



LEARNING ON OUTCOME AND IMPACT OF PROLINNOVA

10 YEARS' STOCKTAKING

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KIT

PROLINNOVA
PRoMoting Local INNOVation
in ecologically-oriented agriculture and natural resource management

The PROLINNOVA agenda

Farmer Innovation



Participatory Innovation Development



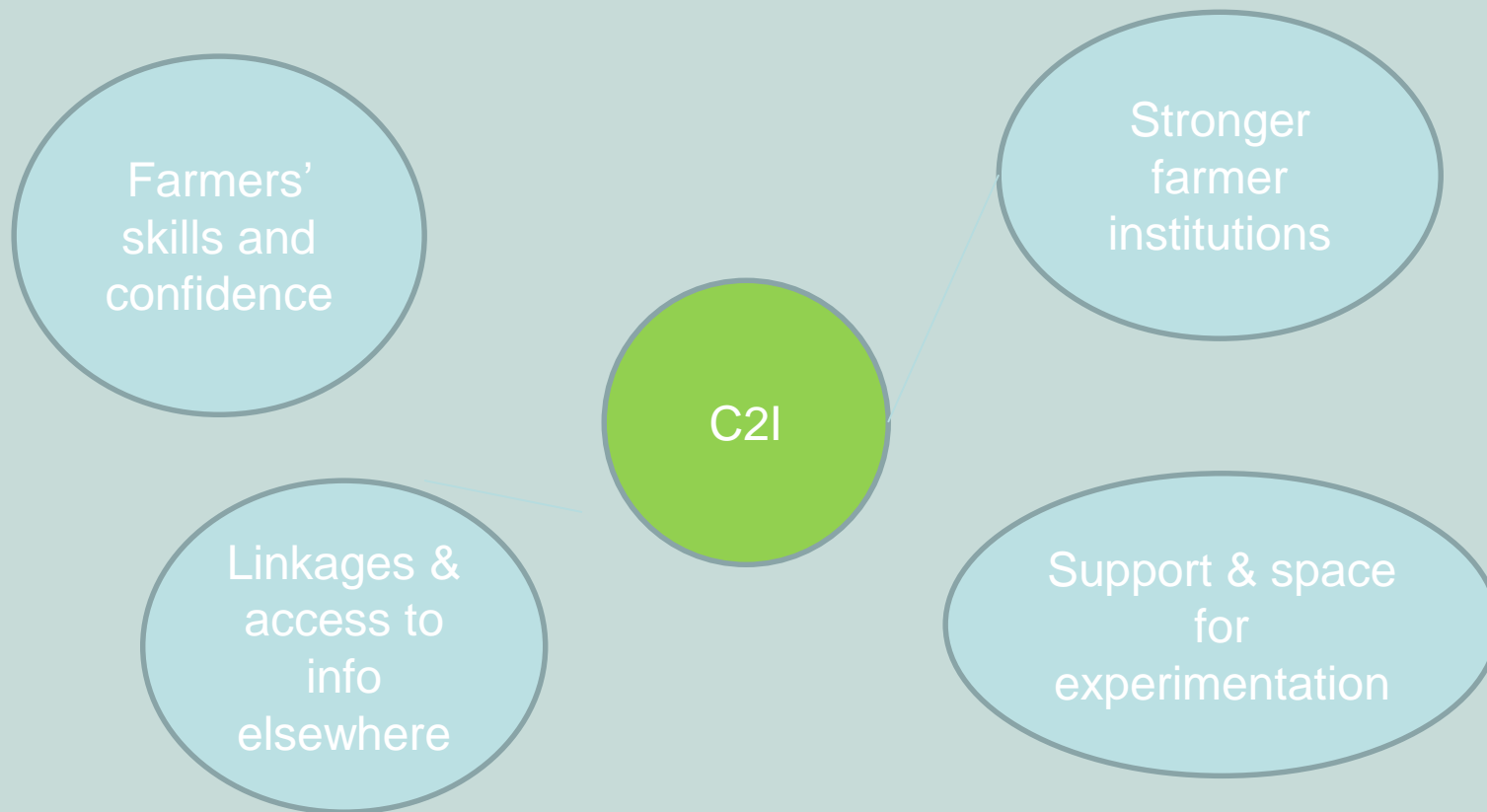
Institutionalising PID



Learning & sharing



Longer term AR4D building local **resilience** & capacity to innovate (C2I)



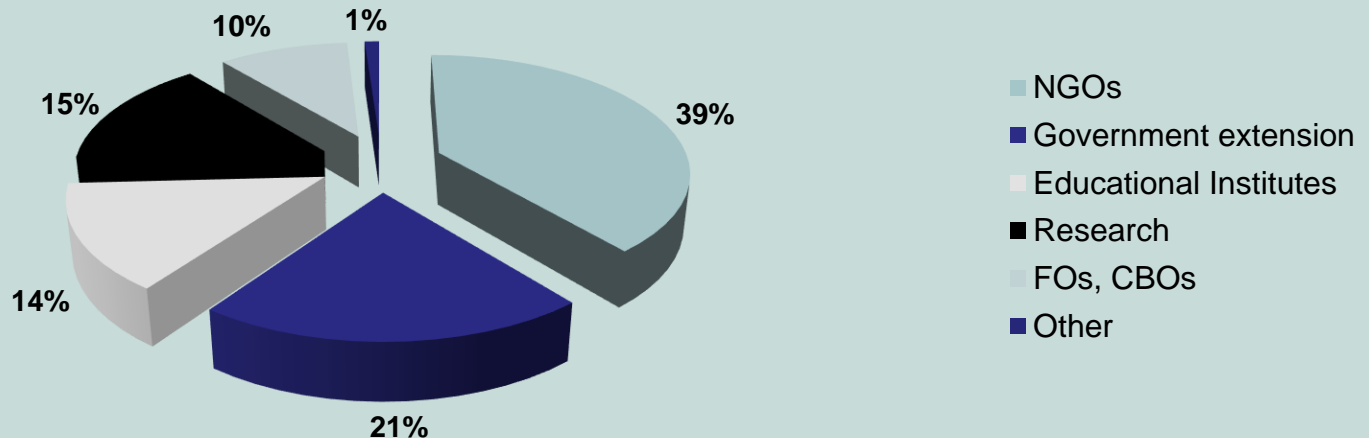
Assessing impact: strengthened capacity to innovate?

PROLINNOVA the partnership

Initiated 2000 (GFAR Dresden), launched 2004

Grew from 3 to 21 country sub-networks (CPs)

PROLINNOVA partnership composition 2010

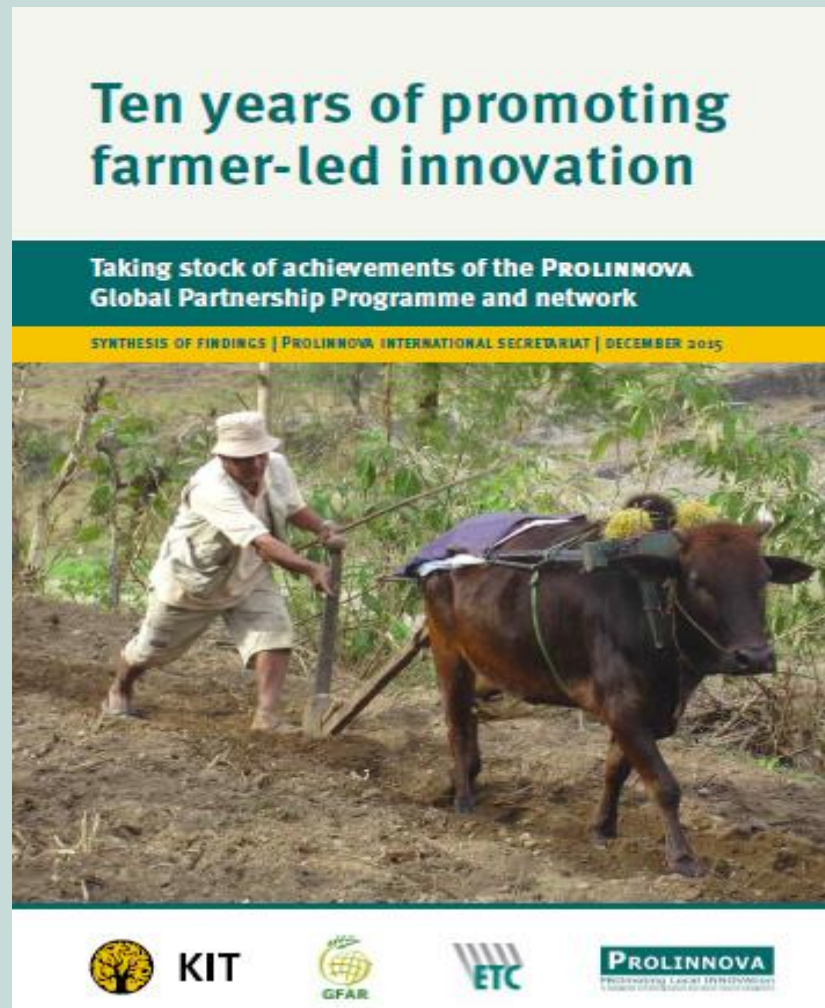


What PROLINNOVA does

Diverse set of activities depending on local context;

- ***Creating the evidence***: studies of local innovation efforts, participatory innovation development (PID) on the ground, methodology development; ***documenting this***
- ***Sharing the evidence***: publications, media
- Establishing ***multi-stakeholder platforms*** for planning and learning: working group meetings, SCs, workshops
- ***Capacity building***, training and working with universities and colleges to include PID in teaching and research
- ***Policy dialogue and mainstreaming*** PID at local, district, national and international level

The stocktaking 2004 – 2013



Learning on outcome and impact

- *Regular, built into the programme design*
- **Mixed methods**
- **Measuring – learning**
- **Internal – external**

Approaches and methods

- **Jointly developed M&E framework**
- **Annual sharing, analysis and documentation:
IPW**



- **Annual e-evaluations (email-based)**

Annual e-evaluation

Example governance assessment

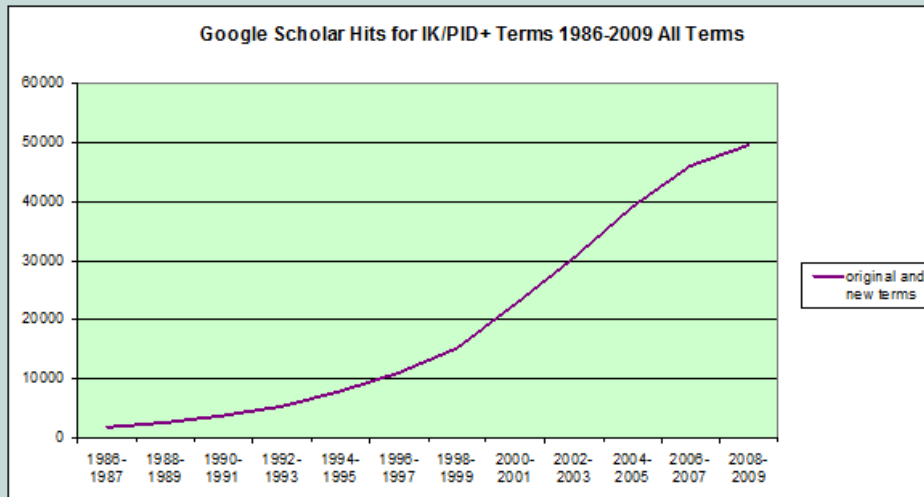
Assessment key components	Rating scale				
	1	2	3	4	5
1. Functioning of Prolinnova Oversight Group					
2. (Opportunity for) influencing decision making in the network					
3. Efficiency and transparency of management and control of funds					
4. Joint strategy development and planning, M&E					

Synthesis findings

	2007	2008	2009	2010	2012	2013
Governance / POG	Pos.	3.42	4.00	3.72	3.60	3.35
Sharing & learning internationally	Pos.	3.18	3.80	3.44	2.75	2.66
Functioning of IST / International Secretariat	Pos.	3.71	3.90	3.88	3.28	3.05
Overall	Pos.	3.44	3.90	3.68	3.21	3.02

Approaches and methods

- **Web-search international mainstreaming**



- **External evaluations**
- **Externally supported internal reviews**
- ***Institutionalisation assessment tool***

PID institutionalisation assessment: framework

	Mission/ mandate	Structure	Human resources
Administrative- Technical: operations	Planning and implementing action plans, monitoring and evaluation, budgeting	Tasks and responsibilities; levels positions and tasks; procedures and instructions; information and coordination systems	Expertise: quantity and quality of staff; recruitment and job descriptions; staff facilities; training and coaching
Political: the power game	Influence from inside and outside in developing policies and strategies; role of management	Decision-making; formal and informal mechanisms; supervision and control; conflict management	Room for manoeuvre: space for innovation; rewards and incentives; career possibilities, working styles
Sociocultural: identity and behaviour	Organisational culture: symbols, traditions, norms and values underlying organisational and staff behaviour; social and ethical standards	Cooperation and learning: norms and values underlying arrangements for teamwork, mutual support, networking, reflection, learning from experience etc	Attitudes: dedication to the organisation, commitment to work, objectives and to partners/clients; stereotyping: willingness to change

Source: Lizares-Bodegon et al 2002

The tool: Answering 17 institutionalisation questions

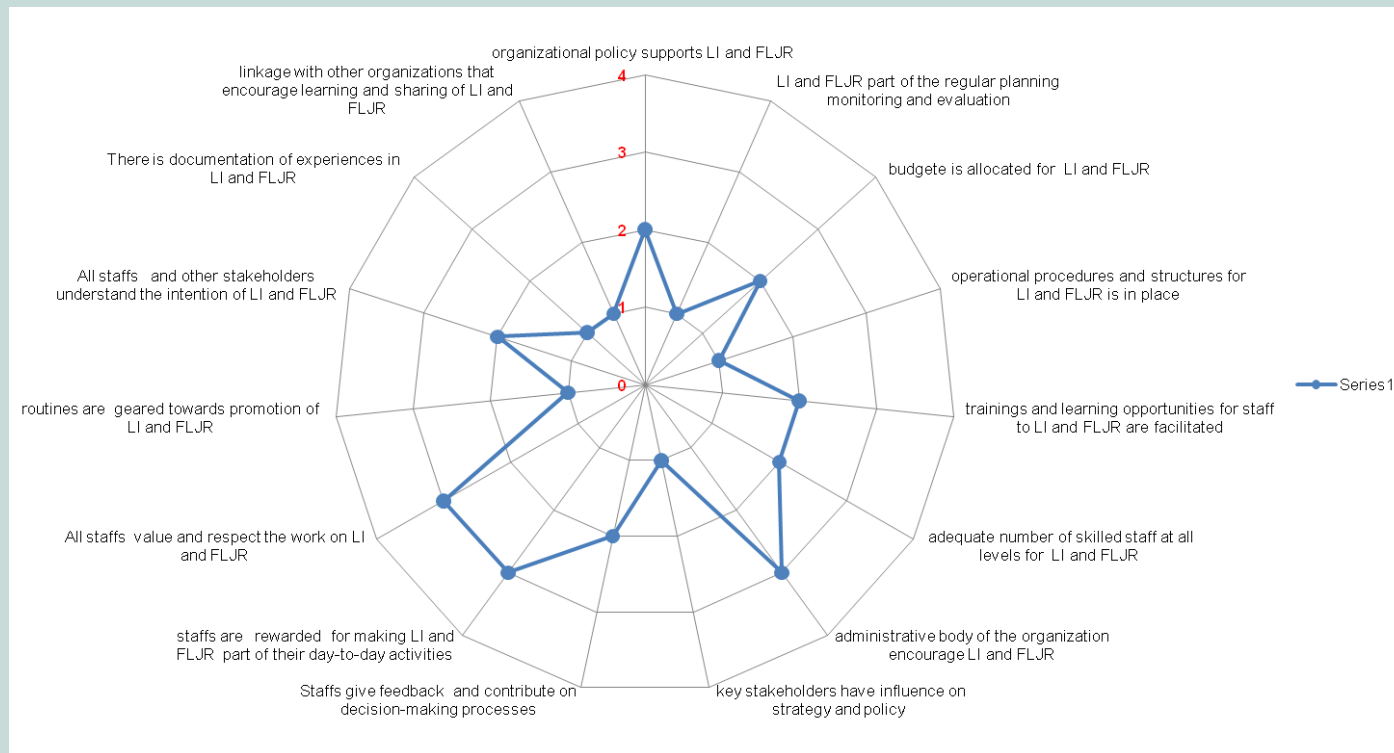
Assessment questions: examples	Level of inst'n score 1 – 4	Analysis; Why or why not; examples
Institutionalisation in <i>the structures and administration</i> of the organisation		
• <i>To what extent is LI/PID approach included in regular planning?</i>	1	
• <i>To what extent does the organisation have skilled staff capable of facilitating LI/PID?</i>	3	
Institutionalisation into <i>decision making</i>, influence sharing and motivation within the organisation		
• <i>To what extent is staff rewarded or motivated for using LI/PID approach?</i>	2	
Institutionalisation into <i>the culture of the organisation</i> and values of the staff		
• <i>To what extent does the organisational culture encourage the LI/PID approach?</i>	1	

Tool 2: Levels of institutionalisation

Assessment questions, e.g.:	Institutionalisation level 1	Institutionalisation level 2	Institutionalisation level 3	Institutionalisation level 4
To what extent is LI/PID approach included in regular planning?	Very little reference to use of LI/PID approach in planning documents	Planning documents refer to LI/PID approach but little about implementation procedures	Use of LI/PID approach is planned with implicit procedures	Use of LI/PID approach is explicitly planned with detailed strategies and procedures
To what extent does the organisation have skilled staff capable of facilitating LI/PID?	Staff skilled in LI/PID brought in from other organisations as needed	A few key staff members have good knowledge on LI/PID, but little practical experience	Most staff members have good knowledge on LI/PID but limited practical experience	All staff members have good knowledge and practical skills to apply LI/PID approach and are doing it well
To what extent is staff rewarded or motivated for using LI/PID approach?	Staff involvement in LI/PID is discouraged as it is perceived to reduce staff performance in other activities	Staff is neither encouraged to nor discouraged from using LI/PID approach	Some rewards are given to staff that use LI/PID approach, e.g. training opportunities, travel to other regions, per diem	Using LI/PID approach is important criterion for salary increment and career development; rewards are made regularly to staff that use this approach well

Analysis

1. Total score between 17 – 68
2. Detailed analysis using spider web



Stocktaking findings

- **Decentralised MSP set-up effective and key for success; shared ownership**
- **Large volume of work accomplished compared to available resources**
 - 1500+ farmer innovations recognized, docs
 - Country training teams, 10,000+ trained
 - Large diversity of local, national & international policy events, seminars, farmer innovation fairs
 - Documentation of lessons learnt, methodologies
- **Sustainability post 2011 budget cuts**

Stocktaking findings

- **Evidence of institutionalisation of LI/PID in institutes of higher learning**
- **Some evidence of institutionalisation in country agric. development (& research)**
- **Increased international awareness and acceptance**
- **Important facilitation role of GFAR in initial stages of the network**

Selected challenges

- **Doing more with the information on farmer innovation**
- **Expanding the use of PID approach**
- **Capacities in MSP facilitation and in strategic institutionalisation**
- **Irregular and generally low level of funds**
- **Continuation secretariat in the North?**



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Thank you

**A world in which women and men farmers
play decisive roles in research and development for
sustainable livelihoods**



Further info:

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