Farmers Leading Change

A Learning Approach to Involving Smallholders in the Revitalization of their Production Systems.

Authors:

María Fernández
Peter Lusembo



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PREFACE

The purpose of this guide is to show how farmer groups, zonal research scientists at the Agricultural Research and Development Centres (ARDC) and other local service providers, including NGOs and Local government, can learn together about the current management strategies of smallholder farmers and how together they can contribute to the revitalization of the agro-ecosystems these farmers manage. This requires that the ARDCs take on the challenge of research focused on the interactions among and between biological and social processes. It requires the negotiation of partnerships with Local Government and other service providers to effectively support small-holder farmers to insure quality agroeco-system resources for future generations.

Dr. G.W. Otim-Nape
Deputy Director General, NARO

ACKNOWLEDGEMENT

We would like to acknowledge the contributions of each and every participant in the two learning workshops whose results form the basis of this publication. The active participation and contribution of, especially, the smallholder farmers made publication of this guide possible. This guide makes it clear that farmers know their circumstances best and should be consulted in any research process that is meant to enable them to enhance the management of their agroecosystems. The learning experiences presented here are from workshops conducted at the Mukono and Kachwekano ARDCs. These workshops brought together farmers, service providers, local government agents and other stakeholders with interests in the areas of influence of the ARDCs. Farmer groups in Kayonza, Wakisi, Hamurwa and Maziba sub-counties of Kayunga, Mukono and Kabale districts selected the smallholder farmer participants. The Managers and staff of Mukono, Kachwekano, Bulindi and Mbarara ARDCs participated actively in the learning process. We hope that similar activities will be carried out in other sub-counties to stimulate the innovative capacity of the farmers, researchers and service providers to contribute to planning, implementation and performance processes. The Uganda National Farmers Association (UNFA) President blessed the workshops and the full participation of the smallholder farmers. Farmers' Organization Secretariat (FOS) staff made an important contribution to the planning and facilitation of the workshops.

This guide presents ideas and examples from participatory learning processes that involve multiple stakeholders as equal partners. A common language is developed and used so as to enable participants fully understand one another. The contents of this guide are important only in so far as they demonstrate how a process of participatory learning and planning can happen. We hope that this, the first of a series of publications, will enable smallholder farmers, service providers and other stakeholders to learn, plan and innovate together. During the implementation process there is need to develop a performance assessment process that will enable not only the researchers but also the farmers to understand their agroecosystems more fully so that potential areas for innovations that can make their future visions a reality can be continuously identified.

María Fernández[1]
Peter Lusembo[2]

[1] International Support Group (ISG) UNALM Lima Peru <mefernandez@lamolina.edu.pe>
[2] Centre Manager Mukono ARDC (NARO) <mknardc@africaonline.co.ug>

Foreword

The public funded agricultural system in general and NARO in particular has of recent been put through a critical lense following the launching of the Poverty Eradication Action Plan (PEAP) and Plan for the Modernisation of Agriculture (PMA). There is the critical perceived view of the system's limited responsiveness and impact on the livelihood of the rural poor. The current government guiding principles are deepening decentralisation which goes beyond taking services nearer to the clients and includes the end-user having a say and actively participating in the planning, implementation, monitoring and evaluation as well as owning of activities affecting their lives. NARO as an organisation is making adjustments to meet these concerns and guidelines. However there are no blue prints and hence the organisation is in a learning phase as it undergoes institutional and organisational changes occasioned by the new policies and strategies.

One of the major challenges is the need to respond to the needs of clients. These include mainly the rural poor subsistence smallholder farmers who are the primary end-users of research services as well as intermediaries like extension services providers, input stockist, produce dealers, processors and policy makers at community, sub-country, district, zonal and national levels. In particular it is challenged to make the research more the poor under their local circumstances. It is also required to focus on market oriented approaches while focusing on cross-cutting and socio-economic issues in a holistic manner. There is also the need to ensure the dissemination of reseach outputs through linkages with relevant emerging institutions and programmes.

This manual which is a result of two capacity building workshops on facilitation for mutual learning approaches in the revitalization of production systems management strategies held at Mukono and Kachwekano ARDCs is critically important and timely. It is intended to support NARO and its partners in their learning processes to orient all atakeholders (farmers, extension service providers, policy makers, private sector, reseachers) to a more participatory mutual learning process. It will help farmers get a vision of the future which will act as the torch light for all the actors. This will lead the process of change in the transformation of the agricultural sector. It will help all the players to relate to the farmers' wishes, ambitions and aspirations. It is a document that details how to achieve this and how to harmonise all the stakeholder roles while relating to the clients, primarily the poor farmers, I recommend this manual to you all.

This manual would not have been produced if it was not for the tireless efforts of Maria Fenandez from the International Support Group (ISG) and the team of scientists at Mukono and Kachwekano ARDCs

and NAROSEC. The funds for this were kindly provided by the Norwegian Trust Fund through the World Bank and NARO,s ARTP II funded by the World bank to which I am grateful.

Prof. J.K. Mukiibi
Director General NARO

Links to NARO's Outreach and Partnership Initiative

Smallholder farmers with limited resources do over 90% of agricultural production in Uganda. Farming relies on natural resources that are being eroded with constant farming practices. Erosion of the natural resource base has led to ever declining agricultural productivity. There is need to create awareness among smallholder farmers and other stakeholders, including researchers on the need to use natural resources in a more sustainable manner. Sustainable management of natural resources depends on people's capacity to make appropriate decisions. The decisions of smallholder farmers are influenced by a number of stakeholders including researchers, local government agents, NGOs, churches, agricultural extension and the private sector. It is, therefore, important that planning, implementation and monitoring of efforts geared towards improving the welfare of the smallholder farmers be carried out in a participatory manner with the concurrence of all the relevant stakeholders.

It is for this purpose that NARO has attempted to develop a decentralized system by which applied research can be closer to farmers in order to jointly find new ways of supporting smallholders to innovate their land and crop management strategies. In order to make this effort a success, all relevant stakeholders need to join the effort. Integrated crop management planning workshops are a good way to provide a platform for the various relevant stakeholders to come together to contribute knowledge and experience to strategy planning for the Agricultural Research and Development Centres.(ARDC) The experiences of each of the Centres will be shared among farmers and service providers throughout the 12 ARDCs in Uganda. The sharing of these learning experiences can guide us in our efforts to work with farmers to improve and sustain the land and crop management strategies used by smallholder farmers.

Dr. Otim-Nape
Deputy Director General
NARO

Statement from the President, Uganda National Farmers Association

I feel happy and honoured to support the smallholder Integrated Crop Management Planning workshops. These workshops directly involve smallholder farmers in influencing the work for researchers. We in UNFA regard them as a step in the right direction and trust that they will go a long way in ensuring that the researchers, through participatory planning, address farmers' concerns.

Research-Farmer Linkage

For many years research work has involved farmers less in what they do. It has mainly been concentrated on research stations. This is in spite of the fact that farmers are the major consumers of the findings and technologies generated by the researchers. Thus, research has not been client-oriented and has, as a result, not answered the majority of the farmers' concerns.

What we are witnessing here is, therefore, a great breakthrough. Smallholder farmers who form the majority of the farming community in the country are being invited to participate in identifying the management practices that are crucial for improved farm production. They are discussing and identifying the issues they perceive as important in their entire farming systems. With such information, they can then link with the different stakeholders who are involved in the agricultural sector.

The learning process opportunity

I am glad these workshops have brought togetherkey players in the agricultural sector at the smallholders' level to learn together: researchers, farmers, service providers, NGOs and political and civic leaders. The approach should, therefore open the way for us to learn and appreciate issues related to the challenges that smallholder farmers, women and men, face.

This is definitely one way of strengthening research-extension farmers-linkage, which has been weak for a long time. It is indeed through such interaction that some of the farmers' production concerns can be addressed. It is my sincere hope that the processes that are documented here will continue. It is through such interaction that farmers will be empowered and the generation and adaptation of useful technologies will be accelerated.

The participating farmers

I have been informed that many of the farmers participating in the workshops organized by the NARO ARDCs are representatives of working farmers' groups and that many of them are members of UNFA. My fellow farmers, I view this process as a rare opportunity and a challenge to you. These workshops present you with a rare opportunity in that you have been selected out from the millions of farmers in Uganda to identify the problems that confront you in your farm production activities so that they can guide researchers in their work.

It is a challenge in that you have to articulate the issues clearly so that researchers are properly guided in their work. Thus, the success of the workshops and the actions carried out as a result of them will depend on how well the critical aspects in production system management are made visible. I therefore urge you to take these workshops seriously so that the results can be emulated in Uganda and elsewhere.

To the reader

To all of those who read this guide, farmers, local government officials, the NGOs, extension workers and researchers, it is my sincere hope that you will value the chance to learn together what an production system perspective involves on the smallholder farm. It includes the entire farming system, all enterprises, the allocation of resources and the overall day-to -day management of the farm. It is when we understand the complexities of the smallholders' management strategy that each and every one of you can contribute satisfactorily to the process of innovation.

Conclusion

I would like to reiterate the need for research to work in close partnership with women and men smallholder farmers and other stakeholders who enhance adaptation and adoption of appropriate technologies and management practices. It is through a process of this kind that the gap between a researcher and a farmer will be narrowed so that the entire farming community may benefit from the work of research in the effort to improve our livelihoods.

If we succeed, the contribution of research to the initiatives of the Plan for Modernisation of Agriculture (PMA) will be realised and appreciated by the agricultural sector as a whole. The partnerships created between research and other stakeholders should grow stronger for the good of the farmers.

Hon. Chebet Maikut, President
Uganda National Farmers' Association

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PART I THE LEARNING APPROACH FRAMEWORK

Principles of the Learning Approach

Learning is an active process Learners need to do something. Learners need a practical exercise or project and construct meaning out of the experience they have. Learning is not passive acceptance of knowledge.

Learning requires mental reflection Learning requires that we think about the results of our action, and or our experiences. The crucial act of constructing meaning is mental reflection. It happens in the mind. We need to engage the mind as well as the hands.

Learning is a social activity Learning is associated with our connection with other learners – farmers, service providers, officials, and politicians. Learning should recognize the social aspects and use conversation and group discussions. Isolating the learner and locking them up with the subject matter does not work.

Learning is built on what we already know. We learn in relationship to the place we live, who we know, what we know and what we believe. It is not possible to assimilate knowledge without having some structure developed from previous knowledge to build on.

Learning takes time Learning requires us to revisit ideas, reflect on them, try them out and use them. Learning is the product of repeated experiences and thought. It takes time to sink in. The actions of the moment can be traced back to longer periods of preparation.

Learning needs motivation Motivation does not just help learning it is essential to it. Unless we know the reasons why we want to learn something we will not be very interested in carrying out the necessary actions and reflection.

Dimensions of the Learning Approach

Organizational structures that facilitate interaction among relevant stakeholders:

- Lateral Links among farmer organizations, researcher and the private sector at the local, regional and national level
- Local or village level learning partnerships that bring together smallholder farmer groups, researchers, other service providers, and local government authorities.
- District level inter-institutional coalitions that bring together representatives from farmer organizations, non-government organizations, research and extension, local government authorities, and private sector agricultural service providers to support smallholders

Processes for learning that involves:

- Face to face accountability and group pressure to favour community influence
- Smallholder led analysis, visioning and planning
- Reflection and adaptation of the instruments of learning

Instruments to facilitate our learning about:

- Communities future visions of enhanced production system strategies
- Partnerships and alliances that can support communities to realize their visions
- Reflection on production system management and partnership performance.

Negotiations to build partnerships and alliances for action where:

- These are directed towards supporting the visions of the future fashioned by local people
- Local people are key actors in the implementation of the actions
- Indicators of performance are established as the partnerships are negotiated

Why support smallholder production system revitalization and management?[3]

No one should really be surprised when project evaluators report that most smallholders are not participating and that little impact will come out of agricultural research. Equally we should not be surprised when the expected improvements to smallholder livelihoods have in fact not been realized. Smallholders are often not impressed with the impact of so-called 'improved' technologies. They complain that funds are attached to technological fixes that are inappropriate. Little effort is given to the development of knowledge systems for ecologically sound agriculture. Traditional knowledge about ecologically sound practices is rarely documented in a manner that is useful to other farmers. Researchers are rarely plugged into the growing international knowledge system of organic, ecological or alternative agriculture.

There is little room in the traditional research continuum to learn and change. External monitoring and evaluation, the main opportunities for adjustments, usually provoke defensive attitudes in which mistakes are hidden rather than learned from. As local people do not have the capability or responsibility for evaluation, valuable lessons go unlearned. As local people remain isolated from external knowledge networks more appropriate technologies go unused.

To complicate matters further, many African nations are decentralizing and privatising much of their public sector agriculture support services. District level staff is now asked to respond to farmer demands and form partnerships with other service providers to meet those demands. The logic behind these policies is not only to save government money through sharing tasks and narrowing responsibilities; but also to provide better targeting of research and more efficient services. Building viable inter-institutional partnerships is hard, slow work. Moreover, responding to smallholder demands requires considerable flexibility and dynamism. A learning approach provides communities, local government and agricultural service providers with opportunities to learn their own way through to better partnerships that can enhance integrated productin system management strategies that smallholders are implementing.

[3] Clive Lightfoot, Maria Fernandez, Reg Noble, Ricardo ramírez, Annemarie Groot, Edith Fernandez-Beca, Francis Shao, Grace Muro, Simon Okelabo, Anthony Mugenyi, A Learning Approach to Community Agroecosystem Management. In: Flora, Cornelia Butter (ed.). Agroeecosystems and Rural Communities. Boca Raton, Fl; CRC Press. 2000

A learning approach builds joint capacity among community members, researchers and other service providers for local on-site innovation. Learning facilitates innovation in the way local people work together and how they assess the performance of their partnerships and their production system management strategies. Enhanced innovative capacity sets the stage for improving the management of production system and the effective demand by smallholder farmers on agricultural support services.

The learning process allows the stakeholders to analyse the performance of the partnerships, and find out where there is room for improvement. In this sense, "learning" embraces a process of reflection in terms of the partnerships and the production system behaviour and performance.

The first phase of the learning process starts at the local level with smallholder self help groups and community-based organizations learning about the production system in their areas and how they were managed thirty years ago and today. Viewing from the past, local people vision how they would like to change their production system in the future. The desired changes form the basis to identify the resources, services and supports needed to realize these future visions. Local learning about better ways to manage agroecosystems is enhanced by interactions with district and national level researchers and other service providers.

These visions and the requirements of community members are presented to district level organizations in the second phase of the learning process. In this phase communities' demands for agricultural support services are matched with the services offered. This provides an opportunity for community members' visions to be informed by district level research and service providers. Thus local and district level organizations learn which services match demands and what new services should be created to meet demands. Where demands go unmet policy issues are raised to policy makers at the national level.

When the resources, services and support available match the community's requirements, there is a basis for negotiating partnerships between community members and public or private sector groups, entities or enterprises. In this phase the community and local organizations learn to develop partnerships that will increase the community's access to resources, services and support required to realize their future visions of how the management of their production system can be enhanced. A learning approach can open opportunities for the NARO Outreach and Partnership Initiative to reach its objectives and mandate to revitalize smallholder production system management strategies for the benefit of generations to come.

The Learning Process in Graphics Form

RULES For LEARNING

Take responsibility for your ideas and actions

Work with trust (rely on integrity)

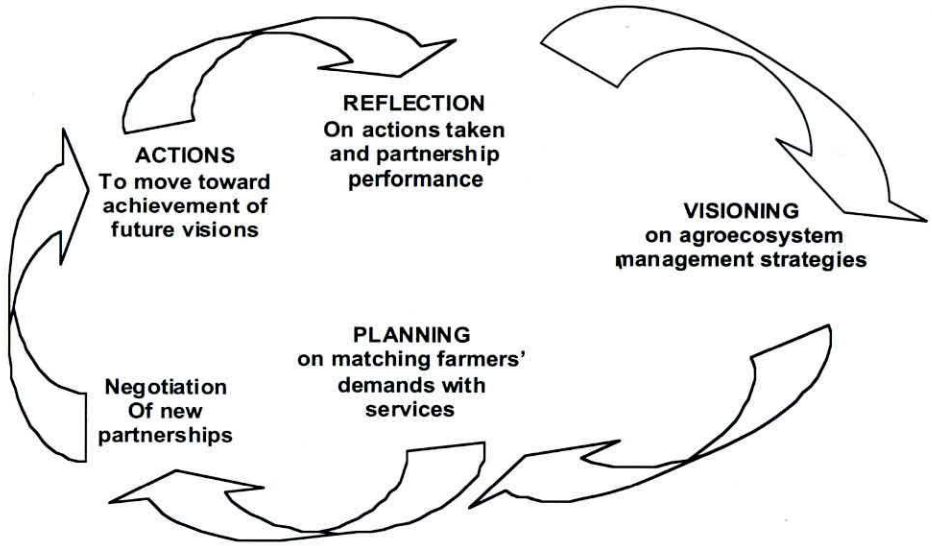
Be open (no hidden agenda)

Respect others (ideas & feelings)

Be honest (say what you think)

Be prepared to take the lead in action

PROCESS of LEARNING



The Phases of Learning Approach

Phase I: Visioning future production system management strategies and the resources needed to implement them.

- What is the current status of your production system in comparison with the past?
- What would we like to see our production system look like in the future?
- Who do we need to partner with to realize our vision?

Phase II: Community members' requirements are matched with accessible resources, services and or support.

- What opportunities do the communities have to gain access?
- What new opportunities need to be created?

Phase III: Service providers (research, local government, NGOs, private sector) and communities negotiate partnerships.

- What conditions facilitate the negotiation of effective partnerships?

Phase IV: Partners design strategies of action around areas of mutual interest and implement their plans

Phase V: Organizational, production system and equity performance is reflected upon.

- What indicators will allow us to learn whether the improved production system management practices the newly negotiated partnerships and equitable representation are performing well or not?

Learning to reflect on performance[4]

Most learners want to find out quickly what does and does not work. The organizational pay-offs to learning are that organizations stop making mistakes and start doing things better. If they have identified, before they start their actions, what will indicate success and what will indicate failure, it is easier to confront the failure. Uncovering failure is made easier by the attitude of the learners. They go into the reflection process not as an external evaluation but as an internal self-reflection. When everyone enters the process to learn from mistakes exposing them becomes natural.

The learning tools for reflecting on performance address the task from three different angles. The first angle is the performance of the partnership. Simply, did the partnership work? The other angles concern the impact of the actions taken by the community on, first, social equity. That is: have the benefits of the actions spread to the less advantaged? The second area of impact is on the environment. Here the question is: have the actions improved the way production system are managed? We pose these questions because our setting of learning about agriculture service provision demands an assessment of the performance of all actors. Our ambitions for ecologically sound natural resource management and reduced poverty, demand an assessment of the performance of partnerships, social equity and production system. Taking each of the three angles in turn we now describe the learning tools that can help reflect on performance.

Partnership performance

Reflecting on partnership performance requires indicators on which to judge performance. Finding indicators for partnership performance starts with the partners brainstorming what determines a successful partnership and what leads to failure. Much of the thinking here has already been done in the process of developing criteria on which to negotiate partnerships. Building on this, indicators to reflect on partnerships would include: trust, information access, technical success and mutual benefit. For example the brainstorming could expose that for most people partnerships succeed when information on the innovation is accurate and partners develop trust for each other. Conversely, many have experienced that partnerships fail when information is inadequate, and the partners are not able to build trust in each other.

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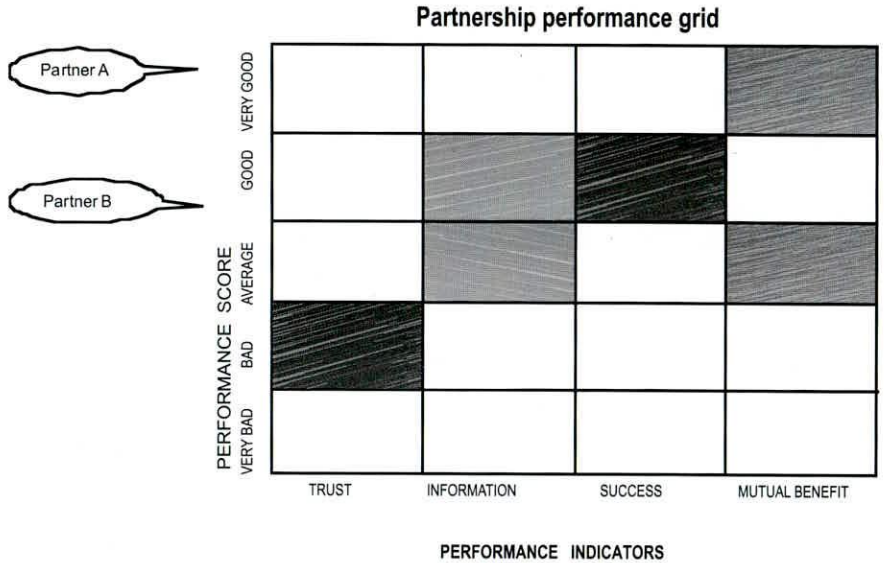
[1] Clive Lightfoot, Ricardo Ramírez, Annemarie Groot, Reg Noble, Maria Fernandez, Isaac Bekalo, Francis Shao and Dan Kisauzi. Developing a Learning Process in East Africa. In: Learning for Development: An East African Perspective; International Support Group, AgroForum, ARDAF. Copenhagen, 2000.



To be assessed each indicator needs some scale on which it can be scored. Since how people play their role is difficult to quantify, qualitative scores make sense. One common scale runs: very good, good, average, bad, very bad. The learning tool for assessing partnership performance then becomes a grid with indicators along the side and a scoring scale along the bottom. Each partner then scores the other using the grid. It is just as important to discuss where partners disagree, as it is to discuss where they agree. Obviously, it is easier to take corrective action when both partners agree, but for a partnership to succeed it is just as important to sort out disagreements.

Social equity performance

Reflecting on social equity requires some indicators on which to determine who were the winners and who were the losers. Finding indicators starts with identifying the social groups who are the key actors. Typically these are the groups of people who are involved in the action or have a stake in the outcome. Care must be taken to be sure that all of key actors will be involved and that none of them will loose out.

The indicators developed should assess how benefits have been distributed among all real and potential key actors. Common examples of such indicators are profit, access to technology, production increases, and labour use efficiencies. For example many have experienced that richer farmers benefit from access to technologies such as certified seed or mechanical weeding tools while poorer farmers do not benefit, as they cannot afford them. Indeed, some have experienced that women farmers can be negatively affected when technological innovations affecting their productive activities are introduced through the men.

To be assessed each indicator needs some scale on which it can be scored. Scoring using plusses, zeros and minuses easily shows whether a particular social group benefits or whether their situation is made worse. Adding more plusses or minuses shows the degree to which the changes affect people. The learning tool for assessing social equity then becomes a matrix with indicators along the top and social group along the side. For each cell of the matrix the score is placed.

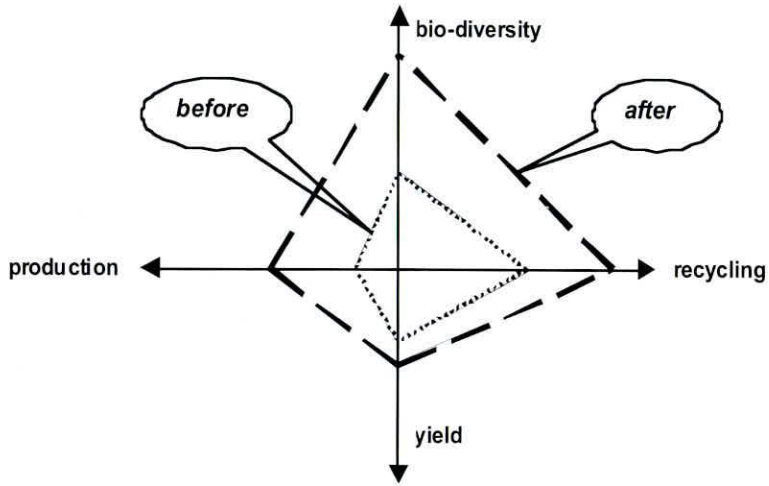
Social Group Benefit Matrix				
Social Group	**Indicators**			
	Profit	**Access to Technology**	**Labour use**	**Production increase**
Group A	++	++	++++	+++
Group B	0	0	—	0

Production system performance

Reflecting on production system performance requires some indicators on which to judge whether the changes made have improved the way natural resources are managed or not. When assessing the performance of smallholder production system management strategies, it is important for learners to choose indicators that not only make sense to them, but also are easy to measure. Common indicators of production system performance include: biomass production, species utilized, internal recycling flows, disease and pest management, and quality improvement from new technologies. For example, most people agree that strategies that increase biodiversity and recycle wastes on farms are more ecologically sound than strategies based on mono cropping.

To be assessed, each indicator needs some scale on which it can be scored. Here it is better to go beyond 'did it work or not' and develop either qualitative or quantitative scales. For instance scoring for biomass production capacity usually uses estimates of the weight of biomass produced by all species. Recycling of biological wastes is usually scored using the number of recycling flows, and species diversity by the number of species cultivated. Biological yields are usually estimates of weights per unit area or unit of labour. The learning tool for assessing ecological soundness becomes a radar plot of all the indicators. Each indicator is arranged on an increasing scale of improvement so that the larger the area formed the better the performance. Most people find it easier to understand changes where the larger number indicates better performance.

Ecological soundness Plot



PART II PLANNING A MULTI-STAKEHOLDER LEARNING

Why Multi-stakeholder Workshops

- To learn from smallholder farmers about the land and farm management practices they are using so as to better understand production system management strategies to use.

- To hear from farmers what they would like their production system to look like in 10 years time and what kind of management strategies they consider necessary if they are to achieve their vision

- To find out how service providers (including researchers, extension, NGOs and local government) can support smallholders to innovate the production system management strategies they need to reach their farming visions

- To develop an action plan that is agreed on by the stakeholders

- To identify the immediate actions that will help to move the action plan forward and decide on how they should be carried out

Why focus on Agricultural Production System

- Agricultural production system means, the domestication, management and exploitation of plants and animals by people. It is an ecological approach.
- Eco means ecology, the natural environment in a given locality
- Systems describe the way agriculture is carried out and managed in a given place
- The focus of "integrated crop management" is too narrow and that of "natural resource management" too broad to reflect the way smallholder farmers view their farms and communities.
- The communities managing specific agroecosystems define the boundaries of them.

Characteristics of Community

- A Parish with a physical boundary and a local council, or
- A group of interacting villages with a close physical relationship, whether part of the same parish or not, and where there is an opportunity for collaboration and coalition-building among the local councils of the parishes

The importance of farmer group representation

- Groups insure a richer learning experience and permit representation to higher levels of organization (e. g. local councils, ARDCs; farmer associations, cooperative societies and or unions; local, district or national conferences and congresses).
- Contacts and interventions, should be channelled through exiting groups, recognized by and coordinating with the local councils, and willing to work with others in an collaborative manner.

Selecting Workshop Participants

One of the biggest challenges of organizing a multi-stakeholder workshop for smallholder production system revitalization is to decide who should be invited. In any given area, a number of institutions, organizations and businesses are important for the success of smallholder agriculture. The appropriate distribution among participants insures:

- Fruitful small group work: a minimum of 5 and a maximum of 8 members
- The building of partnerships that can contribute to the implementation of an action plan
- A sufficient number of facilitators to contribute to making the workshop varied and interesting

Critical criteria that have been found to insure successful workshops include:

- Participants need to represent a key stakeholder group and be able to make commitments for it
- One-half of farmer participants and $^1/_2$ other stakeholder should be women
- Farmers should come from no more than 2 communities and be elected by the groups they represent
- A team of at least four facilitators should be catered for
- Sub-groups of farmer participants should not be managing more than two production system
- Smallholder farmers should be $^1/_2$ of the participants
- Local government & the private sector are important key stakeholders
- The list of invitees should be reviewed by some members of the various key stakeholder groups

Tasks for learning workshop planning

Consolidate a common view of the tasks ahead (1/2 day) *(Where are we going)*

- Confirm and introduce the organization and facilitation team
- Collect the expectations of the organization and facilitation team (see instructions for Expectations)
- Develop a shared view of the main theme of the workshop
- Confirm agroecosystems to be focused upon
- Identify the characteristics of the farmer groups who will participate
- Identify and prioritise the objectives of the workshop
- Prepare a timetable for designing and organizing the workshop

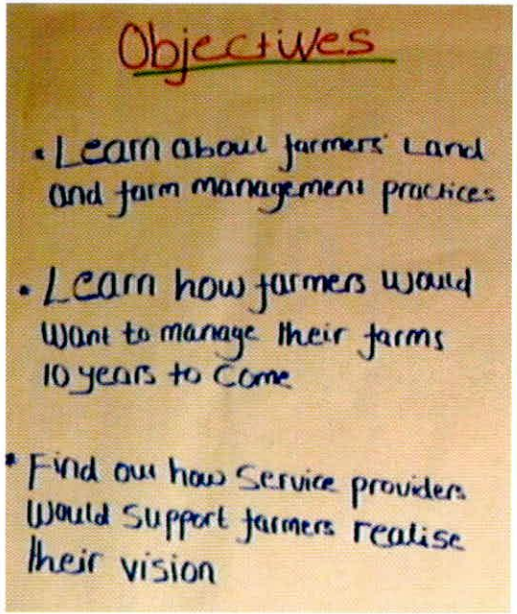
Design and organize the workshop (2 1/2 days) *(How will we get there?)*

- Coordinate Workshop support (secretarial, documentation, logistics)
- Choose activities and exercises to be developed based on current situations and future visions
- Plan schedule of activities and exercises (group, plenaries, field trip, feedback, evaluation)
- Distribute roles for members of facilitation group (see Workshop Tasks)
- Prepare and present instructions for activities and exercises each member of the team is responsible for (practicing communication)

A plan for learning workshop preparation

Schedule for Workshop planning activities			
Hrs.	**Day 1**	**Day 2**	**Day 2**
1.0	Introductions and expectations	Take stock of conclusions of the day before	Assign roles among facilitators (see Workshop Tasks)
1.0	Take stock of ground work: systems, participants,	Relate objectives with possible exercises	Prepare & present instructions for activities & exercises (facilitators practice communication)
1.0	Explore expectations, theme and objectives,	Choose and describe most appropriate exercises	
1.0	Schedule planning activities	Prepare instructions for the exercises	Review and organize materials & equipment
1.0		**Lunch**	
1.0	Coordinate Wks. Support mechanisms	Plan schedule (group work, plenaries, field trip, feedback, evaluation	Prepare template for final report
1.0	Clarify concept of agroecosystem (community, household, landscape, crops, etc.)		
1.0	Review day's work	Review of day's work	Final review





Examples of learning workshop objectives *(Why are we holding the workshop?)*

- Help farmers to make clear where they want to get with their farming systems and how they may get there
- Enable farmers to make decisions regarding needed support services
- Enable smallholders to vision (and work towards) their future in farming
- Chart out linkages of smallholders with development partners in the area
- Learn from farmers about their present agroecosystem management practices and strategies
- Scientists, Local government, NGOs and service providers learn from smallholders about the support they need
- Agree on an action plan for moving forward toward achieving future visions: activities, responsibilities, possible partnerships
- Provide elements to verify smallholder visions against agricultural development plans in district and ARDC spheres.
- Learn about the future visions of smallholder farmers from selected sub-counties and parishes.
- Chart out linkages between farmers and support services that will enable smallholder groups to reach their visions.
- Provide elements to verify smallholder visions with agricultural support plans at district and other levels.
- Prepare a action plan for multi-stakeholder collaboration that will enable selected sub-county smallholder farmer groups to achieve their future visions

Tasks to carry out during the workshop

Getting the pace of the learning process right

1. Prepare needed flip charts ahead of time (e.g. daily programme)
2. Insure that a "welfare person" is appointed from among participants to provide support on issues such as: room condition and allocation, bathrooms/toilets, medicine, special food, illness, family emergencies, etc.
3. Insure that a timekeeper is appointed from among participants
4. Insure that "circle managers" are appointed from among the various the stakeholder groups represented
5. Insure that "societal rules" are agreed upon by the plenary for the duration of the workshop
6. Select participants representing major stakeholder groups to take part in daily "learning evaluation" meeting
7. Carry out daily (end of day) workshop evaluation meeting (1/2 hour) with participant representatives and facilitators to take stock of successes and challenges for the following day
8. Insure that "circle managers" are doing their job (chairs are always arranged in a single circle).
9. Refresh paper, marker and masking tape supplies in plenary and breakout rooms.
10. Collect and dispose of draft or discarded papers and cards
11. Maintain flip charts fresh and in a useful place
12. Collect coloured markers and unused cards after each group session and organise on "Material Tables"
13. Be sure that all groups have masking tape, coloured markers and cards (if appropriate) at the beginning of each group work session.
14. Insure that masking tape, glue and coloured "shapes" are available when needed (inter-institutional linkages)

Tasks for preparing workshop report

Workshop DocumentationTasks

1. Ensure that printer ink (1 laser cartridge or 2 inkjet cartridge + paper, (2 reams) are available
2. Ensure that cover pages (front and back) and spirals are available for binding
3. See that all group and plenary outputs are correctly identified (titled or numbered) and photographed
4. Provide the secretary with written outputs so they can be typed for insertion into "report template"
5. Proof read each page of the report as soon as it is has been typed
6. See that needed logos are available in "jif" or jpeg" format
7. Ensure that completed and corrected address list is available for printing by the beginning of the second day.
8. Ensure that photos have been taken of group work, presentations and field trip (if included).
9. "Clean up" titles on group outputs; insure that tape is not visible so that pictures are clean and easily identifiable
10. Determine number of reports for printing.
11. Organize for printing, collating and binding of the final report to be handed out to participants at the closing
12. Insure that the binding is organized and receive the bound copies for distribution

Workshop facilitation tasks

Making learning work

1. Ensure that all participants have understood (get help in local language if needed)
2. Encourage broad participation in groups and plenaries
3. Do not tell people how to do things rather ask clarifying questions that can lead to progress
4. Encourage creativity, innovation and participation
5. Ensure that more than one person is drawing or writing in the groups
6. Reinforce the fact that all opinions and ideas are RIGHT and should be considered
7. Help the group pick up and record each new idea, opinion or experience
8. Ask clarifying questions when they can help move a discussion forward
9. Don't take it for granted that you "understand". Ask for clarification when in slightest doubt
10. Where necessary help to synthesize or organize information and ideas

PART III WORKSHOP CONTENT AND PROCESS

Opening a learning workshop and getting to know each other

A key to ease and participation among the diversity of participants of a multi-stakeholder workshop is for all present to feel respect for one another and comfort in the setting. It is critical that professional, class and ethnic differences become minor issues in the period of intense interaction that will take place during the period of a few days. For this reason, a concrete activity must be arranged that can celebrate differences and reinforce respect among them. This should be the first activity of the workshop. It is second in importance only to the careful selection of participants for the success of the event.

One way of doing it (1 hour)

- At registration provide each participant with a numbered card: one colour for farmers and one for other service providers. Each group of cards should be numbered 1,2,3, etc., so that a sum of the total of each group is equal to all participants including facilitators.
- As the workshop opens, ask participants to find the person who has the same number as he or she does and to spend 5 minutes to get to know each other. (Farmers pair with the other half of the group)

  (Questions to facilitate can include: place of origin, occupation, favourite activities, favourite foods, etc.)
- At the end of the 5 minutes participants go back to the circle and a round is made with pairs of participants presenting each other to the plenary.

Establishing Rules for the workshop

During the four days of the workshop, participants form a society and all societies need rules and organizational measures.

So, after introductions and formal opening of the workshop, the plenary decides upon a number of rules that can be followed throughout. These might include:

- Time management: Keeping on schedule is considered critical to the success of the workshop so one participant can be chosen to keep everyone on time for and during sessions.
- Cell phones:These create disturbance to the whole group and should be off or in silent mode.
- Attendance: Full participation during the workshop is considered critical. A participant can be named to take attendance at appropriate times. Only those attending the whole workshop would receive a certificate.
- Titles: No titles are used and participants can be addressed by the name they choose to have on their name card
- Respect for one another is considered of utmost importance and a participant can be chosen as group leader so that participants would have a spokesperson
- Language: Participants are encouraged to use their most comfortable language during group work and to try to use English in plenaries.
- Circle managers: Two participants each from among farmers, researchers and service providers can be chosen to insure that before all sessions chairs are placed in a circle so as to enhance communication and participation.
- Representatives to the daily performance assessment committee: At the end of each day, facilitators and representatives of the major interest groups present meet for 1/2hour to assess the progress being made. The interest groups (i.e. farmers, service providers, local government) should nominate a representative to sit on this committee.

Identifying Participants' Expectations for the workshop

All participants receive two cards; different colours for farmers and service providers if a comparison is desired. All are asked to write, in a few words, the expectations they have for the workshop. The cards are read out loud by the facilitator and attached to large sheets of Kraft paper that are left on the wall of the plenary room during the entire workshop.

Examples of Expectations from Mukono ARDC

- Soil management for sustainable agriculture
- Learn new ways of integrating new and old farming methods
- Knowledge on implementation of integrated farm management
- Stakeholder roles clearly identified to improve farming systems
- Learn how smallholders maximize profits & minimize risks
- Acquire knowledge on seed technology
- Get new skills in agriculture
- Learn more ideas in farming
- Develop an action plan for a new project
- Farmers freely express themselves
- Learn more about growing matooke
- Learn new farming to grow crops
- Learn new ideas on farming
- Farmers special interest groups
- Learn how to make a sustainable plan
- Consistence for follow-up of the programme
- Increase productivity
- Monitoring farmers
- Training farmers
- Better understand Mukono and Kayunga farming systems
- Best integrated crop management practice identified

Examples of Expectations from Kachwekano

- Get more knowledge on procurement of Calliandra seed
- Learn about crop farming and livestock
- Soil improvement methods and pest/disease control
- Know about diseases, chemical to use and how one can get improved seed
- Learn more about farming, research on diseases, how to avoid pests and diseases
- How to look after children & make development at home
- Knowledge about keeping rabbits and making friends
- Know how Kachwekano will help farmers
- Development from farming
- Get to know farmers visions
- Know about farming, look after animals
- Get knowledge on research on more production and household income
- Know about modern farming practices & soil management
- Acquisition of more knowledge about farming
- Developing a profit sense out of farming
- Learn about ecosystem management in Kabale
- Understand farmers perception of workshop
- Understand farming activities in target areas
- Learn from farmers their farming practices and constraints
- New ideas on crop management
- Learn from farmers what they see as their future

Learning about production system management strategies

Sketching out Production System Management Strategies

STEP 1: Sketch out the current situation of your production system resources

Farmers form groups by village or sub-county. Each group draws a map of their place that shows the current status of the natural resources and how they are managed.

Draw the current status of the natural resources you have in your village and how you and your family use them: how you use them; how you replenish them and how you care for them.

Each group is provided with sheets of Kraft paper and markers of different colours.

STEP 2: Sketch out how you would like to see those resources in 10 years time

Farmers return to their groups by village or sub county. Each group then draws a map to show how they would like their place to look like in ten or twenty years time.

In producing their future vision farmers should make sure that their plans are ecologically sound and will get them out of poverty.

STEP 3: Identify requirements for reaching the future vision

After formulating a common vision from their maps, farmers decide on the key (six maximum) actions that will be needed and what support will be necessary to carry them out if they are to achieve their future visions.

Learning about insititutional linkages that support smallholder farmers

Graphic representation of Inter-institutional linkages to support smallholder farmers

STEP 1: Describe the linkages that exist among institutions that support smallholders

The participants are divided into appropriate groups by interest: farmers, researchers, private sector and local government. Each group is asked to show graphically how current institutional interactions in support of smallholder agriculture relate to each other and to the smallholder. The groups begin by identifying all of the organizations and institutions that exist in their area. The graphs should express the purpose the institutions as well as the strength and direction of the relationships that are identified.

The groups are provided with large sheets of Kraft paper, felt markers and cards of different sizes and shapes to enable them to graphically represent these relationships. When the groups have finished, a reporter, elected by each groups presents the results of his or her group's work.

STEP 2: Describe what Interinstitutional linkages should look like in ten years time if smallholder farmers are to be supported

Service providers are divided into groups with representation of all those present in the workshop. Each group will show graphically how institutional linkages should look in the future

STEP 3: Choice of Key Requirements

After formulating a common vision from their graphs, service providers choose key (six maximum) actions that will be needed to support smallholder farmer groups achieve their future visions.

Designing a Plan for Multi-Stakeholder Action

A plan for future action using a matrix

STEP 1: Select priorities from key elements

From the lists of priority key requirements selected by the groups of farmers and service providers, a maximum of six in total are selected in equal number from the two lists and are written in the vertical left hand column of a large matrix made out of two sheets of Kraft paper taped together horizontally. Questions leading to action are placed across the top of the matrix.

Requirements	Why?	With Whom?	How?	When?	Where?
(Element 1)	*(pink)*	*(green)*	*(yellow)*	*(blue)*	*(white)*
(Element 2)					
Note: Starting points for performance assessment	Evaluation Criteria	Potential Partnerships	Needed actions	Time table	Where actions & decisions take place

STEP 2: Prepare the matrix with key elements and key questions

Workshop participants are divided into groups insuring that different types of services providers and farmers are equally represented in each group. Small cards in five colours are given to each group. The groups prepare cards, in the appropriate colour, to answer to each of the questions at the top of the column. As many cards as needed may be placed in each cell.

STEP 3: Consolidation of the multiple matrices

Each group presents the matrix in plenary and then a consolidated matrix is constructed by rearranging the cards from all of the group products onto a blank matrix. Some cards may be rewritten to group related ideas.

Arriving at agreements for future action

Using a Matrix to identify next steps

The Matrix that has been consolidated by the plenary by the last day of the workshop is the basis for a medium term action plan that the various stakeholders present can begin to work on. The consolidated matrix is an important document because it contains the ideas, proposals and strategies that the participants feel are critical if future visions can be achieved. A lot of effort has been put into preparing them so they should not be allowed to sit on the shelf – not even for one day.

For this reason, once the matrices have been consolidated the plenary MUST ask itself what will come next. What actions should be taken on tomorrow? The best way of going about identifying next steps is to go to the "HOW" column of the matrix to select those actions that need to be taken FIRST if the rest are to follow.

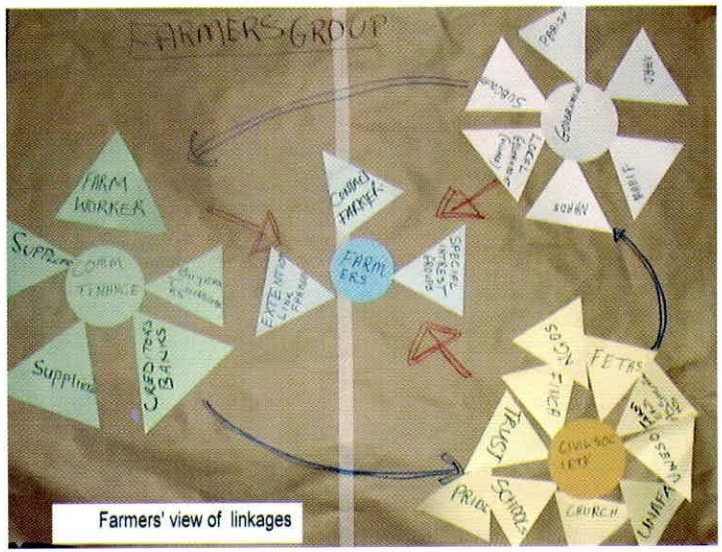
Participants can vote from among the "HOWs" found next to all of the requirements so that the actions to be taken immediately can be easily identified. If there are too many "HOWs" those actions that everyone agrees cannot be taken immediately can be weeded out first. The vote can then take place to prioritise from among a reduced number of actions that can feasibly be taken in the short term. Once the choice has been made, the plenary needs to sort out who will be responsible (i.e., a person, committee or institution) for the actions, and how they will go about carrying them out.

It is important that these agreements are included in the final report. Specific actions, names of the responsible persons and a time frame for follow up should be registered.

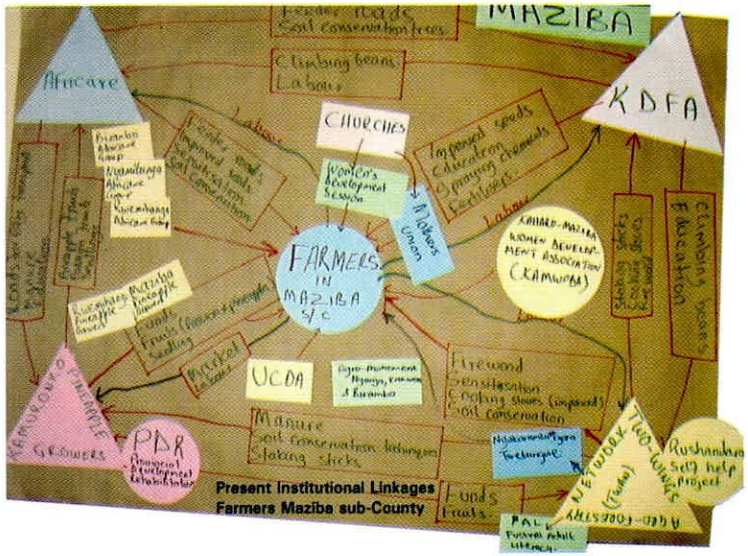
PART IV EXAMPLES OF MULTI-STAKEHOLDER WORKSHOP OUTCOMES

Current Inter-institutional linkages in support of smallholders (Examples)

Farmers' view of current linkages - Mukono



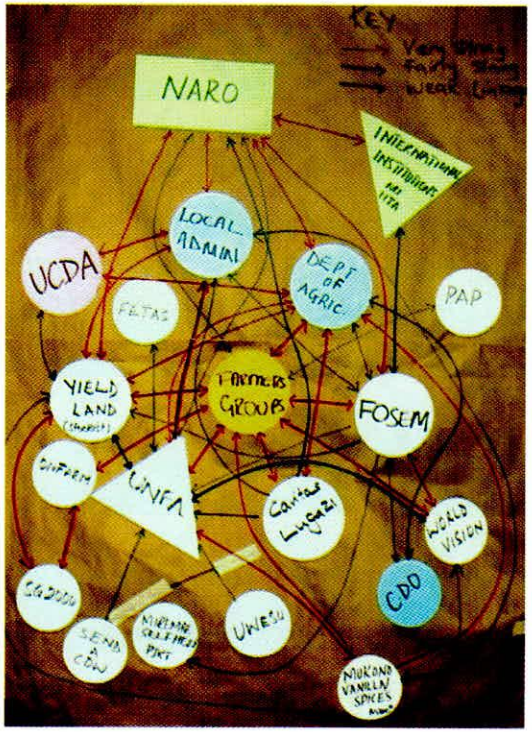
Farmers' view of current linkages - Kabale



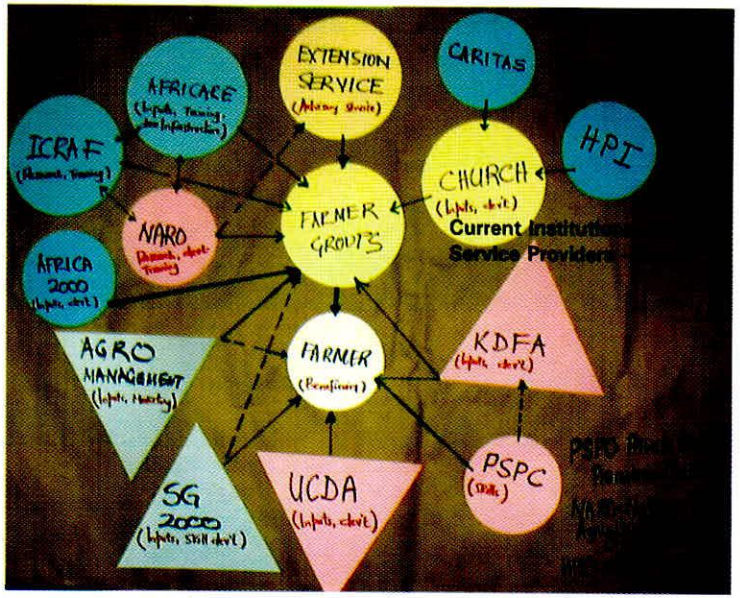
The two graphs depict the relations among institutions that support smallholder farmer efforts from their own perspective. The Mukono farmers organized the different sectors that they are linked to and showed that the Civil Society Organizations were most important for them. Kabale farmers show the organizations that have stimulated farmer group formation putting AFRICARE and the Kabale District Farmers' Association (KDFA) in a prominent position.

Current linkages cont.

Private Sector view of current linkages (Mukono district)



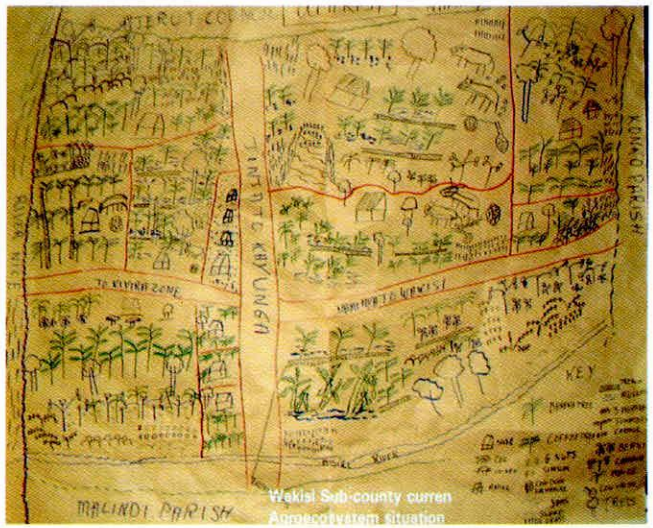
Private Sector view of current linkages (Kabale district)



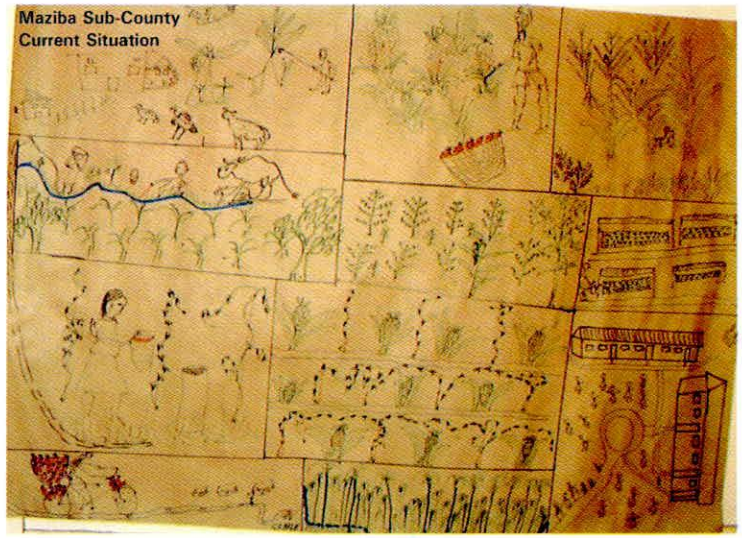
These two graphs were prepared by service providers and demonstrate a perspective quite different from that of the farmers' graphs that we saw on the last page. The number of organizations directing their services to small-holders is larger in Mukono, closer to Kampala, as would be expected. NARO is also more important in Mukono than in Kabale. Kabale service providers under-scored the role of the Churches and the Extension Service.

Current Agroeco Systems management strategies (Examples)

Production Systems Current Situation Mukono



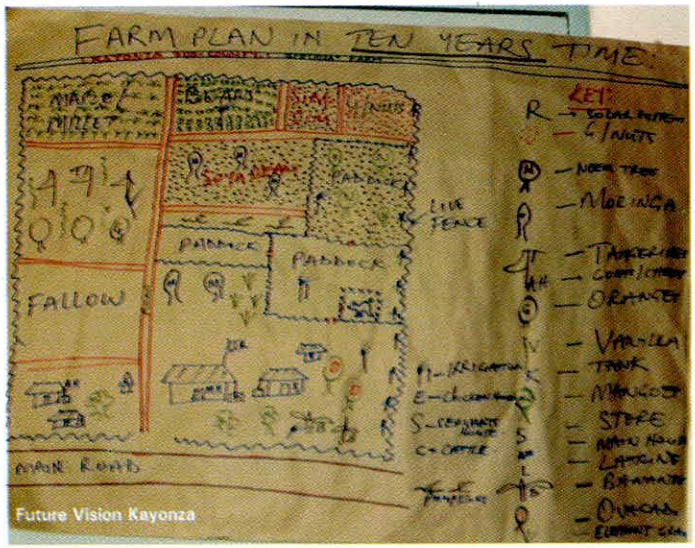
Production SystemCurrent Situation Kabale



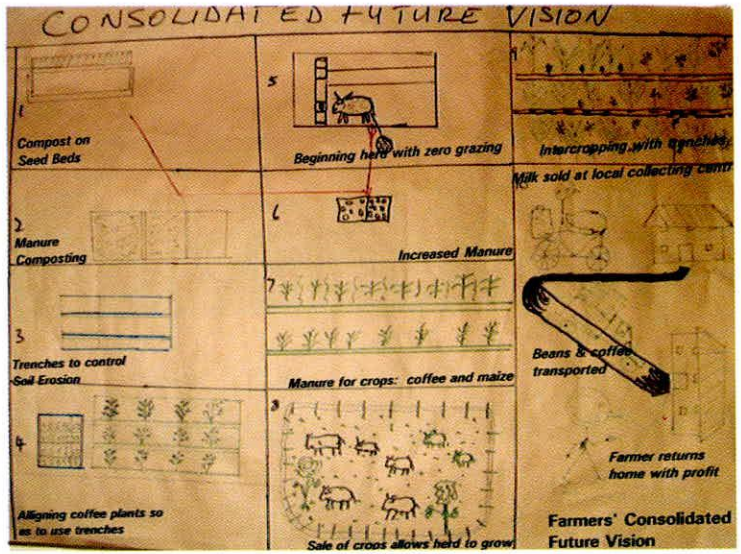
The first thing that is evident when observing the two drawings is that they represent two different agroecosystems. The Mukono drawing represents a system based on banana with livestock on only some farms while the Kabale system includes livestock, passion fruit for market and maize. Farmers in the Mukono group have looked at a number of farmers in the village agroecosystem, while the Kabale farmers designed a kind of typical farm showing the resources available, animals, transport to market, nurseries, labour of men and women used for different crops and a school. These drawings form the basis for visioning a future as we will see in the next set of sketches.

Desired futures for smallholder-managed Production System (Examples)

Future vision for agroecosystem – (Mukono district)



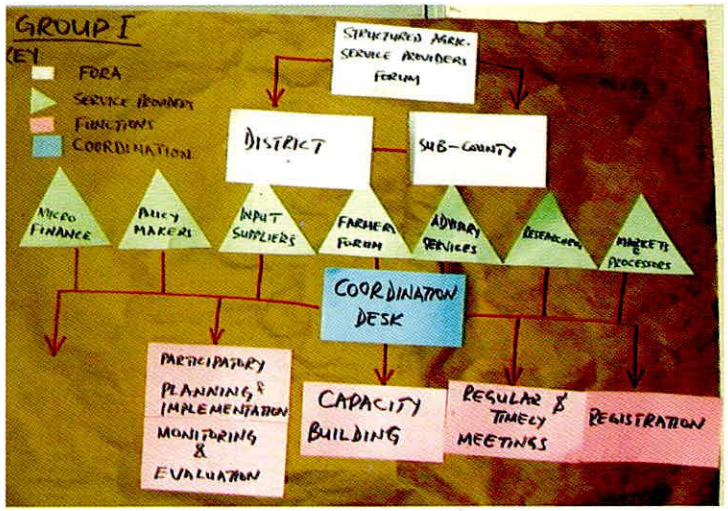
Consolidated vision for agroecosystem - (Kabale district)



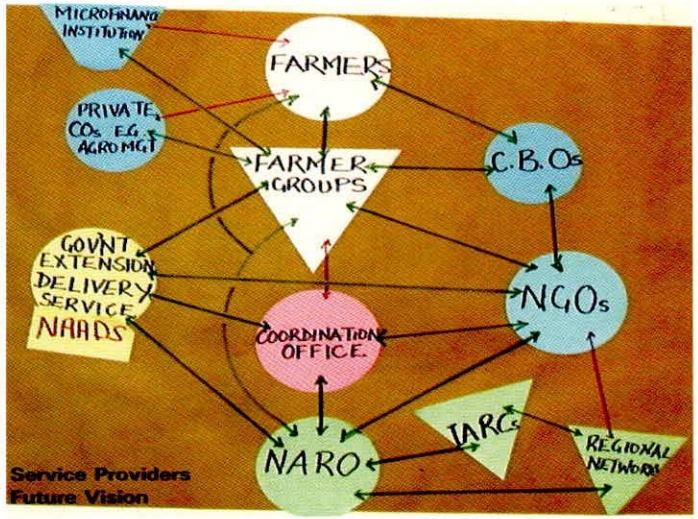
These two sketches show what smallholder farmers from Mukono and Kabale would like to achieve 10 years from now. As can be seen in the matrices below, there is great concern for improved soil management through use of manure, compost and crop rotation systems. The Kabale farmers put emphasis on improving market opportunities that provide them with profit as opposed to cash that are not necessarily the same thing. Increasing livestock is critical as are grazing areas that can support larger herds using intensive management strategies. A careful balance between marketable crops and crops for food security are also evident.

Future visions of useful Inter-institutional linkages (Examples)

Service Providers Future Vision - Mukono



Service Providers Future Vision - Kabale



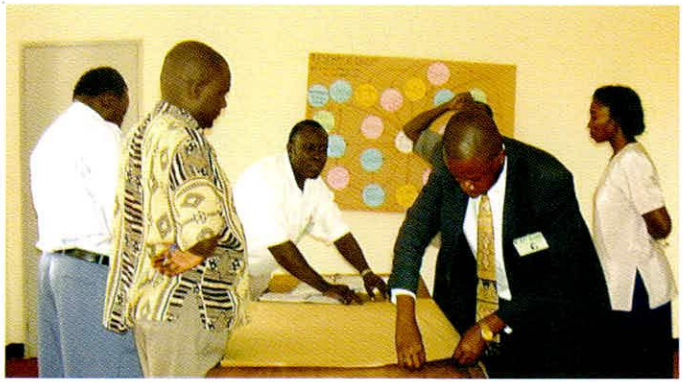
The future vision of service providers for institutions in support of smallholder farmers is quite different in Kabale and Mukono. In Kabale farmer groups are the centre of interaction. Although coordination offices appear in both visions, in Kabale the desk is in support of farmer groups while in Mukono the coordination desk is the centre of the equation. Mukono service providers differentiate among the placement of service provider and farmer fora, functions and needed services. Kabale service providers focused their attention on the kinds of relationships and information flows needed. Although Mukono is a priority district for NAADS, it is Kabale that links this programme directly to the government extension delivery service. NARO has a more prominent place in the Kabale vision

Consolidating visions of desired futures *(Examples)*

The participants worked in sub-plenary sessions to consolidate the future visions. The farmers from Kayonza and Wakisi worked together to come up with a common vision for their future land and farm management strategies. The service providers, researchers, private sector and local government worked together to consolidate their visions for the future of institutional support strategies in support of smallholder agriculture.

Priorities for action: Common Vision of smallholders		**Priorities for Action: Service Providers' Vision**
1. Rain water harvesting ▪ Water reservoir to provide water for irrigation ▪ We loose water and soil because we don't put trenches in our gardens and harvest less ▪ Use of reservoirs to trap rain water for irrigation during dry season ▪ After 10 years farmers will be able to preserve water and stop soil erosion ▪ Kayonza rain water is not well **2. Animals for fertilisers** ▪ Use of manure to provide fertility to our soil thus ensuring best yields ▪ Animals and manure ▪ Livestock - land - crop - cycle ▪ Put livestock on our farms	**3. Good breed and seeds** ▪ Good seeds ▪ High yielding livestock and seeds ▪ Access to fruit tree seedlings **4. Irrigation systems** ▪ Training farmers on basic irrigation ▪ Irrigation ▪ Lack of knowledge ▪ Irrigation system **5. Transport for farmers produce** **6. Technical knowledge** ▪ Seminars ▪ Educate farmers ▪ Sensitisation to create awareness ▪ Kayonza educate farmer	**Fora** ▪ Farmers ▪ Service providers **Co-ordination** ▪ Co-ordination desk ▪ Local Government levels **Participation** ▪ Problem identification ▪ Planning ▪ Implementation ▪ Monitoring ▪ Evaluation **Capacity building** ▪ Farmers/Farmer groups ▪ Intermediary organisations ▪ Local leaders ▪ Policy makers ▪ Researchers

Teamwork to increase learning *(Examples)*

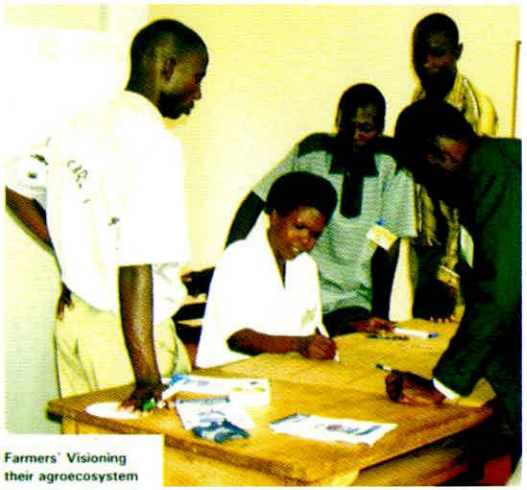




Facilitating



Service Providers Assessing Linkage

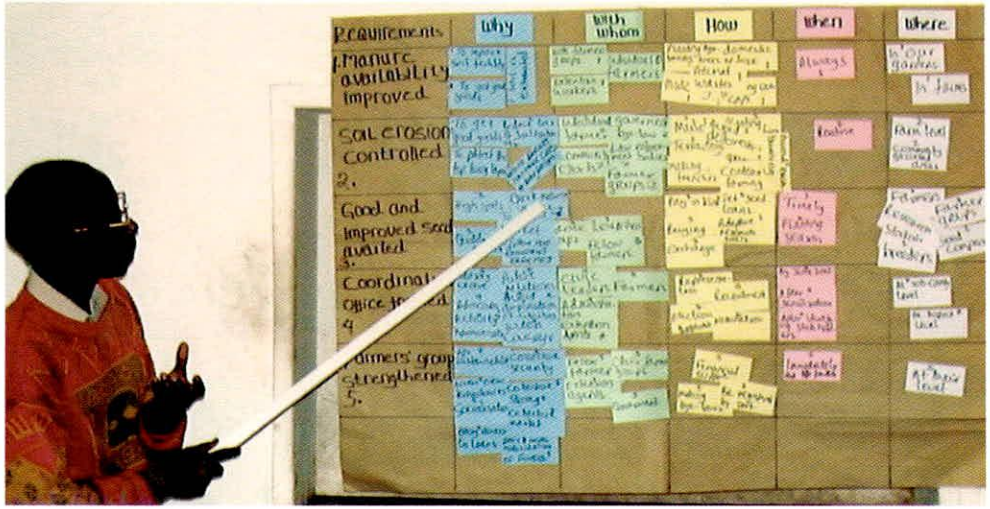


Farmers' Visioning their agroecosystem

Selecting key requirements from future visions (Examples)

Of the priorities identified by each of the two groups, farmers and service providers, the top three priorities of each of them were selected as the basis for developing an integrated crop management action plan.

From farmers' vision	*From service providers' vision*
1. Water Harvesting & erosion control	4. Farmer & Service Provider Fora
2. Animals, manure & crop management	5. Coordination Desk at LG level
3. Good Breeds and seeds	6. Participation in planning, implementing, monitoring and evaluation



The requirements identified previously were inserted into a matrix so that they might form the basis of an action plan. The participants organized themselves into five groups with the representatives of all of the stakeholder groups in each: farmers, private sector, research and local government. Each of the five groups worked out a plan for tackling each of the six elements. Then the five matrices were combined.

Multi-stakeholder action plan for farmer-enhanced Production Systems – Mukono (Example)

Key Requirements	Why?		With Whom?	How?		When?	Where?
Water harvesting and erosion control	Irrigation Soil and water conservation	Domestic use Local leaders	Fellow farmers Contours Extension staff NGO's Researchers	Mulching Water tanks Bush fire control Favourable credit Improving system of intercropping Village by-law	Trenches Continuously Ditches; Dams Tree planting Cover crops Collective Farmer action in fields	Immediately Parish	On farm
Animals, manure and intercropping	Diversification Raise household income Improve nutrition Disease and pest Control/management	Maintain soil fertility Improve soil fertility Food productivity Security Traction	Extension staff Researcher Local leaders NGO's Other farmers	Proper manure use Composting Improving system of intercropping	Crop rotation Training Post harvest handling	Regularly Timely	On-farm Demonstration sites
Good seeds and breeds	For energy Better markets Tolerance to drought, diseases and pests	Transport Higher yields Food security Better quality	Commodity organizations Extension staff Researchers & NGO's	Cross breeding Improving system of intercropping	Multiplication of seeds Post harvest handling	Continuously	On-farm Research centres
Fora: **- Farmers** **- Service Providers**	One common voice Identification of gaps	Avoid duplication of activities	Farmers Farmers & Researchers Local government Harmonization of messages	Training Regular and timely meetings Extension staff Market institutions	Group formation Seminars Workshops	Regularly Timely	Parish Sub-county District level
Coordination Desks	Streamlining activities Transparency	Improved Communication	NGO's Extension agents Researchers Market institutions	Farmers Local leaders NGO's	Local government Forum to select coordination desk	Immediately Continuously	Parish Sub-county District level
Participatory **- Planning** **- Implementing** **- Monitoring and Evaluation**	Sustainability Track progress To achieve objective Improve performance	Farmers ownership Farmers confidence Ensures faster adoption	Researchers Extension agents Market institutions	NGO's Local leaders Farmers	Field visits Workshops Joint activities	Immediately Continuously	Parish Sub-county District level

Multi-stakeholder action plans for farmer-enhanced Production Systems – Kabale (Example)

Requirements for Action Plan	Why	With Whom	How	When	Where
Manure availability Improved	To reduce diseases, to get increase yields	NGOs , with my family, extension	Keeping animals, mulching, using cover crops, planting workers nitrogen fixing trees,	All the time,	In our farms, in our homes
Soil erosion controlled	To maintain soil fertility, to reduce expenditure on fertilizers, to increase crop yields	Agricultural related government departments, NGOs, community leaders,	Digging trenches, contour ploughing, planting trees, avoid bush burning, training farmers, crop and fallow Individual farmers	training farmers All the time,	In our farms, on communal land
Good and improved seeds availed	To get quick maturing varieties, to increase yields, to get more profit, to get disease resistant varieties	Farmers groups, NGOs, Seed stockists, Kachwekano ARDC and local government	Get seed from NGOs, training of farmers, forming farmers groups, getting seed loans, adaptive research trials, exchanging seed	Whenever seed is needed	Farmer groups, ARDCs, seed companies, seed stockist
Coordination office formed	To deliver farmers' messages, to bring together farmers of activities in an area, to co-ordinate NGOs and development, to get advice	Government leaders, extension workers, from NARO, farmers, other farmer groups	Looking for necessary funds, appointing leaders, representatives, calling for meetings sensitised	By June 2002, after identification after people have been trained &	At sub-county level, at district level
Farmers' group strengthened	To work together, for group sustainability and self reliance, to get assistance, to store and sell produce as a group, for easy training and quick community work	Individual farmers, other farmer groups, NGOs	Registration of farmers groups, sensitisation and training, group competitions, working in groups, looking for help, making byelaws	Should be supported and sustained, immediately	From LCI to LCV

Making agreements on how to move forward (Example from Mukono)

After having incorporated the findings from the field visit into the example of the Mukono action plan matrix , the plenary was asked to decide which of the "HOWs" within the matrix would help to ensure the implementation of the action plan that had been agreed upon. Scoring was used to identify priorities:

- Technical training: 30
- Planning and monitoring and evaluation workshops: 23
- Improving systems of intercropping: 21
- Coordination Desk to be initiated: 20
- Group formation for farmer for a: 14
- Favourable credit facilities: 13

It was felt that in order for the above activities to take place it would be necessary to form an interim committee that would be responsible for following up on the action plan and would eventually turn their responsibilities over to the Fora and coordination desks. The interim committee will have nine members including 4 smallholder farmers, 2 local government extensionists, 1 representative selected from NGOs working in the area, 1 private sector representative and 1 representative from the Mukono ARDC.

Annex 1

Learning with Farmers on Farmer-led Field Visits

Field Visit to Kayonza and Wakisi Sub-counties in Kayunga and Mukono Districts (an example)

Field Visit Objectives

- Farmers from Wakisi see management practices used on small holdings in Kayonza and farmers from Kayonza see management practices used in Wakisi
- Service providers (researchers, extensionists, local government and NGOs) get a view of what is done in smallholder farmers' fields
- Workshop participants have an opportunity to exchange views with farmers who are not participating in the workshop.

Field Visit Arrangements

Time of Departure: 8:30 **Place of Departure:** Mukono ARDC

Preparation: Each participant should bring to the field two questions that he/she would like the farmer group to answer. The questions should be related to the discussions and topics of the workshop

1. The participants will be divided into two groups:

Group A

Five participant farmers from Kayonza sub-county plus one half of the Service Providers will visit the farms of two workshop participants who are smallholders in Wakisi sub-county. The remaining two farmers from Kayonza will accompany group B.

Group B

Five farmers from Wakisi sub-county plus one half of the Service Providers will visit the farms of two workshop participants who are smallholders in Kayonza sub-county. The remaining two farmers from Wakisi will accompany group

2. The participants will visit two smallholder farmers in each sub-county.

3. At the farm, the smallholder farmer will show to participants, the crop, land, water and pest management practices he/she is using.

4. On the same farm, or in a convenient place nearby, participants will be able to talk to a group of invited smallholder farmers and exchange views. Each participant will have an opportunity to ask farmers the questions they have prepared.

LUNCH ARRANGEMENT: **Packed lunch will be provided to participants on the trip.**

Visit to a farmers' field in Wakisi sub-county



Visit to farmers' fields in Kayonza sub-county



Annex II

Equipment and materials for learning workshops

Materials (Nkrumah)	
1 Two hole punch (if not available) 1 pair of scissors (if not available) 1 long ruler (if not available) 1 stapler and staples (if not available) 1 box of computer floppy diskettes 3 voice recording tapes (90 min) 4 dozen black markers (size G-12) 1 dozen markers–various colours (4 blue, 4 red, 4 green) 3 multi-colour sets of thin markers or felt pens 6 booklets of Flip Chart paper (30x40 in.) 6 large glue sticks or 1 large pot of glue for paper	50 Large sheets of Kraft paper 12 rolls masking tape 45 two-holed plastic folders OR covers and plastic rings for spiral bindings 1 (new) cartridge of printer ink for laser printer OR 2 cartridges for ink jet printer 2 reams of printer paper (for printing final report) 50 plastic name tag holders 45 lined exercise books (50 page) 50 ball point pens 2 rolls of film 36 shots

Equipment	**Cards cut from sheets of poster paper**					
Digital Camera Voice (tape) recorder 5 large tables with 8 chairs each (for small group working sessions) 45 chairs for plenary – auditorium 5 flip chart stands 1 computer 1 laser or inkjet printer	Colour Oblong** 12x24	Oblong** 6x12	Circle* 15 cm	Circle* 11 cm	Triangle** 20x20x20	Triangle** 15x15x15
	White 100	100	50	50	50	50
	Green 100	100	50	50	50	50
	Yellow 100	100	50	50	50	50
	Pink 100	100	50	50	50	50
	Blue 100	100	50	50	50	50

**measurements in centimetre; *diameter

Annex III

An Example of a Learning Workshop Programme (Mukono ARDC)

Time	Activities Day 1	Min	Materials	Learning objectives
8.30	Registration (researchers and service providers)	30	Name tags and labels, numbers	Stimulate interaction among farmers and service providers and among different types of service providers
9:00	General Welcome **PLENARY** Introduction of participants & team	10	**Day program** on flip chart	Welcome Participants & present the day's program Get to know each other and the facilitation team
	Participants' Expectations and Fears	45	Green & blue	Learn what participants wish to achieve with wks.
		30	Cards -20ea	Learn how to use cards (rules on flip chart)
10:30	OPENING SESSION **PLENARY** Remarks LC5 Mukono Remarks LC5 Kayunga Opening by President UNFA	10 10 10	**INSURE RESPECT FOR TIME**	
11:00			**Tea Break**	
11:30	Workshop Objectives and major themes Agree on rules for the workshop **PLENARY**	15 15	Prepared flip chart Flip chart	Understand the purpose and process of workshop; appreciate what a learning process is about and agree on rules (language, attendance, group reporter & chair-person, circle team, welfare person, timekeeper)
12:00	Representation of current land and farm management practices by farming system	45	Paper, pens	Agro ecological management maps focusing on ICM practices (Kayonza and Wakisi) GENDERED VIEW
	Current institutional interactions in support of smallholder agricultures	45	Paper, pens, cards	Institutional network mapping (Research, Private sector, Local Government)
13:30			**Lunch Break**	
14:30	Farmer group presentations (2 groups) Identification of critical aspects **PLENARY**	10 ea.	1 cards per participant	Share group work in PLENARY Identify key ICM aspects the graphs depict
	Service Provider presentations (3 groups) Identification of critical aspects **PLENARY**	10	1 cards per participant	Share group work in PLENARY Identify key aspects of institutional linkages
16:00			**Tea Break**	
16:30	Farmer review Board discusses inter-institutional linkages **PLENARY**	90	Panel discussion	Present situation of Interinstitutional linkages is enriched with Farmer's view and consolidated

Time	Activities Day 2	Min.	Materials	Learning objectives
8:30	Recap on Objectives of Workshop Consolidated Institutional Vision Instructions for future visions **PLENARY**	15 10	Prepared flip chart Product of Panel	Bring all participants on board for new day Agree on current inter-institutional linkages Assure that all know what a future vision is
9.00	Farmers' future vision (Group Work) Service providers vision of Interinstitutional collaboration (Group Work)	60 60	Paper, felt pens masking tape Paper, pens, masking tape, cards	Learn where farmers want to be with ICM 10 years from now GENDERED Assess institutional capacity and experience to support smallholder farmers
10:30	**Tea Break**			
11:00 12:00	Presentation of Group work (all 5 groups) **PLENARY** Identify common & divergent elements from 2 systems/prioritise 6 (farmer sub-plenary) Consolidate a service provider vision &30 identify 6 key elements (SP sub-plenary)	10 ea. 30	Depictions of future visions of groups Farmers' ICM visions Institutional linkages vision	Share visions among interest groups and with others of same interest group Agree among interest group members on elements of a common vision GENDERED Agree among interest group members on the elements of a common vision
13:00	**Lunch Break**			
14.00 14:45	Presentations of two lists and selection of **3** KEY ELEMENTS from each **PLENARY** Develop action plan by working out the: why, with whom, how, when and where for each of critical elements	20 60	Vote on cards (4per person; 1 colour = ICM; 1 = institutions Matrices prepared with key elements 5 colours of cards	Select 6 priority elements from future visions to kick off the planning process. Vote FIRST on 3 from farmers, SECOND choose 3 from service providers' lists Work out how to achieve together the "future vision", including tasks, partnerships, timing. (service provider groups and farmer groups)
16:00	**Tea Break**			
1630	Presentation & consolidation of proposed action plans in plenary (3 inter-institutional linkages, 2 ICM practices) **PLENARY**	30 50	Matrices prepared by groups Blank Matrix for consolidation	Exchange views on how to implement actions to insure that key elements become reality Agree on basic elements of ICM Project work plan (CHOOSE 2 FOR REVIEW FRI. AM)
17:50	Introduction to field trip, organization of field trip groups **PLENARY**	25	Pass out Photo-copied instructions	Organize participants so that they may see on farm what farmers have been talking about

Time	Activities Day 3	Min.	Materials	Learning objectives
8:30	Review of what has been learned Tues/Wed.	30	**Prepared flip charts**	Re-engage participants after field trip
9:00	**PLENARY** Review of field day objectives and identification of major findings	30	Graphs from Wed. Cards: 2 per participant (1 colour = farmers;	Recognize elements of ICM plan agreed upon Identification of what was learned during field visit (two items per participant). Cards to be arranged on two sheets – one for farmers, one for service providers
9:30	**PLENARY** Group work in sub-plenary to insure that all field day findings are included in Work Plan Matrix	45 45	1 = service providers Vision, action plan, sheet of findings Vision, action plan, sheet of findings	– REALITY CHECK Incorporate field day findings into ICM vision & common action plan Incorporate field day findings into institutional linkages vision & common action plan
10:15	Presentation of Group Findings **PLENARY**	30	Adjusted visions & action plans	Insure that the two visions & common action plan coincide with field reality GENDERED
10:45				**Tea Break**
11:15	Prioritise the most important actions to be taken after workshop from adjusted matrices	15	Cards: 2 per participant – one colour = farmers,	Select from action plan matrix the most critical (3-5) actions (HOW column) that must be taken to insure that a process is started to implement plan to reach
11:30	**PLENARY** Agreements on how actions should be taken **PLENARY**	30	1 = service providers Discussion	future visions Develop mechanisms that insure that critical actions can be taken to move forward today!!
12:00	Review of expectations **PLENARY**	20	Expectation sheets 1= achieved	Each participant moves his/her card (from Tuesday) to the "achieved" or "to be achieved sheet. Evaluation of "meeting expectations"
12:30	Workshop Evaluation		2= to be achieved 20 Cards of 2 colours	Participants indicate AT LEAST 1 thing they liked about the workshop
	PLENARY		2 per participant	and 1 thing they think could be improved
13:30				**Lunch Break**
14:00	Remarks World Bank **PLENARY** Closing ARDC/NARO Presentation of Certificates/Reports	10 10 20	Certificates Workshop reports	Closing: Remarks, formal closing, Certificates, Workshop proceedings

Annex IV

An Exercise for Team Building: The Big, Strong House

Purpose

1. To develop cooperation and teamwork among participants.
2. To enable participants to experience setting criteria and indicators in a common project or activity.

Materials

- 100 pieces drinking straws per group
- 1 box dressmaker's pins or 100 pins per group

Procedure

1. Divide participants into 3 - 4 groups preferably those of diverse background together.
2. Ask the groups to construct a big, beautiful, strong house using the straws and pins.
3. Observe what they are doing. Give them 10-15 minutes to do it.
4. After 10-15 minutes, ask them to stop. Ask them to display their houses together (maybe at the center of the room).
5. Process the lesson learned from the game by doing the following using the brainstorming method:
   - Start with criteria **BIG**, ask the participants why they say a house is big, is it tall or wide? What are their indicators?
   - Write their ideas on the board or a large piece of Manila paper, big enough for participants to read.
   - Exhaust all their ideas until they think the indicators are enough.
   - Continue with the criteria **BEAUTIFUL** and follow the same procedures a, b and c.
   - Next, proceed with the criteria **STRONG** and elicit indicators until the participants feel enough are listed.
   - Review the criteria and indicators written on the board and ask participants if they are satisfied with the output.
   - A participant may then summarize the lessons learned on criteria and indicators and relating the experience to their own project.

6. Pick out the best house. The judge(s) may use an electric fan to blow down the houses or simply vote on the best house using the composite criteria: big, beautiful and strong.

7. Proceed with the group analysis of collaborative work.
   - How did the group members agree on what to do?
   - Was there a leader in the group?
   - Who were working together?
   - What activities were jointly done?
   - How long does it take to finish a joint activity?
   - Who was doing what part/s of the house?
   - Did they use all their resources?
   - Were they satisfied with their output? Why or why not?
   - What were the participant's reactions toward the activity?
   - What lessons were learned?

8. Link the outputs and the participant's analysis together. Relate the game with collaborative monitoring.

9. Summarize by adding your own observations

Annex V

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