmers participate more actively in community affairs.

PRACTICE

Farmers are routinely conducting economic analysis of their farm activities

Farmers use organic methods to produce and sell quality organic products.

Farmers have diversified varieties, species, crops and products to generate various sources of income and optimize use of land

Farmers jointly plan IPM activities and network to enhance information flow among them.

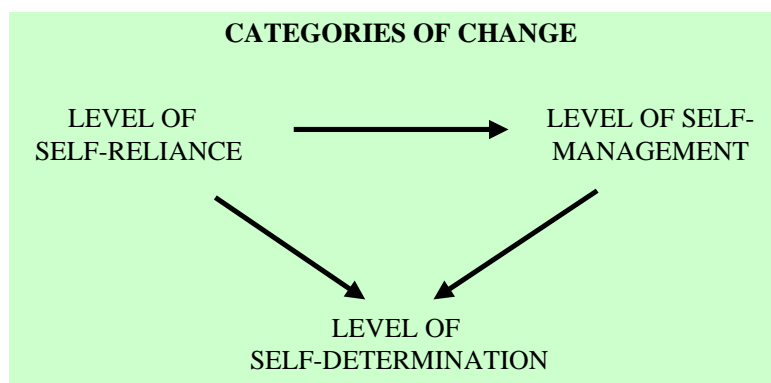
SELF-CONFIDENCE

Farmers have access to local community organizations and make sure funds are directed to them.

SELF-MANAGEMENT

Farmers organise themselves in associations

8.2 Vision for farmer organizations/communities - if FPR/Learning in IPM were successful



SELF-RELIANCE

Farmers organizations/communities ...

- ... are capable of building local facilities to supply biological inputs and establish multiplication plots for new and local varieties.
- ... have mechanisms to provide technical advisory and information exchange services within and outside themselves.
- ... able to generate funds to finance learning, research and other activities but also save enough to provide credit services to their members for livelihood and other purposes.

SELF-MANAGEMENT

Farmers organizations / communities ...

- ... are able to plan, implement and sustain their activities, facilitate solidarity and resource sharing
- ... and network institutions develop good marketing strategies to avoid market over flow and low prices
- ... seek certification of organic products.

SELF-DETERMINATION

Farmers organizations / communities ...

- ... have a clear vision of agricultural systems they wanted and mobilize themselves to seek and assess solutions from various sources and monitor their effects.
- ... are represented in relevant policy and decision making units and are able to demand and negotiate within institutions for resources and services that can help enhance household livelihood and community development.
- ... provide incentives for innovation and gender equity.

COMMENTS AND DISCUSSION

- Diversification should go beyond crops ⇒ include livestock as an opportunity.

9 Synthesis on empowerment and facilitation

Prepared by Janny Vos, Braima James, Masud Alam Khan, Jane Fisher, Peter Bieler

FACILITATION ...

... is guiding partners through a process to plan, implement and evaluate activities towards a jointly agreed goal.

TO EMPOWER ...

... is an on-going process towards making partners more knowledgeable, confident and more independent decision-makers.

A GOOD FACILITATOR ...

- ... refrains from providing direct answers, but assists to find answers
- ... promotes discussion
- ... seeks consensus
- ... links partners to sources of resource materials and persons
- ... understands and respects cultures and opinions
- ... mediates in conflict resolution
- ... knows techniques and their appropriate application
- ... mobilizes communities
- ... exercises self-control
- ... listens to partners
- ... is prepared to try out new things

AN EMPOWERED PERSON ...

- ... has access to resources of info and turns info creatively into knowledge
- ... is creative in problem-solving
- ... questions and tests traditional and external options
- ... is able to negotiate on behalf of him/herself and the community
- ... is better able to cope with changing situations
- ... is better able to escape poverty
- ... is better able to influence policy

10 Synthesis of visions for research, extension and policy makers

What would national researchers and extensionists do if ecologically-oriented agriculture could provide livelihoods for farmers that permitted a high standard of self-determination, health, education and adequate material conditions?

Note: Providers of research and extension services may be governmental, NGOs, private associations, and that institutional arrangements vary. For example, in PROINPA, research and extension functions are fulfilled in a single organization.

NATIONAL RESEARCHERS AND EXTENSIONISTS WOULD:

- Provide demand-driven services for farmer-clients, considering them as colleagues and partners
 - Develop self-financing mechanisms to support these services
 - Account to farmers
 - *Farmers assess performance of service providers*
- Use participatory approaches to achieve effective two-way communication and collaboration with farmers
 - researchers and extensionists learn participatory approaches, communication and facilitation skills
 - *Combine training with coaching or mentoring by more experienced people (leading to attitude changes)*
 - Train farmers in participatory approaches (research and learning)
 - Design work agendas based on farmer priorities
 - *Work with farmers to establish effective feedback mechanisms*
 - Contribute to recovering, systematizing, and valuing local knowledge
 - *Eg. inventories of plant uses*
 - Choose from among a range of methodologies, combining them in effective and appropriate ways
 - be capable of generating or adapting methodologies to respond to change
 - Actively update methods, retrain, seek new knowledge
- Sensitize/train policy makers in participatory approaches and IPM
 - Invite to field visits and workshops
- Publicise results to influence the public and decision-makers
- Develop scenarios for policy makers and assess policy impacts for feedback to the public and to policy makers

NATIONAL EXTENSIONISTS WOULD:

- facilitate local organizational development
 - form farmer working groups considering gender principles
 - facilitate setting of farmer group “house rules”
 - facilitate analysis of need for legal status/structure and identify appropriate type
 - facilitate contact with resource persons, private sector
- develop collaborative education programs appropriate to objectives (eg. mass media campaigns effective in certain situation)
 - take local knowledge as starting point
 - design experiential, field based learning activities with farmers
 - develop IPM TOT for researchers
- facilitate reflection, evaluation and planning
 - evaluate processes
 - *are the right people/groups involved?*
 - *Are the processes gender/culture sensitive?*
 - develop evaluation criteria with farmers to assess impact (who benefited, who didn't benefit, how much?)

NATIONAL RESEARCHERS WOULD:

- diagnose problems and opportunities with farmers and extensionists
- build farmer researcher groups
 - train farmers in appropriate research methodologies
 - *observation methods*
 - *evaluation methods*
 - provide technical training
 - *seed selection*
 - *production of natural enemies*
- offer new solutions and ideas
 - through farmer research groups, FFS, mass media
 - involve farmers early in technology development process
 - conserve local varieties
 - conduct research to understand agroecosystems and non-toxic crop/livestock protection
 - synthesize results from basic and FPR and make them accessible
- develop methodologies
 - appropriate research designs
- participate in evaluation and planning of farmer research as needed
- train extensionists
 - technical training
 - methodologies
- learn from farmers and extensionists.

11 Peer coaching

Assignment option 1

SHARING AMONG CASES/PEER COACHING

- Each group should have one representative of all 7 cases and few outsiders
- Discuss your main challenges and opportunities
- Share and advise each other how to go about it
- Ideally, go case by case, or at least ensure that all cases get advice
- Please nominate a rapporteur to write a 2-3 page summary with interesting discussion points and main insights
- Avoid domination by individuals in your group

11.1 Peer coaching results - group A

(Godrick Khisa, Falguni Guharay, Cherry Bagalanon, Fredy Sierra, Jeff Bentley, Dickens Nyagol, Nguyen Dui Hong, Raúl Esprella)

CHALLENGES FACED BY THE STUDY TOUR PROGRAMMES AND POTENTIAL SOURCES FOR ANSWERS

The chart below shows challenges faced by the study tour programmes (light grey squares) and programmes who may be able to contribute to provide answers based on their own respective experiences (dark grey squares).

Below the chart the challenges are commented.

	C-IPM Vietnam	Upwards Philippines	IPCA Honduras	Proinpa Bolivia	CABI-Kenya	SP-IPM Kenya
1. Design a monitoring and evaluation system						
2. Raise awareness among local political leaders about the importance of FPR and FFS						
3. Institutionalize adult education in government policy						
4. Obtain core funding						
5. How to scale up „CIAL“ in many communities?						
6. How to incorporate „CIAL“ method in many institutions?						
7. How to make apex organization of „CIAL“s heard or „recognized“?						
8. How to establish a local germplasm collection, preservation and distribution center?						
9. Personality conflicts in inter-disciplinary teams						

10. Sustainability of partnership and satisfaction of institutional agenda in multi-agency environment							
11. Improving facilitators' (trainers') participatory skills?							
12. Sound technical content in FFS and to improve effectiveness of learning							
13. Sustainability and functioning of farmers' network							Indonesia
14. How to match up with too high (much) expectation of farmers?							
15. There are no local NGO's in Vietnam (community-based non-governmental organisations)							
16. Cooperatives have no credit activity							

CHALLENGE NO.	IDEAS
1	<ul style="list-style-type: none"> • Baseline studies • Formats of data taking • Season long records / books • Need assessment /baseline indicators • Development of indicators • Timeline dimension • Evaluation of outcome • Monitoring at all levels • Field day evaluations • Stakeholders meeting at the start and end of season • Committee of evaluation among farmers group
2	<ul style="list-style-type: none"> • Invite political leaders <ul style="list-style-type: none"> – Project launchings – Reviews – Planning/summing up meeting – Field day – Stakeholder meetings • Local publication for political leader • Progress report • Invite provincial leaders for local leaders to come • Promote participation of FFS graduates in sectoral discussion • Provide content for speeches
4	<ul style="list-style-type: none"> • Build credibility and effectiveness of institutions • Put up results of the network
5/6	<ul style="list-style-type: none"> • Involve governmentt authorities to scale up • Network with national, regional and local collaborators
7	<ul style="list-style-type: none"> • Learn from Indonesia experience and adapt it • Include in FFS curriculum • Promote fund access • Network of NGOs and farmers organization (P.O.)
8	<ul style="list-style-type: none"> • Study negative experience of UPWARD • Ex-situ conservation of potato germplasm PROINPA

	<ul style="list-style-type: none"> • Vietnam BUCAP project
9	<ul style="list-style-type: none"> • Group building process – c/o CATIE
10	<ul style="list-style-type: none"> • Multi-institutional joint planning and public monitoring
11	<ul style="list-style-type: none"> • Take advantage of existing experience of training of trainers • Evaluation of trainers by farmers and by trainers themselves
12	<ul style="list-style-type: none"> • Take advantage of existing challenges • Involve farmers more in participative research • Joint learning • IPM clubs / organisations • Mobile pest clinic • Policy prohibition of pesticide
13	<ul style="list-style-type: none"> • Start from the club level • Form the apex cooperative • Provision of technical back-up and proper fund management • Add an agricultural function to an existing organisation
14	<ul style="list-style-type: none"> • Understanding of the project from the start • Involvement of local institution to define projects activities and services

11.2 Peer coaching results – group B

(Edson Gandarillas, Oscar Barua, Lilibeth Laranang, Dai Peters, Wyanto, Elske van de Fliert, Jane Fisher, Nguyen Huu Huan)

The group based their work on the framework for analysis presented as a synthesis of "success factors, lessons learnt and challenges" (see p. ??)

OBJECTIVES OF EXPERIMENTATION AND RESPECTIVE ACTIVITIES OF THE PROGRAMMES

Objectives of experimentation	Vietnam rice IPM	Indonesia CIP/SP-ICM	Philippines UPWARD	Bolivia PROINPA
♣ Identify needs and opportunities	Survey	<p>All institutions involved come to an agreement and understanding</p> <p>Follow governmental authorities/protocol</p> <p>Verify the problems of the farmers in the village</p>	- do-	<p>Ideal</p> <p>Farmer syndicates identify their won problems</p> <p>Submit these problems for consolidation to the municipality</p> <p>These problems become the basis in forming the 5 year development plan of the municipality</p> <p>Reality</p> <p>Goes directly to the farmer syndicates and/or cultural authorities and assess their needs</p>
1. Generate new knowledge	None	Leafminer flies	None	Tuber moth

2. Generate innovative practices	None	Fertiliser trials (combination, proportion and timing) Vine lifting Intercropping	Virus management Fertiliser trials Different numbers of nodes	Season of planting for broad beans and oca (CIAL) Best variety of quinoa (interest group)
☺ Develop learning activities	Media campaigns of various types	Develop manual List of topics to study what farmers need to tackle in each topic e.g. marketing mechanisms, leaf defoliation	Develop manual Use of nets of different holes and colours	CIAL FFS does the trial evaluation on issues and methods
3/5. Adaptive/innovative practices		Specific combination of fertiliser for each area Potassium application change varieties annually to increase yield water management to control weevil	Modified or simplified nethouses and improved again	Protected seedbeds are used in other crops Modified the design and materials
4a. Training by experiential learning	IPM club seed rate nitrogen application colour chart	FFS multiplication of planting material	FFS clean planting material nets number of nodes	FFS late blight tuber moth nematodes
4b. Non-participatory methods	Media Calendar Caps T-Shirts	Video Songs	Video Songs	Media Posters Theater Mercado Songs

IMPORTANCE OF THE DIFFERENT OBJECTIVES – NOW AND AS EXPECTED IN FUTURE

Objectives of experimentation	Vietnam Rice IPM		Indonesia CIP / SP-ICM		Philippines UPWARD		Bolivia PROINPA	
♣ Identify needs and opportunities	1	1	1	1	1	1	1	1
1. Generate new knowledge	3	3	2	2	3	1	3	1
2. Generate innovative practices or innovations	3	3	1	1	1	1	2	2
☺ Develop learning activities	2	1	1	1	1	1	1	1
4a. Training by experiential learning	1	1	2	1	1	1	2	2
4b. Non-participatory	2	1	1	1	1	1	1	1

1 = ↑ importance expected to increase

2 = = importance expected to remain the same

3 = ↓ importance expected to decrease

CONSTRAINTS AND CHALLENGES

	Vietnam rice IPM	Indonesia CIP SP-ICM	Philippines UP-WARD	Bolivia PROINPA
Constraints	Local organisations too weak	Bad timing Insufficient anticipation due to lack of funds	Not trained to do so Lack of technical options	Part of the national agricultural system Staff conventional Political issues
Challenge for change to ideas situation	Work with cooperatives at community level	More funds More people	Need more technical options – more research More funds More local experts	New foundation with farmer focused mission – opportunity Convince local government participation Political climate more favourable – opportunity

COMMENTS AND DISCUSSION

- Why did no programme consider technology creation important in the past, and two see it as important in future?
- First the programmes worked with what is already known, now they begin to realised that there are knowledge gaps and want to fill them.
- PROINPA earlier did conventional research, now they focus more on generating new knowlege together with farmers.
- Are songs, theatre, videos really non-participatory? They can be used in a very participatory way.
- For some purposes non-participatory methods are alright. It does not make sense to be participatory just for participation's sake.

A group of farmers is attending a training. The trainer discusses the dangers of pesticides, how they poison water and people, and that IPM is much better.

In the end the farmers say: Very well, we are convinced, we don't use pesticides any more, we will use IPM, but, Sir, please tell us where we can buy IPM.

12 From cornerstones to a conceptual framework

Assignment option 2

GROUP WORK ON CONCEPTUAL/COMMON FRAMEWORK

1. Discuss if some cornerstones can be combined ⇒ reduce number
2. Choose the most critical ones to work in more detail
3. The following questions and matrix may help to systematize the output:
 - + CORNERSTONE
 - + EXPECTED OUTCOME
 - + CONTENT/ELEMENTS INVOLVED
 - + KEY STRATEGIES AND PROCESSES
 - + POSSIBLE WAYS TO IMPLEMENT
 - + PRACTICAL EXAMPLES/CASES

Prepare a brief report back to plenary

Please write a summary (rapporteur)

Group members: Saadia Lhaloui, Janny Vos, Phaloeun Chan, Ibrahim Kureh, Carlos Basilio, Carlos Arturo Quiros, Gabriel Diasso

After reorganising the cornerstones the group focused on a first cornerstone in depth – not all cornerstones could be handled in such depth in the available time.

REORGANISATION OF CORNERSTONES

Note: Lightly shaded cornerstones are the "original" ones, dark shaded are the new, more summarised ones.

Main cornerstone					
Quality of participation	Scope (topics, livelihood relevance, expected benefits)	Institutional context	Capacities and process (technical, methodical)	Support system	Monitoring and evaluation
Linked cornerstones					
Farmer experimentation, learning and sharing	Benefits for farmers	Institutional collaboration and networking	Institutional capacity for support services	Commitment to longer-term interventions	Impact assessment and self-evaluation
Research with and by farmers	A focus beyond production ⇒ improved livelihoods	Scaling-up strategies and approaches	Local organisational capacity	Funding and creative financing mechanisms	
	Markets and consumer awareness	Interdisciplinary approach	Process facilitation capacity	Supportive policies	
			A basket of technical options		

DEVELOPMENT OF CORNERSTONES INTO A CONCEPTUAL FRAMEWORK

Cornerstone	Linked cornerstones	Contents, elements, strategies and processes	Possible ways to implement	Concrete examples
Quality of farmers' participation	Farmers' experimentation, learning and sharing	<input type="checkbox"/> Awareness raising with farmers and extension and researchers	<input type="checkbox"/> Stakeholder meetings, training workshops, study visits	<input type="checkbox"/> CIAL Colombia, Nigeria SP-IPM
		<input type="checkbox"/> Awareness raising with decision makers, local and political authorities	<input type="checkbox"/> Field visits / days to ongoing FPL/FPR, meetings/workshops	<input type="checkbox"/> Morocco SP IPM, Thai education experience
		<input type="checkbox"/> Training of field staff and resource persons in participatory approaches	<input type="checkbox"/> Training courses by identified experts, study tours	<input type="checkbox"/> IPRA Colombia, UPWARD Philippines
		<input type="checkbox"/> Assessment of farmers' needs with farmers (diagnosis)	<input type="checkbox"/> Participatory rural appraisal / scoping survey	<input type="checkbox"/> CIALs, CARE Bangladesh
		<input type="checkbox"/> Prioritization of problems and inventory of available (internal and external) options with farmers	<input type="checkbox"/> Workshops using eg problem tree, matrix, etc., with farmer representatives and experts, incl. farmers, using matrix analysis (PIPO)	<input type="checkbox"/> SP-IPM Nigeria
		<input type="checkbox"/> Validation of options	<input type="checkbox"/> Planning and design meeting, field implementation, evaluation	
		<input type="checkbox"/> Curriculum development with farmers		
		<input type="checkbox"/> Farmer participatory learning (FPL)		
		<input type="checkbox"/> Participatory evaluation and planning of follow up		
		<input type="checkbox"/> Post FPL prioritisation of remaining problems		
	Research with and by farmers	<input type="checkbox"/> Design of FPR		
		<input type="checkbox"/> Implementation of FPR		
		<input type="checkbox"/> Participatory evaluation and planning of follow-up		

Benefits for farmers	Focus beyond production ⇒ improved livelihoods	Markets		
		Micro-enterprises	Establish seed exchange cooperation	Seed banks in Cambodia
	Markets and consumer awareness	Consumer awareness raising		
Institutional and local organisation capacities for support	Available basket of options Process facilitation capacity	Facilitation Research Technical areas Monitoring and evaluation Interdisciplinary approach	Involve local authorities	
Commitment to longer term interventions	Funding & creative financing mechanisms Supportive policies			
Institutional collaboration and networking	Scaling up strategies and approaches Interdisciplinary approach			
Impact assessment and self evaluation				
A new cornerstone? Changes in attitude				

13 Reflection on learning process

13.1 Assignment

1. What do you consider the most important benefits/impact of this project with regard to
 - + you personally and professionally?
 - + your project back home?
 - + the wider FPR/PL IPM community?
2. What did not go according to your expectations, and why?
3. What main lessons do you draw? What does all this mean if you had to design such a project again?

13.2 Study tour participants - group 1

(Thomas Julianus, Godrick Khisa, Nguyen Huu Huan, Nguyen Duy Hong, Lilibeth Laranang, Carlos Basilio, Wyanto)

1 BENEFITS/IMPACT

PERSONAL/PROFESSIONAL	
Increased knowledge on FPR/L	Learned on FPR in systematic flow Management of different FPR projects Get ideas on different approaches/methods for FPR/L Learned other methods of FPR like CIAL Increased my understanding of FPR process as applied to different projects
Shared experiences	Learned experiences of other projects Able to enrich my understanding of how different projects operate Get many informations from different projects
Learned from farmers	Get information straight from implementors Management of farmer groups activities by themselves
Collaboration	The way to collaborate between institutions and farmers
Personal	Exposed to different cultures and environment Met new people and made new contacts Enjoy Thai food Home designs in Thailand and Indonesia Tasted coca leaves

INSTITUTION BACK HOME

- Explore use of creative funding mechanisms
- Farmer groups manage their own funds
- Adopt funding mechanisms in Kenya
- Improved implementation of the project
- Do needs assessment before developing curriculum in other crops
- CIP needs assessment protocols
- M&E system in a participatory way (UPWARD experience)
- Different methodological approaches to activities
- Make use of IPM clubs and cooperatives
- School children IPM programmes
- Materials and inputs to the training course
- Explore use of CIALs
- Provide more opportunities for farmers to be involved
- Form farmers network at different levels

IPM COMMUNITY

- Strong linkage between farmers, extensionists and researchers
- Institutionalisation of IPM programmes
- Involvement of different disciplines
- Standardisation of methods
- Content process of FPR/L

2 WHAT DID NOT GO ACCORDING TO OUR EXPECTATIONS

- Not enough time to study the project
- Cannot understand project in-depth because of limited time
- How to fit FPR in FFS
- Ideas how to scale-up – lack of experiences
- No farmer perspectives in the workshop
- Very few farmers met during study tour (time, few asked to come)
- Short time spent with farmers
- Overfacilitation of the learning workshop

3 LESSONS DRAWN

Involvement of farmers	Include farmers in the worksho/study tour Inclusion of farmer representatives in the workshop More farmers
Language	Language should be considered in the selection of study tour teams
Tour group size	Smaller study tour interview group Visiting study teams should be limited to one team
More time	More time for the study tour More time between the tour and the learning workshop

13.3 Study tour participants - group 2

Oscar Barua, Raul Esprella, Fredy Sierra, Juan Gonzales

1 BENEFITS/IMPACT

... PERSONAL/PROFESSIONAL

- Getting to know different experiences with FFS and CIALs in the case study programmes
- Recognise that our work contributes to global knowledge
- Interact with people with different professional background and visions
- Getting to know other work experiences

... PROGRAMME

- Recommend the inclusion of non-formal adult education to local governments
- Recommend the inclusion of IPM in the curricula of formal schools
- Implement actions to sensitise local authorities about the importance of participatory research and FFS
- New opportunities to work in participatory ways
- Initiate IPM formally in CIALs
- Getting to know more about the functioning and methods of FFS
- Replicate the formation of IPM-FFS clubs
- Apply the experiences of monitoring and evaluation

2 WHAT DIDN'T GO WELL

- Short time of visit to the projects
- Insufficient time for feedback
- Lacking clarity about the differences between FFS and CIALs
- Much discussion at the level of "principles and concepts"
- Explain the tasks of the day or the discussion points in every language
- The interest groups were not compatible at the moment of discussion
- The level of participation in the workshop was not as much as hoped
- The knowledge could not be utilised well due to the language differences

3 LESSONS DRAWN

- Ensure functioning communication between the participants
- Concentrate the efforts on the analysis of the experiences
- The chosen participating institutions are successful
- Confirmation that our difficulties and aspirations are similar
- One should have more time to get to know the projects

13.4 Group SP-IPM Pilot Sites

Ibrahim Kureh, Saadia Lhaloui, Gabriel Diasso, Dickens Nyagol

1 BENEFITS/IMPACT ...

... PERSONAL

- Good opportunity to interact with people conducting IPM in FPR/learning
- Develop links with other people working on IPM
- Exposure to new cultures, particularly Thai culture
- An opportunity for having a change of scene

... PROFESSIONAL

- Opportunity for sharing and learning FPR and FFS concepts, particularly the different case studies
- Professional links with individuals and projects
- Wide variety of publications on IPM and crop production management practices

... PROJECTS

- Wide variety of publications on IPM and crop production management practices

... WIDER IPM COMMUNITY

- Cornerstones and visions

2 WHAT DIDN'T GO WELL

- Frequent questioning of relevance agreed
- Open space programme was not properly arranged

3 LESSONS DRAWN

- The process steering group has high capacity for managing people with diverse culture and opinions
- Need for wider consultation on organisational issues
- Open space attendance could have been better if they were included in the daytime programme (workshop fatigue)

13.5 Other programmes

Phaloeun Chan, Masood Alam Khan, Aminur Rahman, Falguni Guharay, Tim Moekchantuk, Lilibeth Laranang, Jane Fisher

1 BENEFITS/IMPACT

PERSONALLY AND PROFESSIONALLY

- Learn more about other country programmes (Asia – Africa - Latin America)
- Process schedule/workshop design (allow more time) (Australia)

- New contacts (individuals/institutions) on FPR/IPM work (Philippines)
- Pooled knowledge on FPR/IPM of benefit to me / my institution (FFS methods, framework, project logic, absence of negative points, scaling up, M&E) (Philippines)
- Collection of different materials (Bangladesh)
- Effective connections with people who will help me to go from "IPM-AF" to "agro-ecological farm management" (CATIE)
- Learning from other projects in case of study tour and project management (Cambodia)
- Wider sharing of experiences (Cambodia)
- Understand the roles of farmer, extensionist and researcher (Cambodia)
- Organic production increases world wide (Australia)
- Exposure to other successful programs/projects provides new options to work on (Philippines)
- Potential network with resource institutes / persons (FPR, IPM) over the globe
- FFS trial design
- Meeting new people
- Introduced with many resource people
- Agriculture faces same issues worldwide
- Learn about different ways of implementing FPR/FPL (Bangladesh)

INSTITUTIONAL / PROJECT BACK HOME

- A clear idea of how to go about analysing "progress" in "FPR/FPL" with counterpart institutions (CATIE)
- Will share with IPM colleagues back home
- Project will learn about new happenings around the globe (Bangladesh)
- Have a similar reflection process between extension projects at home
- Test FFS/CIAL models at home
- Innovation of FPR in case of learning process
- Based on the identified cornerstones I can better assess project direction/limitations
- Encourage farmers to do participatory research according to their interests
- Project I'm working could be assessed in terms of FPR&L of other projects of the global
- Literature, contacts

IPM COMMUNITY

- First focus on small group rather than wider group
- An emerging group of experts with roots in "practise" and "theory": beginning of a framework
- Organisations working on FPR/L should be linked to strengthen the process for greater impact
- Innovative ideas from other programs worth applying should be shared to the wider IPM community in the Philippines
- IPM community came closer by sharing views
- Application of ideas gleaned from different projects ⇒ more success
- Reflective process will lead to identification of areas for improvement

2 WHAT DIDN'T GO ACCORDING TO OUR EXPECTATIONS?

- There is still the tendency to complicate rather than simplify learning interactions
- Unclear about how researchers input into FPR
- Recruitments for the steering group
- Workshop could not come up with concrete conclusions on certain issues
- Details of cornerstones work remain undone
- Overly facilitated thus losing spontaneity of idea contribution
- Discussion about "neat" details of the programmes
- Open spaces marginalised
- Games, cultural sharing
- Time constraints
- Ice breakers (1 per session)

3 LESSONS FOR A FUTURE EXCHANGE – WIDER LESSONS FOR LEARNING PROJECT?

- Study tour method at farmers/trainers level (country level) as part of project
- Experience sharing could help refine projects (consultative)
- Experiential approach to cultural differences
- Select the best worth for us, contact, plan, set objective and implement, including - study tour, - diversify experimental options
- "Product" orientation
- Longer study tours with a differentiated focus for each
- Provisioning accountability of researchers to the farmers so that farmers' real needs are addressed (using FPR/L)

13.6 Mentors' group

Jeff Bentley, Elske van de Fliert, Edson Gandarillas, Carlos Arturo Quiros, Dai Peters

NICE THINGS

- Philosophical/conceptual framework for mentors work excellent
- The tour is a change to see your project through another person's eyes
- It is important to write a good report: as feedback to host project
- The visit can help motivate farmers etc. Builds self-esteem
- The tour builds capacity in the visitor's project
- Mentor: translator, colleague, tour guide, companion
- For many participants this was a rewarding experience
- For many a unique experience to see a unique area of the world. Lots of learning

MEAN THINGS

- Translation mean that meetings with farmers were very formal
- Large groups of foreigners visit farmers - becomes an event
- Farmers modified what they told tour participants if donors or project staff were present
- Participants had an important, meaningful experience ... Difficult to write, express
- Translation was a problem (slowed down, inhibited the study)
- You can't judge the impact of a project in a week. There was some mis-reading of the projects
- The tour etc, took people away from their regular duties. High time costs

HELPFUL SUGGESTIONS

- Mentors should give a talk (report on their tour)
- Exchange should be guided by a shared goal between the two projects
- The greatest benefit was in seeing another project and getting new ideas. The feedback from the visitors was less useful.
- Designate 2-3 days writing time before leaving host country
- Clarify more the role of the mentor. More details. How to work with the visitors?
- Should the mentor just explain things. Or try to just prompt the participants in a certain direction?
- Have exchanges within the same continent, but between projects using different approaches. That way they will understand each other better, and have something to offer
- After each presentation the host project should have responded, then analysis
- Spend more time presenting and responding to results of the study tour

13.7 Group "steering committee"

Kevin Gallagher, Ann Braun, Braima James, Peter Bieler, Nina Lilja, Janni Vos, Martin Kimani

INTRODUCTION

The steering group members are all linked via their projects. They have a collective responsibility to continue the process, and there is an informal commitment to work together despite differences in opinion.

BENEFITS

Personal level

- It was enriching
- It was important for networking, but the question is how to continue networking. A possibility is through the FPR listserver

Professional level

- It helped to define/clarify concepts, and
- to appreciate others' viewpoints.
- But it is not clear what the impact is.

Wider IPM community

- The study tours seem to have been useful
- Some broad tendency for common elements appeared.
- Geographically closer exchange visits would be better.
- These should also involve farmers, not only researchers.
- It is still not clear how the project will impact beyond the group present here.

WHAT DID NOT GO WELL

- Underestimation of the difficulties arising from language differences.
- There was the expectation that a conceptual framework and guidelines would fall out more clearly from the process.
- An alternative process: A conceptual framework could have been prepared on the basis of the experience of the involved persons and the lot of literature on the theme. This framework could then have been "reality checked" with the help of the case studies.

OTHER REMARKS

- Difference between research and extension has become thinner. They face a lot of common problems, e.g. lack of facilitation skills or absence of good local/farmers organisations.
- The group believes that there must be more interaction between research and extension. This is underlined by the blue and red dots on the chart of one of the peer coaching groups.
- It needs to be appreciated that for some participation is a tool and for others an ideology.
- This project can only be considered to have benefits if it has benefits beyond the involved people!

COMMENTS AND DISCUSSION ON LEARNINGS

- Maybe it is true that people complicated things more than simplified them. But maybe this is just an expression of different viewpoints. Scissors do function only because of some disagreement. ⇒ We may need different viewpoints to get to a common understanding.
- Would SDC put money in such a project again? ⇒ There are two aspects: • learning of the involved people, and • learning beyond the present people. For the first group it clearly worked, for the second group it is questionable.
- How long will the intercontinental bridges be able to persist?
- Should there be follow-up action? Reporting of impacts? If yes, how? An Assistant Professional Officer (APO), IITA, monitoring corner on a website, newsletter?
- Where is the product?????

14 Follow-up action plans

14.1 Assignment

FOLLOW UP ACTION PLANS

Back home, in your project/organisation, which of the learnings/insights do you want to put in practice?

1. What do you want to achieve?
2. How are you going to do that (main steps, activities)?
3. With whom (collaboration/support)?
4. When?

14.2 Vietnam / FAO Community IPM Programme

WHAT TO ACHIEVE ?	HOW?	WITH WHOM?	WHEN?
Establish farmers' network	<p>Conduct workshop with provincial farmer association to establish criteria for selecting representatives at various levels</p> <p>Select representatives to set up pilot provincial farmer association</p> <p>Evaluate, modify, and expand</p>	<p>Farmer group</p> <p>Farmer association</p> <p>Local government</p> <p>Plant protect staff - different levels</p> <p>IPM trainers</p>	2002

14.3 East Africa / IPPM FFS

WHAT TO ACHIEVE	MAIN STEPS/ACTIVITIES	WITH WHOM	WHEN
1. Develop an improved M&E system	<p>Organise M&E workshop</p> <p>Develop indicators for each phase</p>	<p>MOA</p> <p>Regional/local governemtn</p> <p>CIP-UPWARD</p> <p>Farmers</p>	As soon as possible
2. School children IPM	<p>Sensitize policy makers (informal and formal)</p> <p>Identify pilot areas</p> <p>Develop curriculum</p> <p>Implementation</p>	<p>Project team</p> <p>Project team, education dept. (Ministry of Education), extension department (Ministry of Agriculture)</p>	Next season (due next year ~ March)

14.4 Honduras / I.P.C.A

QUE HACER	COMO	CON QUIENES	CUANDO
<p>1. Iniciar proyecto MIP con los CIALs</p> <p><i>1. Initiate IPM project with CIALS</i></p>	<p>Identificar necesidades a partir de los CIALs</p> <p><i>Identify needs of the CIALS</i></p> <p>Conocer experiencia local</p> <p><i>Getting to know local experience</i></p> <p>Elaborar plan de accion</p> <p><i>Elaborate action plan</i></p> <p>Ejecutar, evaluar y analizar con los CIALs</p> <p><i>Implement, evaluate and analyse with the CIALS</i></p> <p>Retroinformacion a la comunidad</p> <p><i>Feedback to community</i></p>	<p>CIALs</p> <p>ASOHCIAL regional</p> <p>ASOHCIAL</p>	<p>El hacer los diagnosticos sobre prioridades de investigacion 2002</p> <p><i>When setting the priorities for research in 2002</i></p>
<p>2. Tomando experiencias exitosas de los ECA desarrollar y adaptar curriculos</p> <p><i>2. Develop and adapt FFS curricula on the basis of successful experiences</i></p>	<p>Todo esto proceso anterior</p> <p><i>Same process as above</i></p>	<p>CIALs</p> <p>Apoyo en capacitacion durante el proceso:</p> <p>CURIA, E.A.P. Zamorano, IRRA/CIAT, DICTA</p> <p><i>Capacity building support from: ...</i></p>	

14.5 UPWARD/Philippines

WHAT DO YOU WANT TO ACHIEVE?

Adapt CIAL concept in one of the pilot sites to complement on-going FFS.

HOW ARE YOU GOING TO DO THAT?

- Invite resource persons from Colombia, Bolivia or Honduras
- Request materials from institutions with CIAL experience
- Give orientation to farmers about CIAL
- Implement CIAL
- Monitor and evaluate experiences

WITH WHOM?

- UPWARD
- Local government
- Department of Agriculture
- University

14.6 PROI NPA/Bolivia

What?	How?	Who?	When?
Monitoring and evaluation	<ul style="list-style-type: none"> Information gathering Exchange visit Funds negotiation 	UPWARD, CATIE CATIE Different agencies	October-November November In process
Training children in IPM	<ul style="list-style-type: none"> National lobby contacts Information gathering Project outline 	Ministry of Education of Bolivian, UNESCO Ministry of Education of Thailand Global IPM facility FAO	November-December October December-January
Experience systematisation (FFS and CIALs)	<ul style="list-style-type: none"> Article redaction (CIAL, FFS) Publishing 	PROINPA FOUNDATION A. Braun J. Bentley	February

14.7 FPR-IPM in Indonesia

MITRA TANI

1. Introduce the framework (steps to develop strong implementation programs via participatory research and learning activity development) to field staff and farmer groups to develop stronger field-based programmes that emphasise empowerment and self-management:
 - Write trip report with lessons learned from study tour and learning workshop
 - Organise discussion session with field staff based on trip report to come to common understanding and perception, and agree on opportunities of improving own programme design, by analysing current situation and assessing application of lessons learned
 - Discussion with farmer facilitators (at least from Wiyanto's project site) to improve their community development programme designs by analysing current situation and assessing application of lessons learned
2. Email contact with project members if there is a need

CIP

1. Collaborate with FAO-supported IPPM activities in East Africa to incorporate sweetpotato learning activities in IPPM FFS, in order to increase farmers decision making capacity at the farming system level (cash versus subsistence crops):
 - Provided that project proposal is approved by DFID
 - Work with CIP-NRI-IPPM programme-NARS-CBOs
2. Develop proposal for sweetpotato ICM FFS programme applying more creative networking and financial management approaches
3. Socialise project process and output within CIP
4. Networking

14.8 CARE Bangladesh

What we want to achieve	How are we going to do that	With whom	When
Debrief learning on FPR/FPL processes used elsewhere	Arrange debriefing sessions on this workshop for ANR sector / projects	Senior personnel's of ANR Midlevel field practitioners	3rd week of September 2001 Mid-October
Help ANR projects to identify training needs and design and commission specific cross-visits using the contacts made in the workshop	Based on detail reviewing of the projects presentations in this workshop and further contact with respective project personnel's	With the ANR senior management team	November 2001 onwards
Maintain regular contacts with all workshop participants for at least one year and with most useful contacts thereafter	Through mails / e-mails	The most useful and relevant persons in other countries / projects	Regular

14.9 Community IPM/Vietnam

Farmers do experiment on integrated nutrient and pest management in rice in the Mekong Delta, Vietnam. Implementor: Dept. of Plant Protection, MARD, Vietnam.

WHAT DO YOU WANT TO ACHIEVE?

- Reduce seed rate, insecticide application
- Improve farmers' perception on the integrated nutrient and pest management
- Reduce input, higher income

HOW TO DO?

- Groups of 30 farmers/site
- Using FPR approach with simple design by dividing farmers' fields into 2 plots : 1 for experiment plot v/s farmer practice plot
- Components for testing in experimental plot:
- Reduce seed rate
- Using leaf color chart for N application
- No insecticide use

WITH WHOM?

- Mekong Delta Rice Research Institute, Vietnam
- Department of Extension - MARD
- Local government (provincial level)
- Provincial Department of Agriculture

WHEN?

- Spring – Winter Season 2002

15 What we have achieved by now

- ✓ Synthesis of learning from case studies/exchange visits
- ✓ Visions of outcomes of FPR/Learning interventions for different players
- ✓ Some cornerstones defined
- ✓ A common framework (?!)
- ✓ Practical experiences shared and documented
- ✓ Reflection on the learning process
- ✓ Plans for follow-up of individual programmes

16 Next steps or what still remains to do

WHAT	WHEN	WHO
Workshop documentation – light	20 September	Elisabeth
Documentation CD Rom	December 1	Ann, Elisabeth
Decision on website: where and what		Steering committee
Document on conceptual framework	End of December	Ann
Make available part of documentation on list server		Steering committee
Clarify the products of the whole process ⇒ to participants		Ann

17 Workshop evaluation

What I LIKED most in this workshop ...

MEETING PEOPLE

Meeting new people and working with them
 People
 Meeting different people (2)
 Meeting all these interesting people
 Interaction with a diverse group
 Intercultural exchange

What I DISLIKED most in this workshop ...

LANGUAGE BARRIERS

Language barrier causing shallow understanding of what's going on (2)
 I could not express myself as I would have liked
 Not to be able to communicate appropriately

WORKSHOP CONTENTS AND PROCESS

Meeting people from many cultures
The meeting of minds despite differences
The diversity

LEARNING AND EXPERIENCE EXCHANGE

Insights from the case studies
Contact with people from different FPR-FFS-IPM projects in the world
Exchange of experiences (2)
Exchange and getting to know experiences from other places
Getting to know the work of farmers and their form of organisation
Sharing of documents and open spaces
Learning from other projects' experience
The availability of persons who practice IPM in agriculture
Formal and informal discussions
Sharing experiences through group discussions and presentations
Institutions have talked with each other

ATMOSPHERE

Very participatory
People spoke frankly
Friendly air space
Open and accomodative scheduling/atmosphere
The enthusiasm of the study tour participants

FOLLOW-UP

Making follow-up deals

FACILITATION

Excellent facilitator
Facilitation techniques used

WORKSHOP TOPIC

Topic of the workshop

OUTPUT

FPR framework
The results which we have reached in a participatory way

Multiple reshuffling of the same sets of cards
Visioning process

Visioning was not useful because there was no real need for a common vision

Too much going over the cards over and over again instead of going to the reports and presentations of the case studies

Could not go as much into depth as would have been desirable

Very structured and long-drawn sessions

No bonding activities

LACK OF OUTPUT

Misunderstandings in the steering committee led to diverging goals

Difficulty in developing a common product

No clear workshop outputs/products

BAD TIME MANAGEMENT

Poor time management (3)

Generally bad individual discipline for time keeping!

TIME TABLE

Packed time table

So much is asked for so little time, restricted interaction due to time constraints

Not much time for informal discussion among each other

Time limited

Heavy agenda

AROUND THE WORKSHOP

Lack of extra-curricular activities

Hot food

Food at the outside restaurant

Lack of time to get to know Thailand

ATTITUDE TOWARDS OTHERS

Making irrelevant comments and imposing personal stake on others

18 Open space events

18.1 Methods of disseminating results of farmer field studies (Community IPM / Vietnam)

PRESENTATION

I. BRIEF INTRODUCTION

The Vietnam IPM programme started in 1992, mostly for Training of Trainers and Farmer Field School. After training, farmers need to exchange information; find out solutions for their other production problems, and train other farmers. That's why they themselves establish IPM clubs, farmer-to-farmer field schools, and conduct field studies.

To help farmers to develop their skills in implementing activities, it is necessary to have support of IPM trainers, Plant Protection Department, and FAO. Thus, the Community IPM Programme was started in 1998 with many activities: Training farmers to become trainers, farmer to farmer field schools, field studies on different crops, cultivation models, IPM club, FFS in rat management, farmers' planning meetings, IPM contest, exchange trips, etc ...Field study is one of major activities of CIPM.

Field studies have following steps: need assessment, SWOT analysis, field study design, implementation, evaluation, application, and dissemination.

II. MAIN QUESTION

The question raised is how to disseminate results of farmers' field studies to other farmers rapidly and effectively?

III. METHOD

We discuss with farmers doing field studies, Women's Union, local government and all of us agree to do that through:

- Field day : To let everybody directly see results in the fields (IPM farmers, non-IPM farmers, local government, mass organization, cooperatives are involved)
- Farmer Village Technical Meeting : Farmer groups present all steps of doing field studies, results and their recommendations (more people are involved).
- Women's Union/Chief of Hamlet : Organize meetings for farmers to listen to village farmers groups' presentations of field study results. Before meeting, farmer groups together with Women's Union, chief of hamlet, and other farmers select locations with similar soil in their hamlet. During the meeting they remind all farmers that results can not be applied in all kinds of soil. One best treatment is chosen to recommend to farmers. They can test it again by dividing their own field into 2 plots: One – their normal practice; one – new recommendation. Feedback is received by farmer groups to make plan and design for new field studies. Other farmers' requirements are also identified in the meeting, such as replication of study for one more season or on other soil; using other varieties, etc....
- District Farmer Technical Meeting: Farmer Study Groups from different villages meet together to share their study results. They also identify problems, find out weakness of their studies as well as solution for improvement. They also try to disseminate results for mass organizations to get support or improve extension recommendations.

IV OTHER INFORMATION

In Vietnam, one village in Red River Delta has average cultivation area of 400 ha with 1,500 farmer households (~ 6,000 people). There are many hamlets in one village (average six hamlets/village). There are 4-8 farmer study groups in one community IPM village.

V OPPORTUNITY TO DISSEMINATE STUDY RESULTS

- Community IPM villages in Ha Tay province of Vietnam have 30-90 % IPM farmer households. IPM farmers and member of study groups are mostly women (90%)
- Women's Union or hamlet help to organize meeting for farmers.
- Farmers interested in results of study groups.
- 85% farmers learn IPM by local fund and 20% field studies are funded by farmer themselves through cooperative.

VI CHALLENGE:

Expand farmer study groups from 10 Community IPM villages to all 318 villages of Ha Tay province.

VII FUTURE:

Organize farmers' network like Indonesia

DISCUSSION

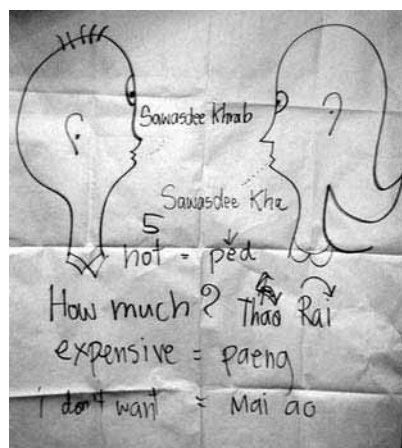
After we heard the presentation by our colleagues of Vietnam, we engaged ourselves in an hour-long enquiry and discussion on some of the finer details on how they are trying to scale-up the information sharing process. Some key considerations were:

1. Were the results of field studies specific for the particular village or were they useful for other villages or provinces. If the results were site specific, then what do we need scale up is the process of IPM-Club, field studies and not the information.

But if the information is of use over a wide area then we can either use participatory or non-participatory methods. A wide range of options were discussed

- Farmers' notebooks (CATIE)
 - Creating promoters and have them work in other countries (experience in Nicaragua)
 - Farmers' network (Indonesia)
 - Farmers' organization (Bolivia / Central America)
2. A specific discussion was carried out on women s' participation in this process and ideas were shared on their roles, their contributions and costs to family etc.
 - An experience of women promoters in Central America
 - Specific training needs and empowerment process
 3. A challenge of Vietnam is to have a farmers' network, yet they do not have local community based non-government organization and cooperatives do not have fund-handling faculties.
 - Offers were made from different participants to share their experience.

18.2 Survival Thai language



18.3 FPR process in CARE Bangladesh

See separate documents

18.4 Development of methods for massive implementation of IIPM-AF - Experience of CATIE

See separate documents

18.5 Rapid assessment of local knowledge (by Jeff Bentley)

In Bolivia local knowledge on pests and diseases and local management practices is assessed with RRA like methods involving local extension personnel and, of course, farmers.

For information contact Jeff Bentley

18.6 Suggested open space events (but not carried out)

- SP-IPM Kenya **See separate document**
- Mother/Baby trials in Malawi **Contact Sieg Snapp**
- How to evaluate the impact of IPM training on coffee growers. Experience of CATIE **Contact Falguni Guharay**
- Farmer based rodent control management in Cambodia **Contact Phaloeun Chan**

18.7 Topics on the books, but not dealt

- Are we the seeds of an expert group on PR and PL?
- Tools for convincing research and extension institutions about FPR
- How do creative/alternative financing arrangements look like ...?
- How can FFS and FPR play together? Example CIALs/FFS (cases)
- Design of an FPR/learning process "If we had to start afresh, what steps to take?"

19 People and what they do

NAME	COUNTRY/INSTITUTION	MAJOR WORK FOCUS
1. Falguni Guharay	CATIE Nicaragua	Building capacity for participative implemental of IPM/AF: method development
2. Ibrahim Kureh	I.A.R, A.B.U, Nigeria	Striga management, soil fertility enhancement
3. Cherry Bagalanon	Phillippines/CIP-UPWARD	Training and information management
4. Lhaloui Saadia	INRA, Morocco	Integrated Pest Management of cereals. Host plant resistance
5. Aminur Rahman	CARE, Bangladesh	Staff development
6. Nguyen Duy Hong	Provincial Plant Protection Sub-department Vietnam	Facilitating community IPM activities
7. Masud Khan	CARE, Bangladesh	Building capacity of food insecure farming households
8. Tattanakorn (Tim) Noekchantuk	FAO, Thailand	Assist trainers to train farmers by using participatory approaches
9. Wiyanto	Mitra Tani Yogyakarta, Indonesia	Farmers' facilitator
10. Phaloeun Chan	CARDI, Cambodia	Project management, capacity building
11. Huan, N. H.	Dept. of Plant Protection, Vietnam	IPPM/rice
12. Julianus Thomas	FAO (GIF), Tanzania	Coordinate farmer and extensionist training, farmer-extension-research linkage, community study and initiatives
13. Jane Fisher	Dept. Natural Resoures & Environment, Victoria, Australia	Planning, evaluation, environmental management
14. Carlos A. Quiros	Cali, Colombia, CIAT/IPRA	Metodos y herramientas para la IP
15. Fredy Sierra	I.P.C.A., Honduras	Trabajo investigacion participativa con agricultores en laderas
16. Juan Gonzales	I.P.C.A., Honduras	Desarrollo de la metodologia CIAL con agricultores de laderas
17. Diasso Gabriel	INERA, Burkina Faso	Pathologist, facilitator FFS, responsible of training
18. Jeff Bentley	Bolivia, Independent Consultant	IPM, farmer perceptions, local knowledge, farmer experiments
19. Braima James	IITA BENIN, SP-IPM Secretariat	IPM training implementation
20. Oscar Barea	Foundation PROINPA, Bolivia	MIP, bacterial wilt, pest insects
21. Raul Esprella	Foundation PROINPA, La Paz, Bolivia	Trabajos en investigacion participative, FFS en IPM
22. Edson Gandarillas	Promotion & Research for Andean Products (PROINPA) Foundation - Bolivia	Monitoring & evaluation, training, FFS and CIAL
23. Dickens Nyagol	IC IPE, Kenya	Striga & stemborer management
24. Khisa S. Godrick	FAO (GIF), Kenya	Training and coordination
25. Nina Lilja	CIAT, System-wide programme on PRGA	Impact assessment of PRGA
26. Janny Vos	CABI Bioscience, UK	Farmer participatory training and research
27. Lilibeth Laranang	Philippines / Tarlac College of Ag-	Facilitation on sweet potato IPM, research on

	riculture	sweet potato virus diseases
28. Carlos Basilio	CIP-UPWARD (Philippines)	Facilitation and management of participatory research and learning projects.
29. Elske van de Fliert	Indonesia, Int'l Potato Center (CIP)	IPM/ICM for potato/sweet potato
30. Kevin Gallagher	Global IPM Facility (FAO)	IPM/IPPM programme and policy development. Organic farming
31. Martin Kimani	CAB International Africa Regional Center	FPTR activities
32. Ann Braun	Independent Consultant (Paideia Resources)	facilitation and systematisation learning experiences and development of learning resources; with a focus is on participatory approaches for agricultural development and natural resource management
33. Sieg Snapp	Michigan State University, USA	ICM vegetable systems, participatory and on-farm research trial designs. S.A.T and N.Temp. (Southern, Eastern Africa and Great Lake)
34. Peter Bieler	Swiss Agency for Development and Cooperation (SDC) Bern (in spanish = COSUDE)	Plant protection, sustainable land use, UNCCD, agriculture and rural development in East and Southern Africa, agricultural research in Africa
35. Elisabeth Katz	Swiss Center for Agricultural Extension & Rural Development (LBL)	Facilitation & process accompaniment (e.g. for planning, evaluation, PTD ...), cross-sectional analysis of experiences, development of concepts & approaches for agricultural development and natural resource management interventions
Note: The people not included in this list were not on the charts		

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