Reaching the poor?

About mindsets, partnerships and methodological pluralism

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Outline

1. Changing mindsets (people)
2. Pro-poor learning environment (projects & donors)
3. Partnerships
4. Methodological pluralism
1. Changing mindsets

- R&D actors’ attitude of superiority

- Institutionalize local innovations
  - NARES
  - CGIAR Medium Term Plans
  - Recognize value of local innovations from identification to scaling-up (e.g. radio DCFRN)
Local knowledge as basis for farmer-to-farmer extension

- Farmer expert workshops
- Manual for university students & extension staff
1. Changing mindsets

- Use peer pressure
  - *Oecophylla* > JEE > media > CIRAD/IITA > AFFI

![Graph showing % fruit fly damage vs. weaver ant abundance level.](image-url)
2. Pro-poor learning environment

- Steps of Project Cycle Management
  - Problem identification
  - Array of options
  - One option chosen
  - Benchmark for monitoring
  - Implementation
  - Assessment and Evaluation
  - Learning and change
  - Cycle continues
2. Pro-poor learning environment

- Weaknesses of Project Cycle Management
  - Problem identification – vested interests
  - Selection of option – vested interests
  - Learning and change opportunities are fixed
  - Lack of platforms for poor to create voice
2. Pro-poor learning environment

- Some ways forward
  - Align donors’ priorities and philosophies
  - Establish flexible project management systems
  - Be responsive to arising opportunities (PETRRA)
  - Create negotiation mechanisms with poor
  - Develop pro-poor learning tools & uptake pathways
  - Learn from the positive
2. Pro-poor learning environment

- Learn from the Positive

Indicators of Poverty Reduction and Social Inclusion

Positive Deviants

Frequency
2. Pro-poor learning environment

Past effective practitioners

1. Creative within a flexible poverty reduction and socially inclusive framework
2. Continuously learning from positive experiences, both from internal and external situations
3. Strategic thinking & searching out opportunities
4. Operated effectively in existing political & cultural contexts
5. Formed formal and informal coalitions/alliances
3. Partnerships

- Multiple service providers engage in pro-poor R&D
- Grassroots organizations mediate between public sector, private sector and farmers
- Organizations focus on social issues while lacking agricultural expertise, or on agric. development while lacking social inclusion mechanisms
- Thematic experience-sharing and capacity-building workshops are needed to build shared values and institutional learning
4. Methodological pluralism

- Participatory learning and FFS on small-scale
- Complement with mass media
- Reduce transaction costs
- Going Public
- Mobile Plant Clinics
- One-stop shops
Farmers’ knowledge is limited by invisibility of:

- insect life cycles
- pathogens
- soil nutrients
- groundwater flow
- landscape ecology
- global market forces

Participatory learning
Participatory learning
Participatory learning
4. Methodological pluralism
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- **Uptake pathways for seed health videos**

<table>
<thead>
<tr>
<th>Who indicated</th>
<th>Who will show</th>
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<tbody>
<tr>
<td>Village girls</td>
<td>Secondary boys and girls schools</td>
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<tr>
<td>Male &amp; female farmers</td>
<td>Dept. of Agric. Extension (DAE)</td>
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<td>Women farmers</td>
<td>NGOs</td>
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<td>Male farmers and boys</td>
<td>Cooperative societies &amp; youth clubs</td>
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<td>Women &amp; men farmers</td>
<td>Mati-O-Manush (BTV)</td>
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<td>Male farmers</td>
<td>Tea stall in village markets</td>
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<td>Village boys &amp; girls</td>
<td>Local cable operators</td>
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<tr>
<td>Village boys &amp; girls</td>
<td>Village CD shop</td>
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<td>Male &amp; female farmers</td>
<td>Local leaders</td>
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<tr>
<td>Women farmers</td>
<td>Women farmer groups</td>
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</table>
4. Methodological pluralism

- Scaling up sustainable technologies with video

![Bar chart showing percentage before and after video, with Additives at 67% before and 9% after, and Container off the floor at 62% before and 99% after.]
Now in more than 10 countries…
Conclusion

To reach the millions of poor farmers more professionalism is needed in working with people, projects, partnerships & uptake pathways

Institutional innovations are as or more important than technological ones
References


Thank you