



# ANNUAL TECHNICAL REPORT

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## Institutional Learning and Change Initiative (ILAC) – Innovating for Sustainable Poverty Reduction

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With effect from 1 December 2006, IPGRI and INIBAP operate under the name "Bioversity International", Bioversity for short. This new name echoes our new strategy which focuses on improving people's lives through biodiversity research.

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## 1 Introduction

Since 2003, the Institutional Learning and Change (ILAC) Initiative has been exploring ways to improve the contributions of agricultural research to sustainable poverty reduction, with the participation of CGIAR centres and support from key donors. Emphasis has been on developing and field testing methods for speeding up learning from research successes and failures and putting lessons learned into practice. In 2007 the project received a grant of US\$3.4 million from the Ministry of Foreign Affairs of the Netherlands for activities to be carried out from 2007 to 2011. This report describes the ILAC Initiative's activities and achievements from January to December 2008 and identifies lessons learned. It outlines major directions for 2009 in the final section. Major accomplishments in 2008 include the following, which are fully described in the report:

- Rethinking Impact international workshop
- Establishment of the ILAC Learning Laboratory
- New approaches to impact evaluation scoping study and project proposal
- Representation of ILAC in the CGIAR Change Process
- Pilot testing of two new training courses: Planning for Policy Impact and Social Network Mapping
- Upgrading of ILAC web site to a knowledge portal

## 2 Project overview

**Project title:** The Institutional Learning and Change (ILAC) Initiative: Innovating for sustainable poverty reduction

**Donor reference:** The Ministry of Foreign Affairs, the Netherlands  
Activity 16083 - DCO0093609

**Reporting period:** January - December 2008

The Netherlands grant to ILAC was for a total of US\$3.4 million for a five-year period from 2007 to 2011 for work within four major activity areas:

1. ILAC Learning Laboratory. Identifying, supporting and drawing and recording lessons from promising collaborative pro-poor agricultural innovation programmes
2. Capacity Development. Developing the capacity of collaborative programmes and their staff to encourage pro-poor agricultural innovation.
3. Building Leadership and Support. Fostering visionary leadership and organizations so that they become more supportive of pro-poor agricultural innovation
4. Knowledge sharing. Facilitating knowledge sharing within the emerging community of rural innovation professionals.

This report presents the activities that were carried out in 2008 within each of eight major work activity areas. A section also presents lessons learned in 2009 and a final section presents future directions anticipated for 2010. .

## 3 Leadership and Coordination

In 2008, ILAC continued to be managed by a full time three-person team based at Bioversity International headquarters in Rome, Italy that consists of: Jamie Watts, Project Coordinator;

Cristina Sette, Programme Specialist; and Oonagh Darby, Programme Assistant. ILAC is housed within Bioversity's Diversity for Livelihoods Programme, and is supervised by Mauricio Bellon, Programme Director. This organizational home ensures experience and knowledge sharing between ILAC and a major Bioversity programmatic area focused on research for livelihoods improvement.

Two senior Honorary Fellows, Douglas Horton and Ronald Mackay, have been engaged part-time with ILAC since its inception. They serve as members of the ILAC management team providing support to all activities.

In addition to these Honorary Fellows, an "ILAC Core Team" continues to serve as an informal advisory group for the project and communicates through an electronic discussion group. Its members are "change agents" who have been involved with ILAC since its inception and who help to ensure strong representation and linkages with the broader CGIAR and the research for development community. Members of the ILAC Core Team include the following:

- Robert Chambers (Institute of Development Studies, University of Sussex)
- Boru Douthwaite (CIAT)
- Roberto La Rovere (CIMMYT)
- Shambu Prasad (Xavier Institute of Management)
- Charles Staver (Bioversity International)
- Graham Thiele (CIP)

In addition, significant collaborations were maintained or established in 2008 with the following initiatives or organizations:

- Systemwide Programme on Participatory Research and Gender Analysis for Technology Development and Institutional Innovation (PRGA) and the International Livestock Research Institute's (ILRI) Innovation Works to design, implement and follow up on an international workshop entitled "Rethinking Impact" held in Cali Colombia in March 2008.
- Community at Work for delivery of a workshop on Facilitating Participatory Decision Making and to author an ILAC Brief on facilitating participatory decision making.
- Centre for Applied Social Research at the Royal Melbourne Institute of Technology (RMIT) for technical expertise in new approaches to impact assessment.
- Research into Use Programme (RIU) and the Royal Melbourne Institute of Technology (RMIT) to carry out a scoping study as the basis for the development a project on impact evaluation.
- Overseas Development Institute (ODI) to develop and deliver to a training workshop on "Planning Policy Influence".
- CGIAR Central Advisory Service on Intellectual Property (CAS-IP) for collaboration related to systems analysis as a mechanism for impact assessment, and on efforts to integrate ILAC and CAS-IP into the CGIAR Change Process.
- CIAT Mainstreaming Impact Group for support to ILAC planning, monitoring and evaluation processes.
- Flury & Giuliani GmbH, Research and Consulting in Agricultural and Regional Economics, Zurich, Switzerland for collaboration on systems dynamics applications to CGIAR research.

In addition, several organizations were engaged in the impact evaluation scoping study. These will be described in more detail in the section on Research on Impact Assessment.

Funding in the amount of \$40,000 was provided by RIU to support the costs of the scoping study on new approaches to impact evaluation. Another tranche of funding was added in 2009 that will total approximately \$36,000 making the total contribution from RIU approximately \$76,000. RIU also provided significant in kind contributions in the form of the time of a senior impact evaluation specialist who participated as a member of the scoping study team.

Several organizations provided in-kind support to the training workshop on Facilitating Participatory Decision Making in April 2008. Hosting costs were paid by CIMMYT and airfares and per diem were paid by participant organizations. The total in kind contribution was estimated to be approximately US\$ 40,000.

ILAC continues to collaborate with the Systemwide Genetic Resources Programme (SGRP), CAS-IP and the CGIAR genebanks to develop a performance measurement system for genetic resources *ex situ* conservation. SGRP reimburses ILAC \$5,000 for staff time for its contribution.

The Rethinking Impact Workshop (fully described in Section 6) was co-sponsored by the Participatory Research and Gender Analysis Programme (PRGA) and Innovation Works of the International Livestock Research Institute (ILRI) who contributed an estimated \$100,000 in matching funding for participant travel, staff time for coordination, planning and support, documentation and meeting facilitation

#### 4 ILAC Learning Laboratory

The ILAC Learning Laboratory was launched in 2008. The Learning Laboratory serves as the primary implementation platform for the ILAC Initiative, in which professionals from existing collaborative research programmes share knowledge and experiences, experiment with new approaches for facilitating innovation for poverty reduction, and evaluate the results. Proposals for cases were solicited in 2007 from organizations that had long term collaborations with ILAC and strong support to ILAC principles. Each case has its own funding support, its own staffing and networks. ILAC provides opportunities for increased networking, lesson learning, visibility and engagement in new activities supportive of the programme's objectives. The following programmes participate in the ILAC Learning Laboratory.

<b>Name of Learning Lab Programme</b>	<b>Lead Organization</b>	<b>Countries of Operation</b>
Users' Perspectives With Agricultural Research and Development (UPWARD)	International Potato Centre (CIP)	Philippines (lessons to be extended to India)
Learning in Knowledge Intensive Agricultural Systems in India	Xavier Institute of Management	India
Andean Change Initiative (Cambio Andino)	International Potato Centre (CIP)	Bolivia, Peru, Colombia and Ecuador
Linking users to researchers for banana and plantain improvement	Bioversity International	Nicaragua, Venezuela, Dominican Republic and Panama
Smallholder Dairy Project	International Livestock Research Institute (ILRI)	Kenya
SG2000 Innovations in Africa	Centre for the Improvement of Maize and Wheat (CIMMYT)	Ethiopia and Uganda
African Highlands Initiative	World Agroforestry Centre (ICRAF)	Ethiopia, Kenya, Tanzania, Uganda and Rwanda

More detailed information about the Learning Laboratory cases can be found in Annex 1



**Learning Laboratory Workshop Participants**

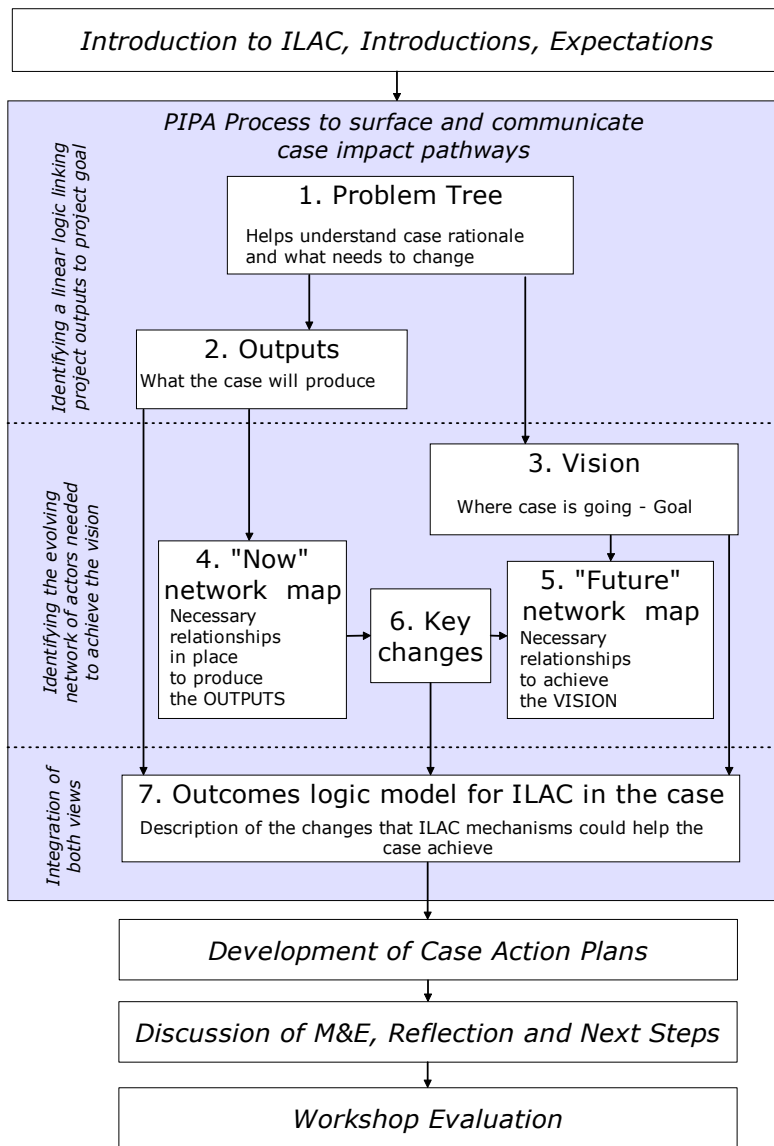
The first meeting of the Learning Laboratory took place in Cali, Colombia from March 31-April 4, 2008. The twenty-nine participants included members of the ILAC Learning Laboratory teams, the ILAC management team and Core Team, facilitators and experts. The overall workshop objectives were to develop:

1. Inputs to work plans for ILAC Learning Laboratory cases
2. Inputs to the ILAC Project Design Document and Work Plan
3. Relationships, understanding and links among members of an incipient community of innovation researchers and practitioners

The objectives were pursued through clarifying and agreeing on impact pathways for: 1) the ILAC Initiative as a whole and 2) for the individual cases by following the workshop roadmap as shown in Figure 1.

The Participatory Impact Pathway Analysis (PIPA) approach was used as the basis for organizing and conducting the workshop. This approach, developed by Boru Douthwaite and his colleagues at the CIAT Mainstreaming Impact Group is a process by which teams reassess their objectives, outcomes, assumptions and networks which leads to a stronger focus on outcome achievement. Using PIPA during the workshop enabled teams from one Learning Lab case team to not only reconsider their own plans, collaborators and assumptions but for all Learning Laboratory members to learn about each other's work. Each team completed during the workshop a PIPA workbook (a series of excel worksheets) and this serves as a basic data about each case which can be used for planning, monitoring and evaluation purposes.

As a part of the overall documentation process, a series of video interviews were conducted with the participants during the workshop. Participants were asked to comment on how the ILAC Initiative can help them, their impressions of the ILAC Learning Laboratory activity and what learning and change mean to them. The videos can be found at <http://www.cgiar-ilac.org/content/video-room> .



**Figure 1: Workshop Roadmap**

A report of the workshop was produced which can be downloaded at [http://www.cgiar-ilac.org/files/publications/reports/ILAC\\_LL\\_Report.pdf](http://www.cgiar-ilac.org/files/publications/reports/ILAC_LL_Report.pdf). Proposals for small grants were developed for each case. Workshop outputs (problem trees, visions, network maps, outcomes logic models and action plans) were made available to all participants on the ILAC protected web pages.

Several concrete follow up activities were undertaken following the Learning Laboratory meeting. Requests for training in how to influence policy makers and in social network analysis were followed through by developing a training course in collaboration with Overseas Development Institute on Planning Policy Influence and providing support to several participants to attend a training course on social network analysis (described in more detail in the section below on Training Workshops).

ILAC also developed a number of “virtual” means to promote continued knowledge sharing and learning amongst the case teams. Among the activities and tools used were:

- Interactive website/Content Management System (with blogs, project page, intranet, wiki, etc)
- Selected and targeted online resource centre
- Co-authorship of ILAC publications
- Email discussions (DGroup)
- End of year reflection

Case teams prepared proposals for the use of small grant funding based upon the planning done at the Learning Laboratory meeting. Letters of Agreement were subsequently developed with five Learning Laboratory case teams (African Highlands Initiative, Upward, Knowledge Intensive Agriculture, Cambio Andino and Bioversity) to support activities in 2008 and 2009 in five broad categories: learning and knowledge sharing, impact evaluation, participatory research methodologies, policy influence and working in partnership.

The Learning Laboratory Discussion group has been very active for a group that is not moderated or facilitated. All 21 participants from the Learning Laboratory meeting are included as members. They represent 17 countries (from Africa, Latin America, Europe, Asia and Australia). Between March 2008 and end of December 2008, 256 messages were exchanged on the discussion group, 86% of the members participated in the discussions and 62% of them participated more than twice.

## 5 Training Workshops

ILAC collaborated with the International Maize and Wheat Improvement Centre (CIMMYT) to deliver a training workshop entitled Group Facilitation Skills for Participatory Decision-Making. The training course was held at CIMMYT in Addis Ababa, Ethiopia from 22-25 April. This is the 6<sup>th</sup> course that has been held on this topic, which has engaged around 120 professionals over the years. The objectives of the course were to encourage participants to build skills and knowledge that help them:

- Facilitate meetings in ways that increase their effectiveness
- Manage conflict and disagreement
- Build consensus, and
- Promote and encourage virtual teams



**Facilitating Participatory Decision Making Training Participants**

The event was attended by twenty professionals from seven CGIAR centres (Bioversity, CIP, CIMMYT, ILRI, CIAT, ICARDA and IFPRI). Participants included senior and middle-level managers, and research scientists. The workshop evaluation report can be found at <http://www.cgiar-ilac.org/content/evaluations>. As has been the case in the past, the training was rated highly by those who attended. When asked on the course evaluation survey if they would recommend additional training courses of this kind for CGIAR staff and managers, 100% of the respondents replied in the affirmative.

### **Planning Policy Influence Workshop**

In response to strong demand expressed at the ILAC Learning Laboratory meeting, ILAC sponsored a workshop on Planning Policy Influence, conducted by the Overseas Development Institute, London, UK 24-26 November 2008. The purpose of the workshop was to develop capacity for planning, monitoring and evaluating policy-influencing interventions using the RAPID Outcome Mapping Approach (ROMA). The workshop sessions were as follows:

- Introduction to RAPID and the six lessons of the study of policy influence in complex contexts; and six steps to develop a systematic policy influence strategy.
- Discussion of different types of policy
- Presentation (and brief use) of the Alignment, Interest and Influence Matrix as a way to identify and prioritize our target audiences
- Discussion about how to develop the most appropriate message.

There were thirteen participants from four Learning Laboratory teams: (i) Cambio Andino Programme, (ii) Kenya Smallholder Dairy Project, (iii) Knowledge and Monitoring System of SG2000 Innovations in Africa Project, and (iv) Generating new knowledge on Knowledge Intensive Agricultural Systems (KIA) Project. The workshop produced handouts and presentation materials, a report with steps to develop strategies to maximise the impact of research on policy and practice and a workshop evaluation report.

### **Social Network Analysis Workshop**

ILAC sponsored the attendance of three participants from the Kenya Smallholder Dairy Project to the workshop on Social Network Analysis in October 2008, delivered by Dr. Eva Schiffer. Participants learned about the use of software programs designed to display actor-relationships graphically and to illustrate patterns of relationships. Participants were also exposed to NetMap tools for understanding and visualizing the range of actors involved in any given network. More information on those tools can be found at <http://netmap.wordpress.com/>. The ILAC sponsored participants recommended that ILAC investigate opportunities to make the training more widely available to CGIAR and partner scientists.

## **6 Innovation Leadership Forum**

Efforts related to fostering innovation leadership focused mainly on three areas of activity in 2008. The first was to convene an international workshop entitled “Rethinking Impact: Understanding the Complexity of Poverty and Change” to share experiences related to research for development impacts. The second related to efforts to integrate ILAC issues into the CGIAR Change Process. Thirdly, ILAC introduced the CGIAR leadership to indicators and a survey to assess organizational learning capacity.

### **6.1 Rethinking Impact Workshop**

In March, the Systemwide Programme on Participatory Research and Gender Analysis for Technology Development and Institutional Innovation (PRGA Programme), ILRI's Innovation Works, and the ILAC Initiative co-organized an international workshop on ‘Rethinking Impact: Understanding the Complexity of Poverty and Change,’ at CIAT headquarters in Cali, Colombia. The workshop investigated three themes:

- (1) lessons from real cases about approaches linking action with research for sustainable poverty reduction, social inclusion and equity;
- (2) approaches for organizing impact evaluations to assess such research and action; and
- (3) changing institutions and behaviors to support new ways of conducting research and assessing it for poverty reduction, social inclusion and equity.

The expected outcomes of the workshop were:

1. Learning about new frameworks for understanding the role of science, technology and innovation in poverty reduction and social inclusion drawn from case studies and other experiences.
2. Increased understanding of impact-assessment approaches, methods and metrics that deliver empirical evidence of effectiveness of research processes in contributing to poverty reduction.
3. Increased understanding about institutionalizing new methods and approaches for research or impact assessment.
4. Plans developed (either by organizations, groups of participants, or individuals) to go forward.

The Workshop was attended by 59 professionals (including three workshop reporters and a facilitator), twenty five (42%) of whom were women. Thirty two (54%) participants were affiliated with the CGIAR and twenty seven (46%) were non-CGIAR (e.g. NGOs, universities, advisors, and donor organizations).

Thirty-two papers were presented and an additional nine keynote presentations were given during the workshop. The highlights of each day were captured on a 'newsflash' produced overnight and distributed to participants and the larger community of professionals interested in research impact (sent electronically to over 4,000 individuals).

The following issues were raised by participants during the workshop:

- Complexity: causes of and solution to poverty are multi-dimensional and complex. Increasing understanding of this complexity should be a high priority
- Roles: distinctions between research and development are breaking down, scientists that aim towards use of research results play multiple roles
- Linkages: one important role of research for development is to help link different actors in the innovation system (academia, farmers, policy, civil society and market forces)
- End users: organizations effective at working in innovation systems are effective at strategically engaging end-users
- Impact assessment methods: a wide range of methods and approaches are needed to evaluate the impact of complex activities and multiple roles
- Capacity: capacity is needed for a new way of working, such as training and skills development, staffing mix, policies and procedures mechanisms adjusted, organizational learning capacity increased, and top level commitment built



**Workshop Coordination Team (left to right: Douglas Horton, Jamie Watts, Nina Lilja, Keith Jones, Nancy Dickson, Patti Kristjanson, and Stephen Biggs)**

The organizers envisaged the workshop to go beyond an academic exchange of ideas to influencing policy. Therefore, the CGIAR Alliance Deputy Executive was invited to attend the workshop, and the Chair of the CGIAR Alliance Executive sponsored the background paper that was prepared ahead of the workshop and circulated to participants to stimulate their engagement and thinking. Communications experts were hired to support the workshop before, during and afterwards in preparing newsletter, briefs and reports. A number of follow-up activities took place including:

- Presentation of findings and policy issues at the CGIAR Alliance Deputy Executive (ADE) mid-year meeting in May in Penang, Malaysia
- Presentation at the American Evaluation Association Conference in November
- Collaboration between ILAC, Research into Use (RIU) and the Royal Melbourne Institute of Technology (RMIT) to develop a project on impact evaluation. Funding was provided by RIU for the scoping phase.
- Preparing a special issue of the journal *Development in Practice* to publish a number of the workshop papers as well as an overview of the issues raised.

All of the workshop outputs are available on the Rethinking Impact Workshop <http://www.prgaprogram.org/riw/> and ILAC websites and are listed below:

- Workshop website
- Participants' profile
- Challenge Dialogue
- Abstracts and Papers
- Rethinking Impact Workshop Briefs No. 1, No. 2 and No. 3
- Newsletter Issues 1, 2, 3 and 4
- Video Interviews
- Workshop images

Several new collaborations and alliances were established during the workshop in addition to strengthening ties with PRGA and ILRI's Innovation Works. Stephen Biggs, Research Fellow from the School of Development Studies, University of East Anglia, Nancy Dickson of the Sustainability Science Programme, Centre for International Development, at Harvard University and Keith Jones of Innovation Expedition were brought in to the coordination team. As described above and in other sections of this report, the workshop led to a nine-month collaboration between ILAC, RIU and RMIT to carry out an impact evaluation scoping study.

## 6.2 CGIAR Change Process

The CGIAR Change Process became a significant issue for ILAC in 2008, since it offered an opportunity for ILAC issues to be integrated into the CGIAR reform agenda. Thus intensive efforts were made to become engaged with and influence the process, as described below.

### **CGIAR Alliance Deputy Executive (ADE) Meeting**

Jamie Watts travelled to Malaysia to attend the Alliance Deputy Executive (ADE) Mid-year Meeting which was held at WorldFish, Penang from 25 - 28 June. She presented a report of the Rethinking Impact Workshop (described above) and participated in a half day workshop on performance measurement via teleconference with the CGIAR Secretariat.

### **Tenth Meeting of the Science Council**

Jamie Watts travelled to Belgium to attend the Tenth Meeting of the Science Council held at the African Museum for Central Africa in Tervuren, Belgium, from 2 - 4 September. In addition to the meeting of the full Science Council, Jamie also attended the pre-meeting of the Standing Panel on Impact Assessment and presented a short overview of ILAC.

### **CGIAR Impact Assessment Focal Point (IAFP) Group and Standing Panel for Impact Assessment (SPIA) Meeting: “Defining and Refining Good Practice in Ex-post Impact Assessment”**

Jamie Watts and Patricia Rogers of RMIT attended the IAFP-SPIA meeting that took place in Brasilia, Brazil, from 10-11 November. The meeting was hosted by EMBRAPA and had the following objectives:

- To foster communication among the CGIAR centres on methods and approaches to *ex post* impact assessment
- To contribute to a community of practitioners within and outside the system to exchange knowledge and good practice on ePIA for international agricultural research
- To receive feedback on ongoing and proposed activities of SPIA
- To make recommendations for future priorities of SPIA & Centres with reference to *ex post* impact assessment.

Several people associated with ILAC (Jamie Watts, John Dixon, Roberto La Rovere, and Patricia Rogers) were among 34 other participants including CGIAR Centres, Universities, and donor organizations who attended the meeting. The meeting focused on practical problem solving related to impact assessment. Issues raised included attribution in partnership context, methods for assessing capacity development, empowerment, and impact assessment in complex interventions. Participants raised concerns about the way the work of the CGIAR has been and is assessed and showed interest in how the change management initiative in which the CGIAR is currently undergoing may influence practices. Matters of staffing, competency, and funding required to assess a wider range of impacts than those traditionally addressed, were also discussed. A report of the meeting can be found on the CGIAR web site.

### **Other Written and Verbal Inputs to the Change Process**

In addition to representation at the events described above, written or verbal inputs were provided to inform and influence the Change Process. Specific meetings or written inputs are listed below:

January	Written inputs to the Science Council Social Science Stripe Study
February	Meeting with Emile Frison, Chair Alliance Executive
March	Written comments on CGIAR Science Council Strategic Guidelines for <i>ex-post</i> Impact Assessment of Agricultural Research
April	Meeting with Science Council
April	Meeting with CGIAR Gender and Diversity Programme
May	Meeting with Ruth Haug, member of the CGIAR Change Steering Team

May	Meeting and written comments provided to Rodney Cooke, Chair of the CGIAR Change Steering Team
May	Written comments to Alliance Deputy Executive regarding the CGIAR Performance Measurement system
June	Written comments of Terms of Reference for study of value and use of <i>ex post</i> impact evaluation for learning
July	Written comments/suggestions on the CGIAR Performance Measurement system provided to the CGIAR Secretariat
August	Written inputs to the CGIAR Change Blog informing about the Rethinking Impact Workshop findings and conclusions
August	Inputs during interview with researchers carrying out study on value and use of <i>ex post</i> impact evaluation (for learning) in the CGIAR
September	Written comments on Science Council study on "Enhancing the Value and Use of <i>Ex post</i> Evaluation of Outcomes and Impacts in the CGIAR" (earlier inputs were provided in 2006 and 2007 on the Terms of Reference for the study)
October	Meeting with Global Forum on Agricultural Research
November	Various meetings with CGIAR centre impact assessment focal points, CGIAR Secretariat and Science Council at SPIA IAFP Meeting in Brazil
December	Various meetings with CGIAR Alliance, Secretariat and Science Council at Annual General Meeting of the CGIAR in Maputo, Mozambique

### 6.3 Assessing Organizational Learning Capacity

Interest has been expressed by CGIAR managers and scientists in indicators and assessment of learning and change. In order to address this challenge, ILAC established contact with the Society for Organizational Learning based at the Massachusetts Institute of Technology, which was founded by Peter Senge the originator of the "learning organization" concept. A number of other sources were investigated including indicators of organizational transparency and accountability developed by the One World Trust. These investigations led to research by Harvard Business School on organizational learning capacity survey, which included indicators, a survey and benchmarking data from over 200 organizations. Based on these materials, ILAC developed a short seminar for agricultural research organization managers on assessing organizational learning capacity. The seminar includes an introduction to organizational learning and an introduction to the survey. Managers then take the survey, assessing their organization's learning capacity, and results are analysed and compared with the benchmarking data. Implications of the results are then discussed and plans formulated for making needed improvement.

ILAC transferred the survey to its own on line survey web account, so that the survey can be taken in CGIAR centres and partner organizations and the data aggregated for eventual use at the system (CGIAR system or innovation system) level. Change in learning capacity could also be monitored.

The survey was tested with the Programme Committee of the World Agroforestry Centre (ICRAF) in September and an analysis and results reported to ICRAF senior management. It is hoped that the tool can be marketed and used in other CGIAR centres and with partner organizations. The indicators were also presented to the CGIAR Secretariat for possible inclusion in performance measurement across the CGIAR.

## 7 Communicating Results

The ability to communicate is essential to the success of any project in achieving its objectives. The ILAC communication's strategy takes into consideration its audience (e.g. researchers, policy makers, project managers), message, transmission channel and resources available. It includes the dissemination of ILAC's own work and the work of professionals working on topics related to the mission of ILAC. The channels used to communicate are listed below:

### **Briefs**

ILAC Briefs publish approaches, methods or tools related to learning and change and link the tool to real-world examples of the use of the tool in agricultural research. All Briefs are externally peer-reviewed by at least two experts to ensure quality and accuracy. Seven ILAC briefs (listed below) were published in 2008 bringing the total number of Briefs to twenty one at the end of 2008. This is the largest number ever produced in one year and reflects an interest in publishing in the ILAC Briefs format by authors within and outside of the CGIAR. The first non-English language brief was published in Spanish in 2008:

Bernet, T., Devaux, A., Thiele, G., López, G., Velasco, C., Manrique, K. and Ordinola, M. (2008). The Participatory Market Chain Approach: Stimulating pro-poor market-chain innovation. ILAC Brief No. 21. Rome: Institutional Learning and Change (ILAC) Initiative.

Douthwaite, B., Alvarez, S., Thiele, G. and Mackay, R. (2008). Participatory Impact Pathways Analysis: A practical method for project planning and evaluation. ILAC Brief No. 17. Rome: Institutional Learning and Change (ILAC) Initiative.

Kaner, S., Watts, J. and Frison, E. (2008). Participatory decision-making: The core of multi-stakeholder collaboration. ILAC Brief No. 19. Rome: Institutional Learning and Change (ILAC) Initiative.

La Rovere, R., Dixon, J. and Hellin, J. (2008). Enriching Impact Assessment at CIMMYT. ILAC Brief No. 18. Rome: Institutional Learning and Change (ILAC) Initiative.

Mayne, J. (2008). Building an evaluative culture for effective evaluation and results management. ILAC Brief No. 20. Rome: Institutional Learning and Change (ILAC) Initiative.

Mayne, J. (2008). Contribution analysis: An approach to exploring cause and effect. ILAC Brief No. 16. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Thiele, G., Devaux, A., Velasco, C. and Manrique, K. (2008). Evaluación Horizontal: Estimulando el aprendizaje social entre "pares". ILAC Brief No. 15. Rome: Institutional Learning and Change (ILAC) Initiative

The complete list of ILAC Briefs is included in Annex 2 and all Briefs are available on the ILAC Web site. Web statistics show that over 3,000 Briefs were downloaded from the ILAC website in 2008. Approximately 1,300 hard copies were distributed at various meetings and events.

### **Working Papers**

ILAC Working Papers present either preliminary scientific findings for discussion or are technical reports of ILAC's work. Working papers are disseminated electronically and are available in ILAC website ([www.cgiar-ilac.org](http://www.cgiar-ilac.org)) for free download. In 2008, the following three working papers listed below were produced.

ILAC Initiative, PRGA Programme and ILRI (2008). Rethinking Impact: Understanding the complexity of poverty and change. Summary. ILAC Working Paper 7; PRGA Programme Working Document no. 26; ILRI Innovation Works Discussion paper no. 4. Rome; Cali, Colombia; Nairobi: Institutional Learning and Change (ILAC) Initiative, CGIAR Systemwide Programme on Participatory Research and Gender Analysis from Technology Development and Institutional Innovation (PRGA Programme), International Livestock Research Institute: 32p.

Kristjanson, P., Lilja, N. and Watts, J. (2008). Rethinking Impact: Understanding the complexity of poverty and change. Key Issues Discussed at the Workshop. ILAC Working Paper 6; PRGA Programme Working Document no. 25; ILRI Innovation Works Discussion Paper no. 3. Rome; Cali, Colombia; Nairobi: 16.

Mayne, J. (2008). Building an evaluative culture for effective evaluation and results management. Working Paper 8. Rome: Institutional Learning and Change (ILAC) Initiative.

### **Journal Article**

A refereed article documenting the lessons from the 2003-2006 ILAC case studies was published in the journal *Experimental Agriculture* in early 2008. *Experimental Agriculture* publishes the results of original research on field, plantation and herbage crops grown for food or feed, or for industrial purposes, and on farming systems, including livestock and people (Cambridge Journals Online Webpage). The citation for the article is:

Watts, J., Horton, D., Douthwaite, B., La Rovere, R., Thiele, G., Prasad, C. S. and Staver, C. (2008). "Transforming Impact Assessment: Beginning the quiet revolution of institutional learning and change." *Experimental Agriculture* 44: 21-35.

### **Other Publications**

In addition, the following publications were also produced and are available on the ILAC web site. They include workshop reports, workshop briefs, and products by the Learning Laboratory teams sponsored by ILAC.

Douthwaite, B., Staiger, S., Sette, C. and Alvarez, S. (2008). ILAC Learning Laboratory Planning Workshop Report. Learning Laboratory Workshop Report No 1. Rome: Institutional Learning and Change (ILAC) Initiative.

ILAC (2008). Evaluation Report on the Group Facilitation Skills for Participatory Decision-Making Workshop. Held at IRRI, November 6-9, 2007, Los Banos, Philippines. Sette, C. Rome: Institutional Learning and Change (ILAC) Initiative

ILAC Initiative, PRGA Programme and ILRI (2008). Follow-up Action by the Rethinking Impact Workshop Participants and Organizers. Rethinking Impact: Workshop Brief No 3. Rome; Cali, Colombia; Nairobi: Institutional Learning and Change (ILAC) Initiative, CGIAR Systemwide Programme on Participatory Research and Gender Analysis from Technology Development and Institutional Innovation (PRGA Programme), International Livestock Research Institute.

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### Website

The ILAC website (<http://www.cgiar-ilac.org/>) is the main communications channel for the project. In 2008, a major upgrading took place for the web site, which included reformatting, from a static web page to a content system management, and up-dating features such as automatic news subscription, blogs, discussion forums, wikis, media files, and multi language sections.

The content of the improved website is summarized in the table below:

Section	Section's new content
ILAC Learning Laboratory	Summary of all cases participating in the learning laboratory. This section also includes a 'members only' area exclusive for members of the Learning Laboratory team to share documents and interact
Facilitation training workshop	Information about past workshops and a discussion forum was created, where former trainees can share their experiences
Impact evaluation project	Resources related to impact evaluation added, in relation to the project developed by a partnership between ILAC, Research into Use and Royal Melbourne Institute of Technology
Resources	New pages containing over 80 different tools and methods for impact

	assessment and evaluation were added. Additionally, a virtual searchable library containing over 1,200 references was created and made available for free downloads, together with links to other organizations, video interviews and other media related information.
ILAC News	News from ILAC Project and also from institutional learning and change matters. This section is distributed automatically for those who subscribed for it.
Upcoming events	Events are automatically added into a calendar and displayed at the front page.
Member's page	When logged in, members can visualize their contributions to discussions and monitor their user account.

The major changes to the site structure aimed to help readers retrieve information contained in the web site, which is ordered by pages and subpages. The web site content is searchable by a more powerful searching mechanism linked to Google than was available before the upgrade. Readers are also able to subscribe to 'web feed RSS' which informs them when changes are made in each page.

The technology has been upgraded and a new server with higher storage capacity and backup functionalities has been assigned. The content management system programme used, DRUPAL is an open source system that is one of the most frequently used frameworks due to its functionalities and because it enables local web managers with limited programming skills to easily maintain and update the site. This has enabled ILAC to have more direct and rapid control over the content and less need to rely on external consultants.

Since its re-launch in September/October 2008, over 220 professionals have subscribed to receive ILAC news or access exclusive areas of ILAC web site. During 2008 the web site received over 5,000 visits from 120 countries. The section most visited was the 'ILAC News' followed by the 'Resource Centre', which includes ILAC publications, library and a compilation of tools and methods for evaluation.

As part of its re-launch strategy, the ILAC Team and ILAC Learning Laboratory Members were provided a hands-on training on the web site to facilitate their use of the site and also for purposes of evaluating and refining its content.

### **Virtual Sourcebook**

The ILAC Virtual Sourcebook is an on line publication that aims to support efforts by researchers and research managers to introduce and mainstream ILAC in their work. The sourcebook was first introduced in 2006 using a set of existing ILAC Briefs. It now includes twenty three chapters organized into four sections. In 2008, two new chapters were added as summarized below.

The ILAC Sourcebook can be accessed at <http://www.cgiar-ilac.org/content/ilac-sourcebook>

#### *Chapter 4: The learning organization*

**Abstract:** The fundamental idea behind promoting the *learning organization* is that learning is the process essential to expanding organizational capacity at all levels and so must be purposefully supported and nurtured. What managers, scientists and staff learn and know constitutes the organization's most valuable resource. An organization's performance depends not only on its efficiency, effectiveness, relevance and financial viability, but also on how effectively it values, promotes, and facilitates learning among its people so that old and new knowledge is shared, combined, augmented, and then used to best effect. By taking concrete steps to overcome the constraints to sharing and using relevant knowledge and nurturing the characteristics essential to learning, managers and scientists together can create an effective learning organization that functions as a unified system.

### *Chapter 5: Managing institutional change*

Abstract: Pressure for organizational change tends to be the result of pressures exerted from outside the organization, inside the organization, or both. Responding to these pressures in a planned and participatory way that encourages organizational learning can help organizations under pressure to change, to become more successful and sustainable. Change initiatives can have relatively limited or more radical goals depending upon a diagnosis of an organization's "health" within its operational context. Successful efforts to manage change require consistent leadership and support from senior managers. They must provide a clear vision, ensure that it is widely shared, build their staff's capacity for change and nurture their willingness to take action. A framework based on four frequently-asked questions can help managers make sense of and select appropriately from the array of approaches and tools offered to manage change. A number of simple, practical steps that managers can take to approach and manage the change process are summarized in the final section.

#### **Newsletter**

The ILAC Newsletter communicates broadly about ILAC to a large readership. Its purpose is to introduce ILAC to people who might not otherwise be aware of it, to stimulate new partnerships and collaboration, and to generally maintain the visibility of ILAC activities and issues. Three ILAC Newsletters were produced in 2008 (in March, July and December). Topics regularly covered include new ILAC publications, new documents uploaded on the ILAC website, and upcoming events (including ILAC events and related events organized by others that relate to ILAC).

The newsletter is distributed electronically in various ways and there are thus no additional costs associated with increasingly larger distribution. A link to the newsletter is available at the ILAC Webpage, the ILAC Wikipedia page, and website visitors can subscribe to automatically receive it. It is also distributed to the CGIAR staff and ILAC mailing list, which includes over 1,000 professionals related to evaluation, project management and impact assessment inside and outside of the CGIAR. An archive of all back issues of the newsletter is maintained on the ILAC website <http://www.cgiar-ilac.org/content/newsletter>

#### **Promotional Materials**

In 2008 ILAC produced posters, fact sheets and videos to increase its visibility. These materials were made available at all events where ILAC was represented, such as the Annual General Meeting and other formal and informal meetings. An important part of its promotional activities was the development of a new ILAC logo, image and colors (as shown at right).



## **8 Research on Impact Assessment**

In early 2008, the international workshop entitled *Rethinking Impact* (described fully in Section 6 Innovation Leadership Forum) highlighted an urgent need for methodological guidance and support for impact evaluation of collaborative research for development and poverty alleviation, for which traditional methodologies are inadequate in many cases. Participants called for the CGIAR and others to help develop and apply a wider range of impact evaluation approaches needed to improve the assessment of new types of research done in a collaborative and participatory manner with development aims.

Following up on this strong statement of interest and the interest expressed by the Learning Laboratory participants ILAC, the Royal Melbourne Institute of Technology (RMIT) in Australia and the Research into Use Programme (RIU) agreed to collaboration to conduct a scoping study for a major proposal for an impact evaluation research project. Funding support to the scoping study was provided by RIU.

As a part of the scoping phase, ILAC and RMIT participated in an international workshop on “Methodological Innovations in Impact Assessment of Agricultural Research” sponsored by the Empresa Brasileira de Pesquisa Agropecuária (Embrapa), the Universidade de Campinas (UNICAMP) and the CGIAR Standing Panel on Impact Assessment (SPIA). The workshop was held in Brasília, Brazil from 11 to 14 November 2008. Approximately 150 professionals from EMBRAPA, Universities, the CGIAR, and National Research Systems participated in the event. Patricia Rogers of RMIT and Jamie Watts made a presentation entitled “Methodological issues in evaluating the impact of collaborative agricultural research and development”, which was based on the issues and a framework being developed through the scoping study.

Patricia Rogers, Jamie Watts and Sheelagh O’Reilly presented an ancillary meeting on the impact assessment proposal at the 2008 Annual General Meeting of the CGIAR held in Maputo, Mozambique in December. Thirty people attended the ancillary meeting, representing CGIAR management, CGIAR System Office Units and intercentre initiatives, Challenge Programmes, CGIAR Secretariat, regional organizations and partner organizations. ILAC also had a booth and met with numerous people during the AGM to discuss issues related to impact evaluation and the role of ILAC in the reformed CGIAR.

A literature review, interviews and interactions carried out through the scoping study confirmed the need for and interest in a new project for impact evaluation. A concept note was completed and presented to the International Fund for Agricultural Development (IFAD), which has been engaged informally with ILAC since 2003.

The proposed project aims to improve on traditional approaches for evaluating impacts of agricultural research in the following ways:

1. A wider range of impacts and outcomes can be assessed (including institutions, social structures, capacity strengthening, biophysical changes, socio-economic indicators) as well as emerging impacts and significant unintended impacts. This will be done through drawing on a mix of quantitative and qualitative data and methods from different disciplines.
2. Analysis of the causes and contributing factors of impact will be improved, including analysing the contributions that various partners make to achieving outcomes and the synergies brought about by partnerships that cannot be attributed to any individual partner.
3. Findings from impact evaluations, and the process itself, will be more useful in supporting decision making, learning and change, through better engagement of stakeholders, systematic attention to supporting use and translation of knowledge to different contexts, and synthesizing evidence from multiple assessments to make it more accessible and useful.

Cases would be drawn from the ILAC Learning Laboratory, other collaborative research for development programmes and the research project portfolio of participating donors. Examples of the types of questions to be addressed by the project include:

- What value does a collaborative approach to research bring to the achievement of outcomes?
- What is the ideal amount and type of collaboration in terms of outcome achievement?
- What roles should farmers themselves play in the research process in order to maximize sustainable impact on development goals?
- Do positive outcomes in the short term necessarily result in positive outcomes in the long term?

Managers, funders and evaluators of agricultural research and development programmes are the principle intended users of this project. The project would increase their capacity to assess the impacts of research on development goals. Armed with this knowledge, *policy makers* could better target those research activities and approaches most likely to lead to positive impacts on poverty, livelihoods and environmental sustainability. The ultimate beneficiaries would be *poor*

*farmers and others* in the agricultural production to consumption system that would benefit from more effective agricultural research.

New partnerships developed through the scoping stage that would be carried over into the project include: International Network on Bamboo and Rattan (INBAR), IFAD's Department of Evaluation, Sub Saharan Africa Challenge Programme (SSA-CP), and the Swiss Commission for Research Partnerships with Developing Countries (KFPE). Connections with RMIT led to an invitation to ILAC to serve on the advisory committee for planning of a major international conference on impact evaluation, organized by the African Evaluation Association, the Network of Networks on Impact Evaluation (NONIE) and the International Initiative on Impact Evaluation (3 IE), planned for March 2009.

A concept note for a \$1,000,000 four year project was submitted to the IFAD Large Grants Scheme. In early 2009, the IFAD Grants Screening Committee approved the proposal and a full proposal was developed.

## 9 Project Monitoring and Evaluation

Planning, monitoring and evaluation in ILAC is organized using the Participatory Impact Pathway Analysis (PIPA) approach and was managed in 2008 by the CIAT Mainstreaming Impact Group. During the ILAC Learning Laboratory workshop in March, each case team, and the ILAC project team completed PIPA workbooks. Each workbook contains several Excel worksheets that assemble impact pathway, outcome and networking data. This information was shared during the workshop to enable cases to understand each other's objectives, and for cases to understand better the ILAC Initiative's objectives. Completed workbooks are stored in the ILAC archives and the on line knowledge portal (with secure access by project participants).

The following table shows the net outcome changes that the ILAC project team identified as project aims.

Objectives for network and attitude changes	Project's strategies for achieving these changes
Researchers will have the appropriate attitudes to work with many different actors (end users)	<ul style="list-style-type: none"> <li>• Build capacity and awareness for facilitating participatory decision making and negotiation</li> <li>• Experiential learning opportunities in field situations with poor farmers</li> <li>• Develop and disseminate methodologies for collaborative research</li> </ul>
Donor policies and practices are more oriented towards solutions to poverty	<ul style="list-style-type: none"> <li>• Building coalitions among like minded donors who then can influence others more effectively</li> <li>• Impact assessment research will be carried out on poverty oriented, low input agricultural</li> </ul>
Research organization policies and guidelines are better oriented towards generating solutions to poverty	<ul style="list-style-type: none"> <li>• Impact assessment research will be carried out to provide evidence of the value of collaborative approaches for poverty reduction</li> <li>• Methodologies for impact assessment of collaborative research for poverty reduction (mixed methods, qualitative/quantitative, economic, multidisciplinary etc)</li> </ul>
Research organization's cultures, procedures and rewards are oriented towards generating solutions	<ul style="list-style-type: none"> <li>• Benchmarking of best practices for stimulating innovation and learning and introducing these guidelines and practices to agric research</li> <li>• Bringing research management more into contact with cutting edge management practice</li> </ul>
Relationships among Learning Lab members strengthened	<ul style="list-style-type: none"> <li>• Support activities that Learning Lab members are committed to carrying out together in an experiential mode via small grants, technical support, impact assessment, joint publications or other activities</li> </ul>

CIAT coordinated an end of year reflection process with the Learning Laboratory teams. Each team was asked to reflect on the following questions.

<b>Key element in the Impact Pathway</b>	<b>Question</b>
<b>Actor (or group of actors who are expected to change in the same way)</b>	Has any of the actor groups changed or been modified in any significant way?
<b>Change in Practice required to help fulfill the Project Vision</b>	Has any modification been made or deemed necessary to the required change(s) in practice(s) as it/they was/were originally predicted?
<b>Change in Knowledge, Attitude or Skills required to help fulfill the Project Vision</b>	Are the predicted Knowledge, Attitudes and/or Skills (KAS) still relevant? Has the anticipated need for Knowledge, Attitudes and/or Skills been added to or reduced in any way over this period?
<b>What are the project's strategies for achieving these changes in KAS and Practice? What is the role of ILAC mechanisms?</b>	Have the originally planned project strategies for achieving these changes in practice and KAS been modified, refined or added to in any way?
<b>Project outputs involved in the strategies</b>	Has any of the anticipated project outputs been modified, refined or added to in any way?
<b>Reasons for modifications to Impact Pathways</b>	What is the justification for any of the changes above? What new circumstances have made these changes necessary?
<b>Implications for milestones and/or outcome targets (if any)</b>	Do any of the changes you have recorded affect, in any way, your milestones and / or outcome targets?
<b>Lessons Learned</b>	What significant lessons have been learned during this period of your project?
<b>Who reflected, how?</b>	Who has been involved in this reflexive exercise and how was it conducted?

The PIPA process has proven to be a useful approach to planning, monitoring and evaluation that provides a basis for knowledge sharing and learning across cases, for adequate and useful planning (with a focus on outcome aims and networks), and that provides a strong data set that can serve as a baseline. It is expected that this approach will continue to be used in the future.

## 10 Unanticipated Opportunities

### **International Conference on Evaluating the Complex**

The Norwegian Agency for Development Cooperation (NORAD) organized an international conference on 'Evaluating the Complex' from 29-30 May in Oslo, Norway. Speakers included Howard White (International Initiative on Impact Evaluation); Patricia Rogers (Royal Melbourne Institute of Technology); Michael Q. Patton (Director of Utilization-Focused Evaluation and Former President of the American Evaluation Association), among others. Jamie Watts attended the conference which provided an opportunity for discussions with Patricia Rogers, Michael Patton and others about impact evaluation issues to inform the impact evaluation scoping study and other aspects of ILAC's work. A meeting was also held with Ruth Haug representative of the Norwegian government to the CGIAR to discuss ILAC, the CGIAR Change Process and impact evaluation in the CGIAR. Presentations and other documents from the conference can be found at

[http://www.norad.no/default.asp?V\\_ITEM\\_ID=10820](http://www.norad.no/default.asp?V_ITEM_ID=10820)

### **Research Data Management Meeting**

ILAC was represented by Cristina Sette at the CGIAR research data management meeting hosted by Bioversity International in June. The meeting aimed to:

1. Understand the links between research data management and management of the research cycle
2. Identify common research data management problems and interest in working towards common solutions in CG centres
3. Share experiences with different approaches and tools
4. Agree on a framework for exchange of material (guides/cases/training/software/ templates etc) and collaboration
5. Agree on specific tasks that will be undertaken by centres willing to contribute

### **DURAS Project Closing Seminar**

After four years of implementation, the DURAS Project (Promoting Sustainable Development in Agricultural Research Systems, <http://www.duras-project.net/>) held a project closing seminar 11-13 June 2008 in Rome. During the seminar, three main topics were discussed: (1) personal and institutional change; (2) translating research priorities into concrete action; and (3) financing agricultural research for development (ARD). Jamie Watts was invited to make a presentation on evaluating partnerships and to be a discussant for a session on institutionalizing new approaches to collaborative research and evaluation.

### **Qualitative Data Analysis Software Training**

ILAC has purchased a license for using the data analysis software NVivo to support management and analysis of qualitative research data to both support the project and advance qualitative data management across the CGIAR. Cristina Sette attended a training course on "Introduction to NVivo and Multi-media with NVivo 8" in London in June. After the training course she presented a seminar to Bioversity staff on the features of the software.

### **Community of Practice for Participatory Technology Development meeting**

ILAC is a member of the community of practice for Participatory Technology Development (<http://tech.groups.yahoo.com/group/PTD-forum/>) facilitated by Prolinnova (PROmoting Local INNOVation, [www.prolinnova.net](http://www.prolinnova.net)). ILAC was represented by Cristina Sette at the annual members' meeting in Møn, Denmark which focused on "Who calls the tune? How farmers can have more influence over R&D funding". Several cases, based on participants' experiences, were presented at the meeting.

### **European Evaluation Society Conference**

The European Evaluation Society held its biennial conference in September in Lisbon, Portugal. The conference, attended by several hundred evaluators from over 50 countries, included two and a half days of plenary and concurrent sessions and two days of pre-conference sessions on a broad range of evaluation topics. Some unique features included the participation of greater numbers of evaluators from outside of Europe. "Development evaluation," was highlighted whereas previous conferences had focused more on evaluation practices within Europe. Douglas Horton represented ILAC at the conference. More information can be found at <http://www.europeanevaluation.org/>

### **Knowledge Sharing Course**

ILAC was represented by Cristina Sette at a Knowledge Sharing course organized by the CGIAR ICT-KM from September to October. She gained from the course a better understanding and appreciation of the role and value of knowledge sharing (KS) and how to apply KS concepts, tools and methods. The three phases of the course were:

Phase 1: An overview of KS methods and tools; and opportunities to apply them. (Virtual interaction)

Phase 2: Develop action plans to implement KS approaches in new or ongoing institutional or research projects. (Face to face workshop)

Phase 3: Peer and facilitator coached experience on carrying out KS projects. (Virtual interaction)

### **American Evaluation Association Conference**

The theme of 2008's conference of the American Evaluation Association was "Evaluation Policy and Evaluation Practice". There were a number of sessions on performance measurement and issues of "strong evidence" for decision making in governmental bodies. Douglas Horton presented a session on the issues raised at the International Workshop on Rethinking Impact.

More information about the conference and its presentations can be found at <http://www.eval.org/eval2008/cfp.htm> and [http://www.eval.org/eval2008\\_presentations/eval2008\\_presentations.asp](http://www.eval.org/eval2008_presentations/eval2008_presentations.asp)

## 11 Lessons Learned in 2008

### **Face to face interactions key for building partnerships**

The Learning Laboratory launch meeting in Cali was needed to build relationships between Learning Laboratory teams, and to increase understanding about ILAC and how teams can benefit from participation. After the meeting, participants were more motivated to collaborate virtually. In addition, the participation of ILAC representatives in numerous meetings led to further collaboration and new opportunities. The Rethinking Impact Workshop is a good example of how participation in an interactive event led to a substantial partnership, which in turn led to the development of a new major project.

### **New impact evaluation methods needed**

The results of the discussions at the Rethinking Impact Workshop, Learning Laboratory workshop and the following scoping study indicated that agricultural research managers, scientists and evaluation specialists need alternative approaches for impact evaluation. In fact, ILAC was approached several times in 2008 to provide technical support in impact evaluation to CGIAR or partner projects. Given the current staffing of ILAC, it is not able to meet the current demand for such support. To help address the need, ILAC has begun to assemble a database of consultants who can be brought in to help. ILAC demonstrated a capacity to take a leadership role in developing new approaches and promoting impact evaluation policy change in the CGIAR and efforts need to be continued or intensified in the future. Funding support from the new project being developed must engage additional expertise and staffing in order to maintain this leadership.

### **High demand for facilitation skills and training**

The number of participants being proposed for the ILAC sponsored training workshop on Facilitating Participatory Decision Making has been increasing over the years. This is partially due to the good reputation of the course spreading within the CGIAR, the proactive way the course has been announced and also due to a greater awareness of the importance of facilitation skills for collaborative projects. However efforts to increase demand should be matched with efforts to expand the supply of training opportunities. In addition, ILAC received numerous requests to provide facilitation support to projects and teams. It is unable to meet this demand with its current staffing and it would be ideal if the alumni of the facilitation training courses could be mobilized into a resource pool that could be tapped when needed across the CGIAR. However, this could require additional investment in a higher level skills building for a subset of participants. Additional thought needs to be given to this issue.

The two pilot courses in Planning Policy Impact and Social Network Analysis were also well received and demand exceeded capacity to support interest, even though no effort was made to advertise the courses beyond ILAC Learning Laboratory participants. Costs of training could be reduced (and thus more people trained) by requiring participants to pay fees and travel

costs, but research organizations (even CGIAR centres) often have limited resources for training so such decisions need to be made with care. In order to respond to the demand for courses, ILAC should intensify efforts to raise funds to support capacity development within the CGIAR and beyond.

### **CGIAR Change Process Progress and Uncertainty**

Efforts to introduce ILAC into the CGIAR Change Process have required a significant resource investment in 2008. Many of the issues of interest to ILAC have been raised as issues in the Change Process. Thus the Change Process is a window of opportunity for ILAC to support efforts to institutionalize new ways of working into the core business of the CGIAR.

An issue that has underlain the CGIAR Change Process is the recognition that agricultural research could be contributing more to development impacts. Many believe that agricultural research could be more effective if it was more responsive to the needs of farmers and other users of research outputs, more collaborative in its approaches, more accountable for delivering innovative solutions to user needs and better able to learn from experiences and change accordingly. New skills, attitudes, leadership, policies and incentive structures are recognized as being needed in order to work in a new way that is better oriented toward co-creation of knowledge and development of solutions.

While the proposed structural and funding changes will increase efficiency and effectiveness to a certain extent, the CGIAR Change Process has also recognized that changes will be needed in procedures and organizational culture so that the new CGIAR is more effective as a learning organization. A learning organization has a supportive environment for learning including appreciation of differences, openness to new ideas and time for reflection; it has concrete learning processes including information collection, management, analysis, and training; and leadership supportive of learning. Developing these characteristics would help ensure that the CGIAR is more nimble and ready to adapt in response to emerging and currently unknown situations in the future.

Change will also be needed in the types of partnerships that the CGIAR maintains, and the roles that the CGIAR plays in these partnerships. A wider range of partnerships must be developed across the agricultural innovation system from farm to market to policy. The partnerships that are developed must be based more on co-creation of knowledge and shared development of solutions, with an adequate focus on building capacity for learning and innovation in addition to technical capacity.

In order for the CGIAR to be more of a learning organization, work will be needed to develop and effectively implement planning, monitoring and evaluation procedures; build new capacities; share information among collaborating CGIAR centres and with the external environment; and foster collaborative research. ILAC has been recognized by CGIAR Management, the Alliance Executive, and Science Council as a force that could contribute to progress in these areas.

The future of ILAC most probably rests with its evolution into a function (or functional unit) of the new CGIAR Consortium with responsibilities related to planning, monitoring and evaluation (including impact evaluation and performance measurement) and in promoting collaborative research. However, commitments from leaders of the Change Process to engage ILAC in the Change Process so far have been informal and limited. Efforts to influence the CGIAR Change Process will need to be maintained or even intensified in 2009. Depending on the nature and direction of the Change Process, ILAC needs to be flexible to respond to opportunities, even if it means changing plans or redirecting resources.

## 12 Future directions for ILAC

### **Learning Laboratory**

The second meeting of the Learning Laboratory will be held in the second half of 2009. Small grants will be made to the remaining Learning Laboratory cases and technical support where possible within the limits of resources available. ILAC will strengthen its role in assisting its partners with the expertise within the group, promoting knowledge exchange through technical visits, development of relevant publications and sponsoring targeted training courses that can benefit the Learning Laboratory as a whole. Virtual knowledge sharing and communications will be continued and enhanced where possible.

### **Training Workshops**

ILAC will carry out the seventh training in "Facilitating Participatory Decision Making" to be hosted by ICRAF in Nairobi, Kenya in May 2009. Twenty participants from Learning Laboratory teams, CGIAR centres and their partners will attend. ILAC will respond to a request from the CGIAR Gender and Diversity AWARD programme to reserve space for their training team, which will ensure that skills are extended into the AWARD programme. A second training may be conducted depending upon the priorities expressed by the Learning Laboratory participants. A major proposal to support capacity development and training will be developed in 2009.

### **Innovation Leadership Forum**

This activity area will focus on continuing to influence the CGIAR Change Process. It is expected that a major meeting (possible on partnerships or evaluation policy and practice) will likely be organized to inform the Change Process. ILAC will closely monitor the Change Process and build coalitions with possible supporters, for example CGIAR System Office units, the Global Forum on Agricultural Research and others. ILAC will attend meetings where possible to represent ILAC issues.

ILAC will continue to play a role in raising awareness of the importance of organizational learning capacity, as well as helping CGIAR centres to identify the areas that need improvement by conducting seminars on learning capacity with interested centres and partners.

### **Communications**

ILAC plans to engage a web editor for quality control purpose. The web site is continuously being improved, with new features and information added to make it more useful.

### **Impact Assessment Research**

ILAC will continue to follow through on the impact assessment proposal being prepared for IFAD. Following approval of the concept note by the Screening Committee, the full proposal will be reviewed by the Technical Committee in May, and if successful will be presented to the Board and President in September. Resources will be committed where possible to continue the momentum built up during the scoping study, especially in terms of developing a web portal for impact evaluation methodology.

### **Project Monitoring and Evaluation**

A mid term external review of the project is planned for 2009. This will include additional evaluations of the training courses as well as other activities.

## Annex 1 Learning Laboratory Case Summaries

**Name of project or programme:** Users' Perspectives With Agricultural Research and Development (UPWARD) – Project on Sweetpotato Livelihood Enhancement in Central Luzon, Philippines (a component project of UPWARD's Asia-wide networking programme for participatory research and development)

**Name of hosting organization(s) and affiliated CGIAR centre:** CIP

**Duration:** Established January 1, 1999. Main implementation phase ending December 31, 2007. Impact assessment and up scaling phase ending December 31, 2010

**Funding:**

Main implementation phase 1999-2007

CIP core funds - \$108,000 (UPWARD, Integrated Crop Mgt and Impact Enhancement Divisions) excluding personal services

NARS grants - \$92,000 (Dept of Agriculture, Nat'l Economic and Dev't Authority, municipal/provincial governments)

Impact assessment and up scaling phase 2008-2010

CIP core funds - \$28,000 (UPWARD, Integrated Crop Mgt and Impact Enhancement Divisions) excluding personal services

Intl donor - \$25,400 (IDRC)

NARS grants - \$ 17,500 (Dept of Agriculture, Nat'l Economic and Dev't Authority, municipal/provincial governments)

Other funding contributions still to be confirmed

**Objectives:**

1. To identify, test and promote socio-technical innovations in sweet potato production and utilization, towards enhancing livelihood of farming households in Central Luzon Philippines.
2. To develop and promote participatory methodologies for facilitating learning and sharing within and across user groups.
3. To assess the contribution of introduced innovations to the enhancement of sweetpotato livelihoods among farming households.

**Country or regional scope:** Philippines (note: this in-country project is part of UPWARD's Asia-wide programme supporting regional networking for participatory research and development)

**Justification for participation in the Learning Laboratory:** As a longer-running project, it is a mature case illustrating UPWARD experiences to improvise participatory research and development (PR&D) approaches in the context of: 1) rehabilitating sweetpotato agriculture from the effects of volcanic eruption and pest/disease pressures, 2) exploiting new livelihood opportunities through increased demand for new uses/markets of sweetpotato products. M&E case studies have already documented the positive outcomes from specific socio-technical innovations (e.g. production and use of high-quality planting materials, integrated disease management, optimizing use of sweetpotato for animal feed).

This Project serves as a partnership platform for several complementary research and development projects/initiatives that support collaboration between CIP Research Divisions and with a broad range of intermediate- and end-user groups, nationally and locally. It also serves as a major learning site to support UPWARD's Asia-wide capacity development and networking initiatives.

The next three years of the Project will build on earlier efforts in conducting M&E case studies and in piloting methodologies for wider sharing and uptake of innovations. It's planned activities for impact assessment and up scaling (2008-2010), as well reporting and sharing (until 2011) synchronize with the Learning Laboratory implementation period. The key benefits for the Project include: 1) strengthened capacity to design and conduct impact assessment that is aimed at capturing the broader, longer-term livelihood impacts of socio-technical innovations, 2) enhanced visibility of Project results through ILAC-facilitated efforts in publishing and dissemination. The Project and the UPWARD Programme in general, will contribute by mobilizing its extensive regional network to support and promote the ILAC initiative across Asia.

With its in-house capacity for organizing major group learning events, UPWARD could host any of the workshops/trainings for Learning Laboratory participants.

**Name of project or programme:** Andean Change Programme

**Name of hosting organization(s) and affiliated CGIAR centre:** CIAT and CIP

**Duration:** Established 30<sup>th</sup> September 2006. Expected termination 30<sup>th</sup> March 2011

**Funding:**

DFID, \$4,000,000 available for partners

**Objectives:**

The outputs of Andean Change are:

1. A set of successful and appropriate participatory methodologies and approaches that favor local development and improved livelihoods for the rural poor are consolidated and widely disseminated in the Andean region through knowledge-sharing among the National Agricultural Innovation Systems (NAIS) of Bolivia, Colombia, Ecuador and Peru.
2. Evidence of effectiveness of participatory, local development and livelihood methodologies used to inform pro-poor policy change in four Andean national systems.
3. A proven model linking research with evidence-based agricultural and rural policy formulation that favors the poor tested in one NAIS and providing lessons for south-south knowledge sharing in the Andean region.
4. Participatory methodologies which constitute international public goods are shared and improved with partners in the Andes.
5. A practical, proven approach for South-South knowledge sharing is developed and validated with four countries in the Andean Region.

**Country or regional scope:** Bolivia, Peru, Colombia and Ecuador

**Justification for participation in the Learning Laboratory:**

- a) The programme builds on previous work done in cooperation with the NAIS in Bolivia by three DFID funded initiatives. Regional activities with the Andean countries are built around their common problems with respect to the marginalization of small producers, especially indigenous people, in contrasting agro-ecological zones. All four countries have highland sierra and lowland Amazonia agro-ecologies where R&D for innovation among small producers is especially complex. All are experimenting with decentralized, participatory approaches and policies that enable rural innovation for marginalized people. Impact studies of the effects of using participatory approaches are designed as an input to evidence-based policy dialogue intended to influence the institutionalization of participatory approaches in the participating NAIS. South-south learning with a regional focus about participatory approaches will be an important feature of the project that will build on ongoing partnerships with national research programs and existing networks in the Andean countries. The programme works with four regional initiatives in the Andes: PREVAL, Papa Andina, Rimisp and the Andean Consortium for Participatory Innovation.
- b) Opportunity to access new ideas about evaluating outcomes and impacts of participatory approaches. Space to share ideas and forum to publish case studies
- c) Contribute to meetings and e-forums of ILAC with information about our cases, impact assessment studies and experience with policy dialogue; participate in selecting methods for evaluation and impact assessment with ILAC; co-author publications and provide disciplinary expertise in anthropology, sociology, economics and in topic areas of participatory methods, evaluation and impact assessment Guidelines for evaluating outcomes and impacts of participatory methods. Inventory of participatory methods in the Andes. Links to the Andean Change community of practice.

**Name of project or programme:** Network for linking users to researchers for banana and plantain improvement

**Name of hosting organization(s) and affiliated CGIAR centre:** Bioversity International – Commodities for Livelihoods Programme

**Duration:** The LAC banana and plantain network MUSALAC was established in 1987 and has been meeting every 1-2 years since that time. The FONTAGRO project developed by members of the network starts in June 2008 and will finish in mid 2011, but MUSALAC regional network is on-going with an aim to eventually being self-sustaining.

**Funding:** LAC regional network: approximately \$170,000/year from Bioversity core funding plus member contributions. FONTAGRO Project: \$160,000/year for three years

**Objectives:**

The Bioversity LAC regional network for banana and plantain operates to update the global and regional research and development agenda for these crops, to facilitate the generation of global public goods through projects in priority themes and to improve access to user oriented knowledge products linked to the global public goods.

The FONTAGRO Project aims to improve plantain productivity on farm through technical innovations, to strengthen capacity and infrastructure for plantain processing, improve business organization among small growers and facilitate a knowledge platform for production, processing and marketing of smallholder plantain. This represents a fairly uniquely broad combination of objectives that aim at livelihoods improvement (as compared to more traditional work of the network).

**Country or regional scope:** The FONTAGRO Project includes Nicaragua, Venezuela, Dominican Republic and Panama. The LAC regional network has 12-14 members, including these four countries.

**Justification for participation in the Learning Laboratory:**

The ILAC Learning Laboratory represents an opportunity on two fronts:

First, in Latin America plantain has become an increasingly profitable crop, but the challenge is to improve the benefit for small holders. The FONTAGRO project has the specific challenge to adapt, validate and demonstrate improved production technologies for small growers and to strengthen their capacity to capture greater added value for their production through processing and marketing initiatives. The Learning Laboratory will provide tools and support to understand the needs of small growers and to develop more effective means to organize research and development activities to address those needs.

Second, the Fontagro project is only one of several initiatives by collaborators in the MUSALAC network on plantains. The challenge to the network and its partners is to link these different projects into the development of more useful knowledge products and to have these products taken up to improve the lives of farmers. Lessons learned from this project might then extended to improve the function of other members of the LAC network and then extended beyond to other regional networks. The Learning Laboratory will provide backstopping to understand the regional network role in improving access to global public goods among different clients in the field represented by network country members. The unique combination of the regional network and the multi-country project proposed by Bioversity brings together national banana programme leaders who participate in the regional networks as well as diverse partners in the impact pathway, including scientists working on production, processing, marketing and farmer organization, field organizations and grower organization. The project incorporates a component of direct participatory technology validation with farmer experimenters, including innovative efforts to reach households with below average income in their communities.

The proposed case study from Bioversity Bananas addresses the core business of most CGIAR centres and NARS – how to develop partnerships and networks which result in more targeted and impact-oriented global public goods – and we anticipate that this should be of great value to systemwide programmes, to individual CGIAR centres and to multi-country projects.

**Name of project or programme:** Smallholder Dairy Project (SDP)

**Name of hosting organization(s) and affiliated CGIAR centre:**

Hosting organization: Ministry of Livestock and Fisheries Development, Kenya

Affiliated CGIAR Centre: International Livestock Research Institute

**Duration:** Established in 1995. The research project ended 2003, but initiated development activities continue

**Funding:** DfID

**Objectives:**

To create, disseminate and foster the application of knowledge about informal milk markets in order to enable small-scale rural dairy producers and marketers to improve their livelihoods by effective participation and to contribute to policy changes that support pro-poor dairy development

**Country or regional scope:**

East Africa, but project lessons now being applied in Asia

**Justification for participation in the Learning Laboratory:**

The Smallholder Dairy Project (SDP) has achieved substantial progress in outcomes touching on policies that affect the marketing of milk by small scale operators (farmers and traders) in ways that support their activities and livelihoods. The project had a clear objective to help reduce agricultural / rural poverty. The project was an effective collaboration of different types of organizations (international research, national research sections, government regulatory agents, farmer and traders and policy organizations, among many others).

By participating in the ILAC Laboratory, we intend to share lessons that can be applied in many other similar projects, especially to demonstrate progression from research to development and the roles of researchers in the cyclic phases of problem identification, solution testing and adaptation and policy formulation.

**Name of project or programme:** Knowledge and Monitoring System of SG2000 Innovations in Africa

**Name of hosting organization(s) and affiliated CGIAR centre:** CIMMYT and SG2000-based national collaborators of CIMMYT in Ethiopia (and Uganda)

**Duration:** 2006 - 2010

**Funding:** 5 years duration, Japanese Donor, substantial funding for the M&E project

**Objectives:** Learning on the Learning Capacity of Development Donors through and externally conducted Knowledge and Monitoring System of SG2000 innovations in Uganda and Ethiopia to assess impacts, inform SG2000 on its interventions in Africa, on successes, constraints, lessons learned, recommendations and to refocus their work and achieve highest impact based on their own declared goals.

**Country or regional scope:** Africa, 2 countries (Uganda, Ethiopia)

**Justification for participation in the Learning Laboratory:**

The project under question is a unique case of an external evaluation, commissioned by a Donor to CIMMYT to evaluate the effects of their past and current efforts in funding development in Africa, because of a need to assess and document impacts as well as to learn from past and current efforts to improve targeting and effectiveness of their work. The effort brings together effectively a variety of key development players that, after some initial reluctance to participate for the fear of evaluation, are now convinced of the approach and need for the assessment and eager to learn from it for improving their own performance so to have real impact on their own declared goals. This is demonstrated by early change in policy by the implementing agency to refocus their work based on the findings of the assessment being conducted by CIMMYT.

The benefits expected from participating in the Learning Laboratory include training and skill building for the field teams and development agency, principally increased visibility for the work, among stakeholders and within the broader agricultural innovation community and particularly as outstanding providers of impact assessment and evaluation leadership, increased

knowledge and skills from participation in the Learning Laboratory and evaluations and impact studies, expanded publication output, strengthened capacity to foster pro-poor innovation and to conduct useful evaluations and impact assessments, access to human and financial resources for capacity development, evaluation and impact assessment. The Learning Laboratory case would in fact be the collaborative project that uses the SG2000 – CIMMYT project as a learning case.

**Name of project or programme:** African Highlands Initiative (AHI)

**Name of hosting organization(s) and affiliated CGIAR centre:** World Agroforestry Centre (ICRAF)

**Duration:** Established in 1995 as an on-going programme

**Funding:** IDRC (750,000), Government of Italy (450,000), AUSAID (240,000), SDC (890,000), (Funding levels in US \$ for an average of 3 years)

**Objectives:**

- To improve livelihoods and reverse natural resource degradation in the densely settled humid highlands of east and central Africa.
- To develop innovative methods and approaches for participatory "integrated natural resource management" (INRM) through their development and testing in pilot sites, cross-site synthesis and regional dissemination and institutionalization.

**Country or regional scope:**

AHI is a consortium of eastern African and international research organizations that work with local communities, local governments and development partners in Ethiopia, Kenya, Tanzania, Uganda and Rwanda.

**Justification for participation in the Learning Laboratory:**

AHI has tested approaches and is scaling them out with the national partners from national agriculture organizations in the five countries. The AHI sites in the East African Region will be used as labs to further test and refine innovative approaches and 'new' and 'mature' best practices from other countries. AHI through the African Grass Roots innovation component steers district partnerships and innovations to improve livelihoods and conservation of resources.

Expected benefits from participation include:

- Knowledge sharing and exchange
- Capacity building of the lab teams in new approaches
- Networking with like minded stakeholders regionally and globally
- Mentoring and coaching of new and mature cases

AHI is able to contribute the following to other Learning Laboratory members:

1. Tools and approaches for integrated watershed and natural resources management (e.g., approaches for planning and implementing integrated watershed management at land scale level, farmer institutional development, negotiation support, collective action, action research for integrated natural resources management and policy innovations, participatory monitoring and evaluation including process documentation, integrated agriculture research for development; Participatory Governance of Natural Resources)
2. Knowledge products "how to" tools/manuals for enabling learning and institutional and community innovations.
3. Cross- Country or multi-site case studies on porcupine on crop damage, equitable technology access by rural communities, use of strategic entry points e.g. rehabilitation of water sources to enhance INRM and soil and water conservation activities that are linked to profitable technologies and markets. These cases are evident in Areka, and Ginchi sites in Ethiopia, Lushoto in Tanzania and Kabale and Kapchorwa in Uganda.

**Name of project or programme:** Learning in Knowledge Intensive Agricultural Systems in India

**Name of hosting organization(s) and affiliated CGIAR centre:**

Xavier Institute of Management (XIMB), Bhubaneswar

Centre for Sustainable Agriculture (CSA), Secunderabad

**Duration:** The projects for the Learning Laboratory case include one mature case Non-Pesticide Management (NPM) and another emerging case System of Rice Intensification (SRI). CSA is involved directly with the NPM case though is not the only recipient of funds for this. In the SRI case, XIMB is involved in facilitating learning alliances and works in collaboration with other agencies and it is in that sense neither a project nor a programme.

**Funding:** The NPM up scaling effort is supported by the Society for Elimination of Rural Poverty (SERP), a para-statal organization that receives funds from the Government of Andhra Pradesh and is supported by the World Bank. The Indian government also has supported this for the next five years in the state of Andhra Pradesh as part of its new package for agriculture. SRI in India is currently supported by WWF-Dialogue project of water, food and environment based at ICRISAT, Sir Dorabji Tata Trust and governmental agencies. The profile is continuously changing with the spread of SRI.

**Objectives:**

The Learning Laboratory case will explore the complex issue of how learning occurs in knowledge intensive, as opposed to the conventional input intensive, agricultural systems. The cases chosen have large poverty reduction focus with specific attention to small and marginal farmers in India.

**Country or regional scope:**

India for NPM, SRI potentially has in its complex evolution derived substantially from inputs from across the world.

**Justification for participation in the Learning Laboratory:**

The problems with the linear model of agricultural innovation are reasonably well known. Models of change that have had sources of innovation outside the formal agricultural establishment present interesting opportunities for study and analysis. Some of these have been successful but have perhaps not been scaled or have diluted objectives in the process. Even in these cases of partnerships are few. The cases taken for the Learning Laboratory present contemporary ways by which organizations have been combining aspects of action research and learning to bring about institutional change.

Informal research and alliances have played a major role in the evolution of some of these ventures and this needs greater explication for the institutional implications of changed behavior for research organizations. How have scientists involved in the cases done things differently even as they were constrained in innovating within their own settings? How could these lessons be taken further in their own organizational settings? What have been their approaches to learning and how have these been facilitated? All of these would be explored through the Learning Laboratory including exploring why is it that some organizations have been more receptive to change while others have not?

The cases also provide interesting points where newer interactions might change the axioms of research. Can civil society and farmers be involved in setting the parameters for research? For example in SRI, one such axiom that has evolved is that SRI trials have to be on farmer's fields, i.e. on-farm rather than on-station. What are the responses and institutional changes that might have to happen if these were to be tried out? These are the kinds of questions that the Learning Laboratory hopes to answer through facilitation.

## Annex 2 Complete List of ILAC Briefs

Acosta, A. and Douthwaite, B. (2005). Appreciative Inquiry: An approach for learning and change based on our own best practices. ILAC Brief No. 6. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Acosta, A. S., Jones, M. and Kaufmann, R. v. (2005). The Sub-Saharan Africa Challenge Programme: An experiment in mainstreaming institutional learning and change. ILAC Brief No. 9. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Amariles, F., Peralta, G. and Johnson, N. (2006). Linking Diversity to Organizational Effectiveness: Lessons from a culture study at CIAT. ILAC Brief No. 12. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Baldini, K. K. (2005). Human Resources Management, Knowledge Sharing and Organizational Learning. ILAC Brief No. 11. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Bernet, T., Devaux, A., Thiele, G., López, G., Velasco, C., Manrique, K. and Ordinola, M. (2008). The Participatory Market Chain Approach: Stimulating pro-poor market-chain innovation. ILAC Brief No. 21. Rome: Institutional Learning and Change (ILAC) Initiative. [http://www.cgiar-ilac.org/files/publications/briefs/ILAC\\_Brief21\\_PMCA.pdf](http://www.cgiar-ilac.org/files/publications/briefs/ILAC_Brief21_PMCA.pdf)

Douthwaite, B., Alvarez, S., Thiele, G. and Mackay, R. (2008). Participatory Impact Pathways Analysis: A practical method for project planning and evaluation. ILAC Brief No. 17. Rome: Institutional Learning and Change (ILAC) Initiative.

Douthwaite, B. and Ashby, J. (2005). Innovation Histories: A method from learning from experience. ILAC Brief No. 5. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Hall, A., Mytelka, L. and Oyeyinka, B. (2005). Innovation Systems: Implications for agricultural policy and practice. ILAC Brief No. 2. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Henson-Apollonio, V. (2005). Collaborative Agreements: A 'how to' guide. ILAC Brief No. 4. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

ILAC (2005). The Institutional Learning and Change Initiative: An introduction. ILAC Brief No. 1. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Kaner, S., Watts, J. and Frison, E. (2008). Participatory decision-making: The core of multi-stakeholder collaboration. ILAC Brief No. 19. Rome: Institutional Learning and Change (ILAC) Initiative.

La Rovere, R., Dixon, J. and Hellin, J. (2008). Enriching Impact Assessment at CIMMYT. ILAC Brief No. 18. Rome: Institutional Learning and Change (ILAC) Initiative.

Lundy, M., Gottret, M. V. and Ashby, J. (2005). Learning Alliances: An approach for building multistakeholder innovation systems. ILAC Brief No. 8. Rome: Institutional Learning and Change (ILAC) Initiative.

Mayne, J. (2008). Building an evaluative culture for effective evaluation and results management. ILAC Brief No. 20. Rome: Institutional Learning and Change (ILAC) Initiative.

Mayne, J. (2008). Contribution analysis: An approach to exploring cause and effect. ILAC Brief No. 16. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Shambu Prasad, C., Hall, A. and Thummuru, L. (2006). Engaging Scientists Through Institutional Histories. ILAC Brief No. 14. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Smutylo, T. (2005). Outcome Mapping: A method for tracking behavioural changes in development programs. ILAC Brief No. 7. Rome: Institutional Learning and Change (ILAC) Initiative.

Staiger, S., Russell, N. and Hewlitt, A. (2005). Making the Most of Meetings: An entry point for knowledge sharing. ILAC Brief No. 10. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Thiele, G., Devaux, A., Velasco, C. and Manrique, K. (2006). Horizontal Evaluation: Stimulating social learning among peers. ILAC Brief No. 13. Rome, Italy: Institutional Learning and Change (ILAC) Initiative.

Thiele, G., Devaux, A., Velasco, C. and Manrique, K. (2008). Evaluación Horizontal: Estimulando el aprendizaje social entre "pares". ILAC Brief No. 15. Rome: Institutional Learning and Change (ILAC) Initiative

Watts, J. (2005). Learning-oriented Evaluation: A tool for promoting institutional learning and programme improvement. ILAC Brief No. 3. Rome: Institutional Learning and Change (ILAC) Initiative.