

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

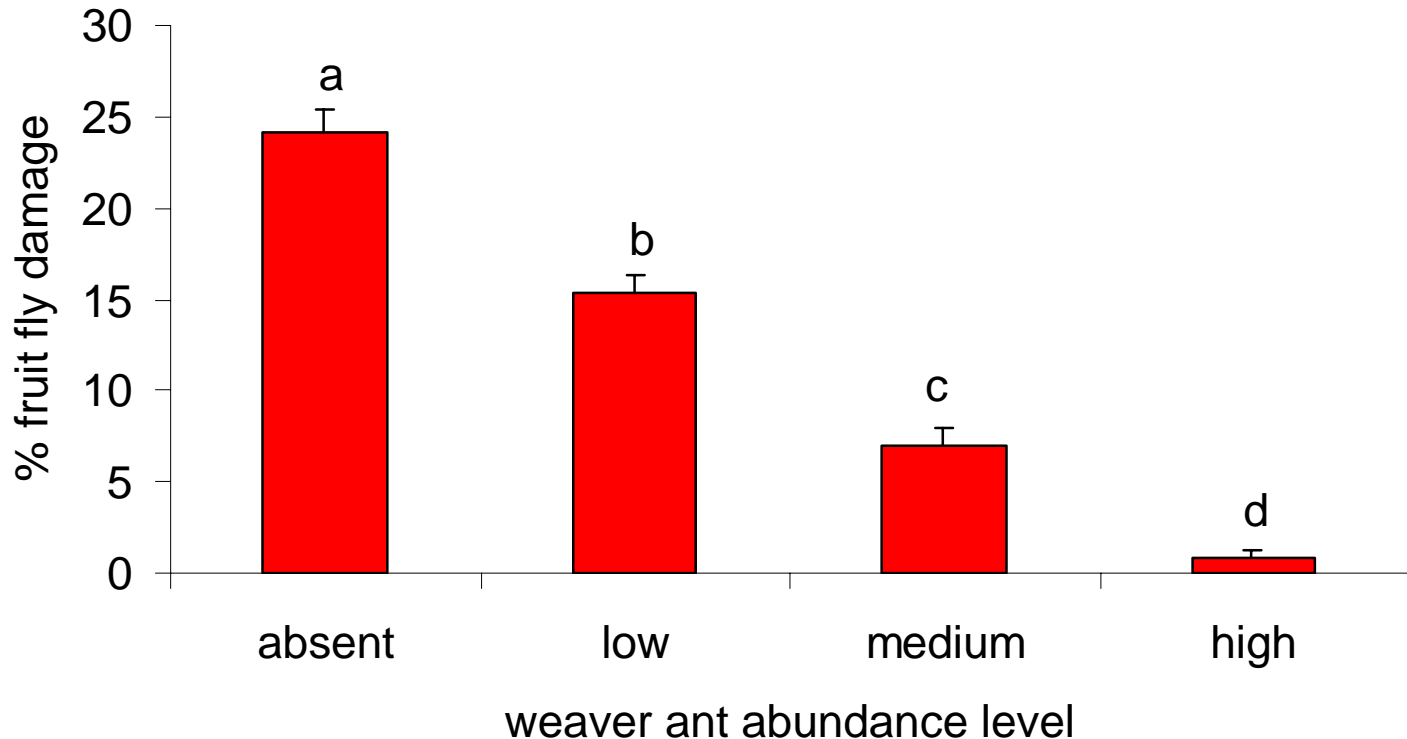
Ants as Friends

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1. Changing mindsets

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



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

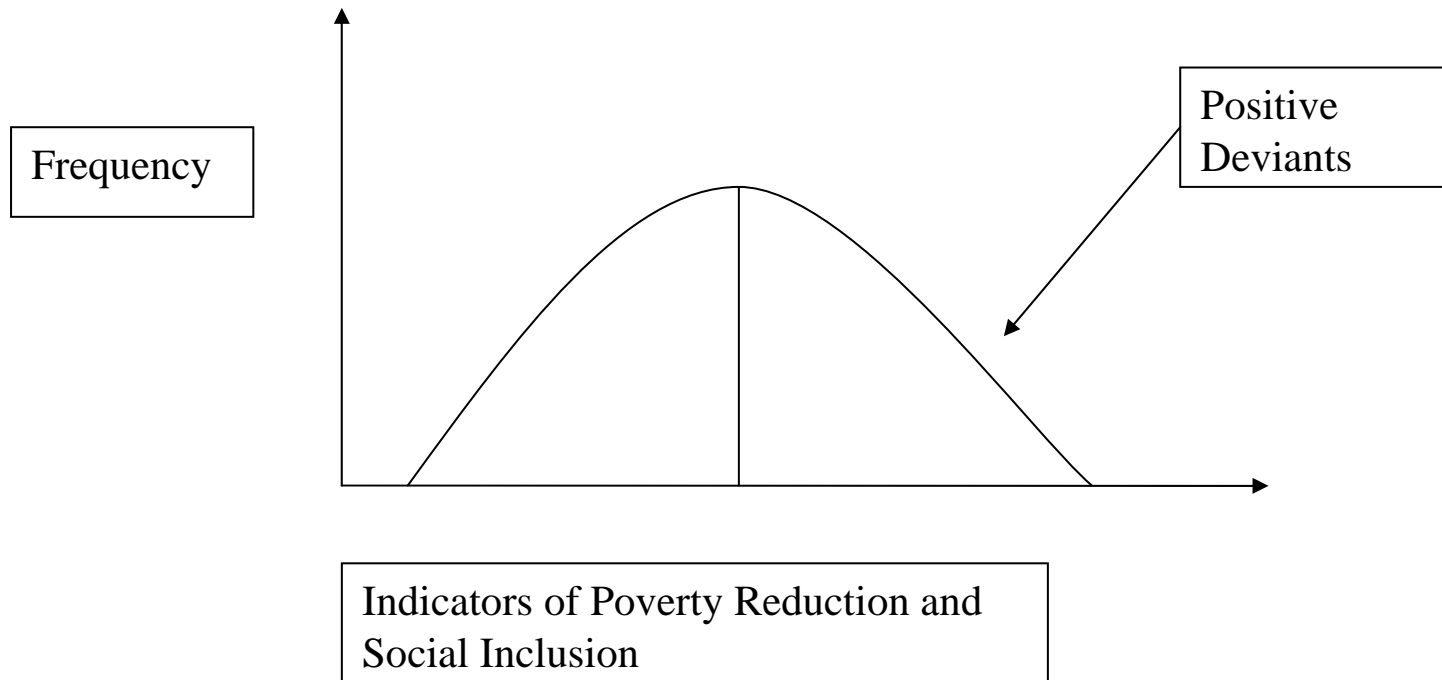
- Weaknesses of Project Cycle Management
 - Problem identification – vested interests
 - Selection of option – vested interests
 - Learning and change opportunities are fixed
 - Lack of platforms for poor to create voice

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



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

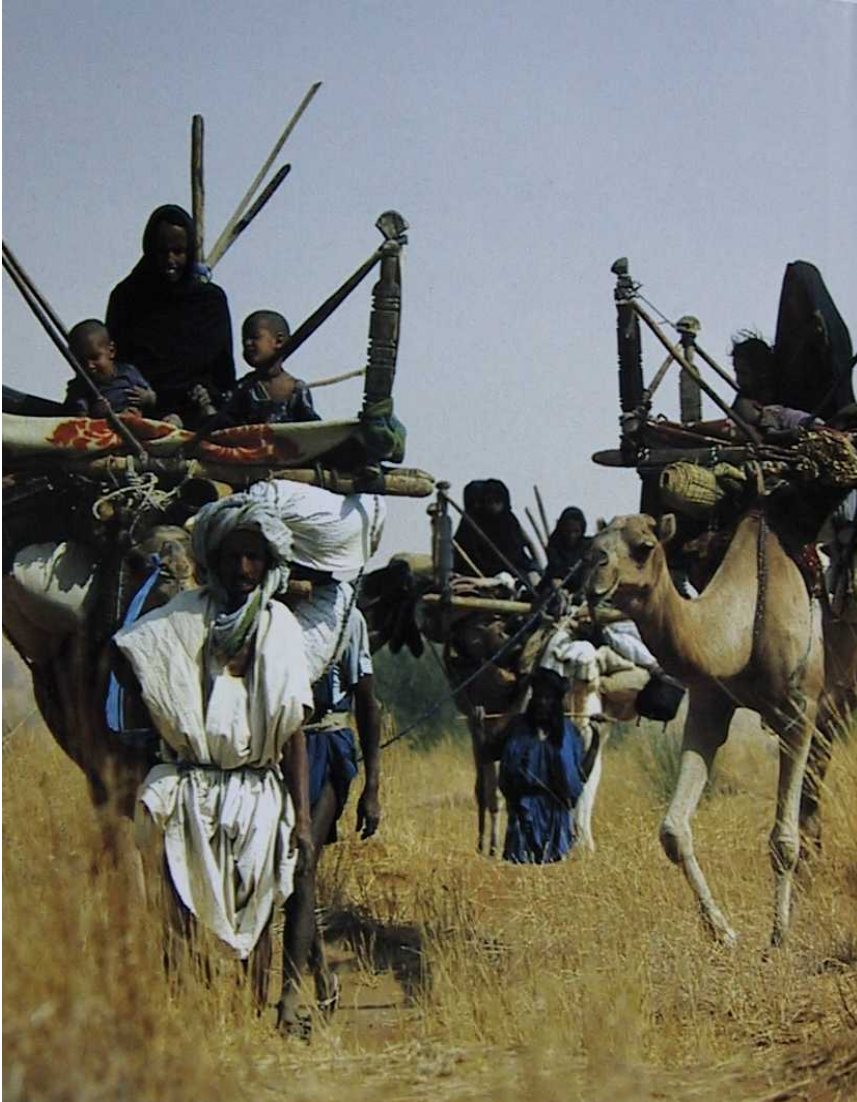
3. Partnerships

- 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

Participatory learning



Farmers' knowledge is limited by invisibility of:

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

Participatory learning



Participatory learning

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ENFERMA



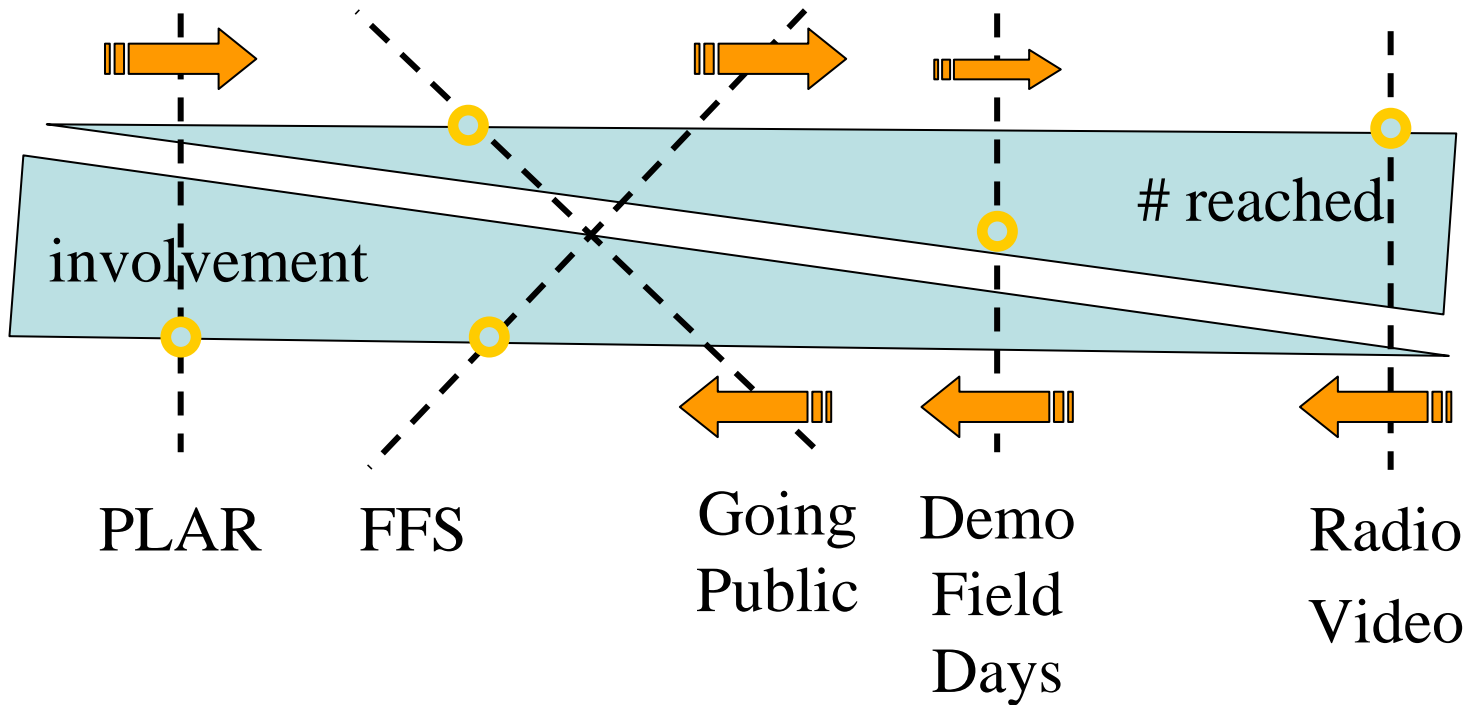
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4. Methodological pluralism



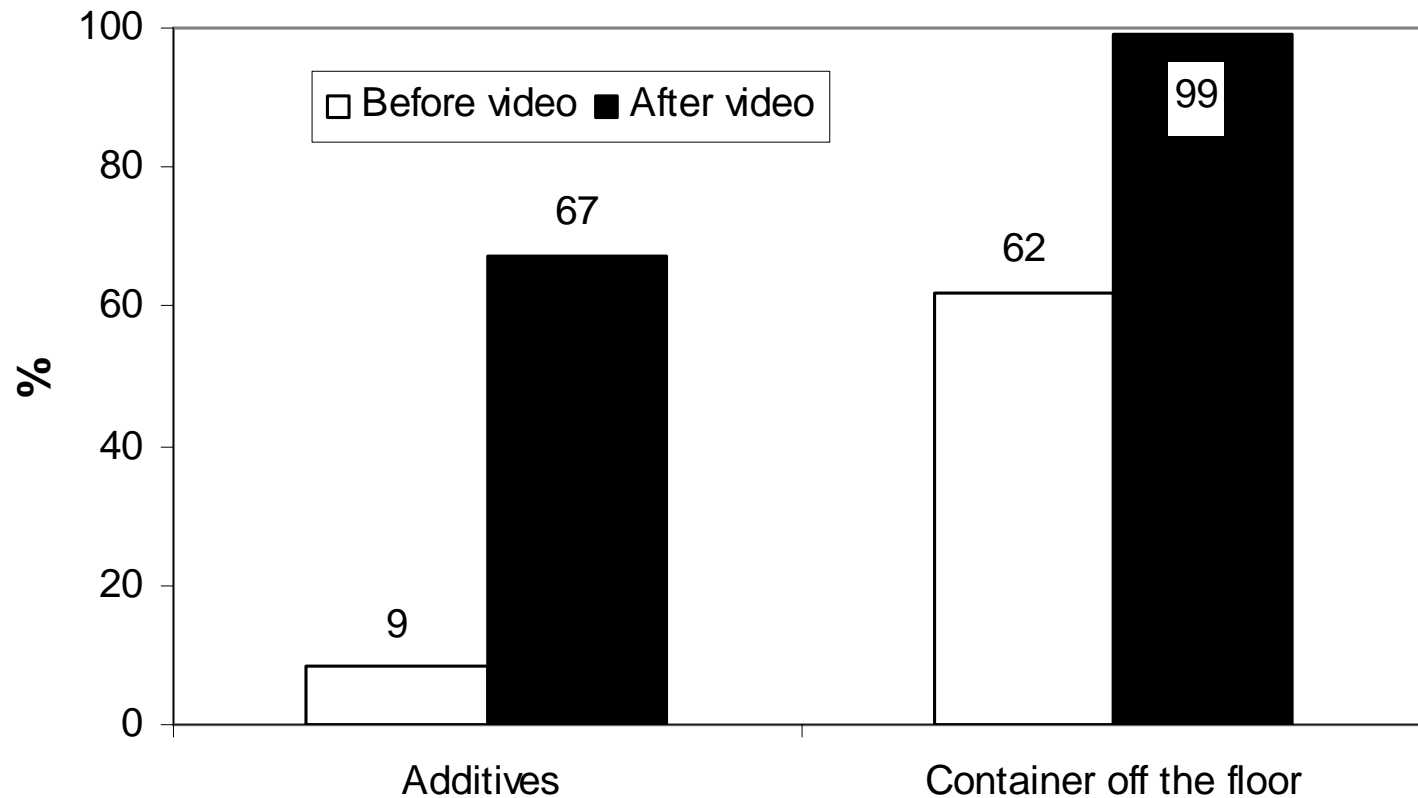
4. Methodological pluralism

■ Uptake pathways for seed health videos

Who indicated	Who will show?
Village girls	Secondary boys and girls schools
Male & female farmers	Dept. of Agric. Extension (DAE)
Women farmers	NGOs
Male farmers and boys	Cooperative societies & youth clubs
Women & men farmers	Mati-O-Manush (BTV)
Male farmers	Tea stall in village markets
Village boys & girls	Local cable operators
Village boys & girls	Village CD shop
Male & female farmers	Local leaders
Women farmers	Women farmer groups

4. Methodological pluralism

- Scaling up sustainable technologies with video



Mobile Plant Clinics



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

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Thank you