



Learning Laboratory Workshop Report 1

ILAC Learning Laboratory Planning Workshop Report

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The ILAC initiative fosters learning from experience and use of the lessons learned to improve the design and implementation of agricultural research and development programs. The mission of the ILAC Initiative is to develop, field test and introduce methods and tools that promote organizational learning and institutional change in CGIAR centres and their partners, to expand the contributions of agricultural research to achievement of the Millennium Development Goals.

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ILAC Learning Laboratory Planning Workshop Report

Cali, March 30 to April 2, 2008

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Background

The Institutional Learning and Change Initiative (ILAC) was established to respond to a concern that agricultural research is not contributing enough to reducing poverty and a belief 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. Therefore, ILAC aims to strengthen the capacity of collaborative research and development programs to facilitate agricultural innovation for poverty reduction. The current five-year phase (2007-2011), funded by the Dutch Government, has four objectives:

1. *Conduct applied research and evaluation* to support and draw lessons from promising collaborative agricultural innovation programmes
2. *Develop the capacity* of collaborative programmes to foster pro-poor innovation
3. *Foster visionary leadership* and organizations that are more supportive of agricultural innovation for poverty reduction
4. *Facilitate knowledge sharing and communication* within the emerging community of rural innovation professionals

Central to the strategy of the ILAC Initiative is a Learning Laboratory in which professionals from collaborative research programmes come together to share knowledge and experiences, experiment with new approaches for facilitating innovation for poverty reduction, and evaluate the results. The programmes that participate in the Learning Laboratory share the following characteristics:

- A central objective to reduce agricultural and rural poverty
- Significant involvement of poor farmers and other intended users of research results in the R&D process
- Substantial collaboration developed among different types of organizations (for example, international research, national research, NGOs, local government, farmers' groups, policy organizations, universities)
- Strong leadership commitment to participating actively in learning and critical assessment of their work in the context of the Learning Laboratory

This report documents the first meeting of the Learning Laboratory case teams, ILAC coordination and a group of experts. The meeting, held in Cali, Colombia from March 30 to April 2, was hosted by the International Center for Tropical Agriculture (CIAT).

Participation

The participants in the workshop were the members of the ILAC Learning Laboratory teams and the members of the ILAC Core Group (Coordination Team, ILAC Honorary Fellows) and several invited experts. The CIAT PIPA¹ Group facilitated the workshop.

The Learning Laboratory Cases were as follows (exact titles still under development in some cases):

- Integrated Crop Management and Value Chain Improvement for Sweetpotato Livelihoods in Central Luzon, Philippines - Users' Perspectives With Agricultural Research and Development (UPWARD)
- Andean Change Program (Cambio Andino)
- Network for linking users to researchers for banana and plantain improvement (Bioversity Plantain)
- The Kenya Smallholder Dairy Project (Kenya Dairy)
- Knowledge and Monitoring System of SG2000 Innovations in Africa (SG2000)
- African Highlands Initiative (AHI)
- Generating new knowledge on Knowledge Intensive Agricultural Systems (KIA)

The list of participants is shown in Annex 1. Figure 1 shows the workshop participants.



Figure 1: Workshop Participants

¹ PIPA stands for Participatory Impact Pathway Analysis and more on this topics can be found at <http://boru.pbwiki.com/>

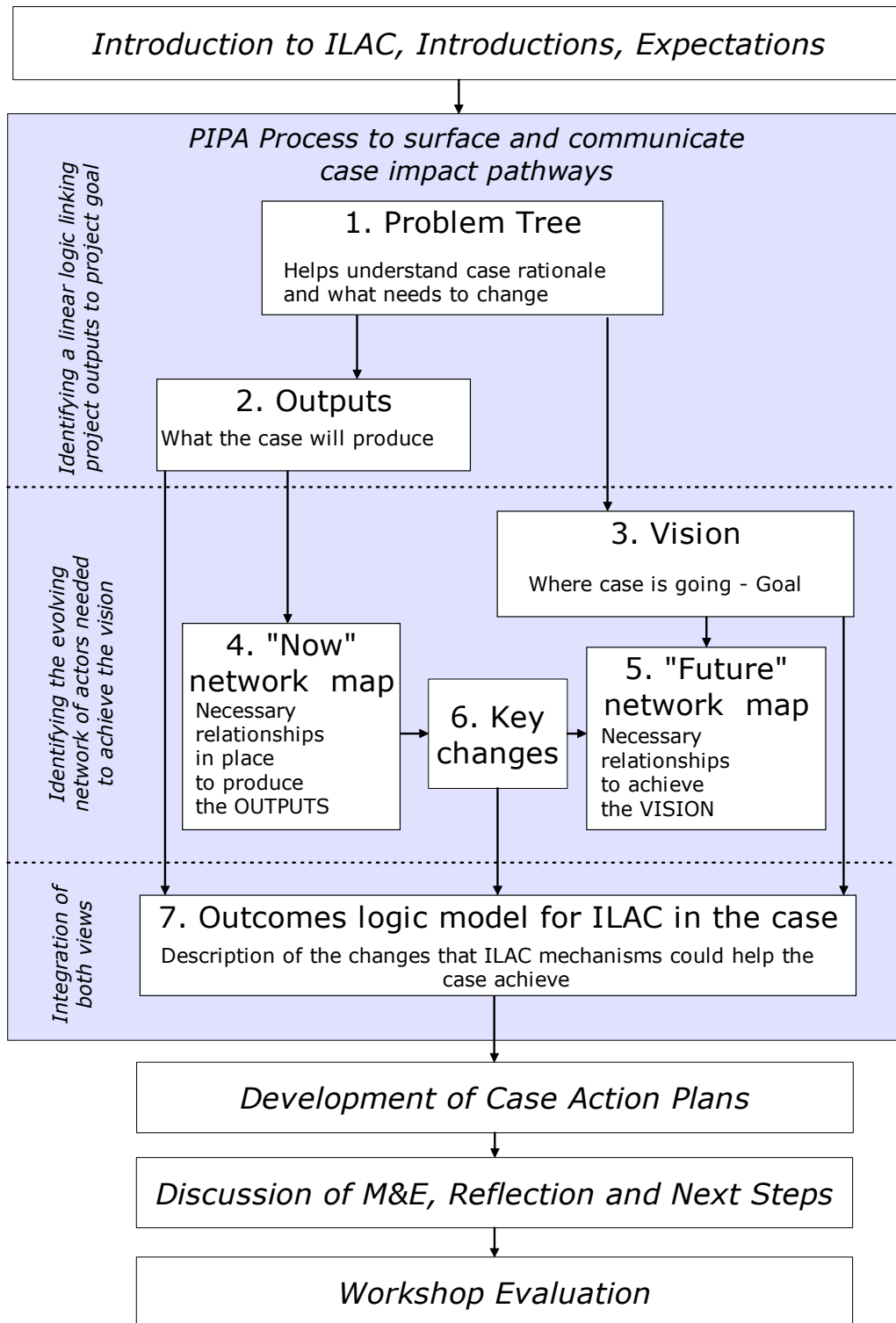


Figure 2: Workshop Roadmap

Workshop Objectives and Focus

The overall workshop objectives were:

- 1) Develop inputs to work plans for ILAC Learning Laboratory cases
- 2) Develop inputs to the ILAC Project Design Document and Work Plan
- 3) Develop 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) ILAC as a whole, and 2) for the individual cases. The workshop roadmap is shown in Figure 2.

The ILAC Learning Laboratory Planning Workshop

Day 1: Introductions, Problem Trees and Visions

The workshop was opened by Dr. Geoff Hawtin, CIAT's interim Director General. Jamie Watts made a brief introduction to ILAC and Boru Douthwaite presented the workshop agenda and road map (see Figure 2). Most participants had also taken part in the 'Rethinking Impact' workshop² and Simone Staiger facilitated a 'World Café' discussion of what people were bring from that workshop into the ILAC meeting. Sophie Alvarez facilitated the collection and discussion of people's expectation for the workshop which were classified into 1) what will be achieved, 2) what might be achieved, and 3) what won't be achieved (see Table 4)

Participants began by modifying their problem trees (see Figure 3).



Figure 3: UPWARD develop their problem tree

Participants identified the project outputs and showed which problems they help solve. Participants then carried out a visioning exercise (See Table 1) based on the following:

“You wake up 2 years after your project has finished. Your project has been a success and is well on its way to achieving its goal. Describe what this success looks like to a journalist:”

- What was the situation like before the project started (hint – look at the problem tree)

² More information about the 'Rethinking Impact' workshop can be found at <http://www.prgaprogram.org/riw/>

- What were the unmet needs and requirements of next users and end users?
- What are the next users now doing differently?
- How are project outputs disseminating (scaling out)?
- What political support is nurturing this spread (scaling up)?
- What are the end users doing differently?
- What are the benefits they are enjoying as a result of the project?

Table 1: Bioversity Plantain’s Vision 2 years after the project finishes

What will the next users be doing differently?	<ul style="list-style-type: none"> • Professors and students use web resources to improve education on plantain; • technicians, trainers have improved quality of training, both on production, processing and business organization, • NGOs develop new projects for poverty reduction with improved production, processing and marketing of plantain
How will scaling out be occurring?	Farmers to farmers, new projects from NGOs, donors, web site, university courses, new research on production and processing
How will scaling up be occurring?	Musalac, research directors in NARS, local governments, plantain clusters, round-tables, grower associations, ministries
What will the end users be doing differently?	<ul style="list-style-type: none"> • 20% of farmers in the area are using new technologies in production; • 35% of small processing businesses using Improved techniques; 4 new farmer marketing businesses
What benefits enjoyed by next users and end users?	<ul style="list-style-type: none"> • End users - Prospects for new markets, higher yields, better prices; Next users – professional capacity, improved job prospects, opportunities for new clients
What would happen without the project?	<ul style="list-style-type: none"> • Benefits from improved production and marketing will benefit primarily medium and large farmers without much contribution to poverty reduction or job creation; • small farmers will have limited access to improved technologies adapted to their limiting factors; • technicians and professors and service providers do not take into account potential for poverty reduction through production, processing and marketing

Day 1 finished with a ‘go-around’ exercise in which people reflected briefly on the feelings about how the day had gone. Their comments are listed below.

Day 1 go-around (after problem trees and visions)

- Very productive, like way process is being handled, happy with the day
- Nice to be in a workshop see where you see where you are going from day 1
- Very focused in what we want to achieve and how to achieve it
- Like focus, going great
- Liked the process
- Very productive
- Workshop has been very participatory
- Productive day, starting to understand what ILAC is about and how we fit in. By end of workshop think I will clearly understand ILAC
- PIPA is going faster than when we did it (December 2006) in CIMMYT perhaps because we are working with working with better defined projects
- Learning quite a lot, first time to attend such a meeting

- Very productive, clear view of where we are going
- Very impressed with analysis, lots of thinking under pinning the projects
- Enjoyed process, I have a healthy skepticism, I don't want to be conditioned by problem tree
- Useful, used PIPA on other projects but not used it own project.
- Learned more about impact pathways and clarified the Cambio Andino impact pathways
- The World Café (on the Rethinking Impact WS) was very interesting and I thought that more concrete things came out of it than in the last day of that workshop.
- ILAC session – left me a bit concerned, not sure what is concrete, what is not, what are the opportunities.
- In the afternoon we worked for the first time in a project group. This helped clarify the project which is based on a proposal developed by others.
- Appreciated logic of sequence, enjoyed what learned this morning
- Appreciate opportunity to learn about problem trees
- Came thinking I knew it all, after lunch felt stress as things unraveled, not got to vision yet
- PIPA / problem tree added clarity and wondered what we did before

Day 2: Network Maps and Outcome Logic Models

The morning of the second day was taken up with presentation and discussion of the cases' timelines (prepared before the workshop), problem trees and visions. In the afternoon the cases constructed their 'now' network maps and they identified the changes required in this network to achieve the vision.

Participants constructed maps for four relationships: funding, research, scaling-out and scaling-up. Participants also indicated actor influence on a scale of 1 to 3 and the attitude of those actors.



Figure 4: Cambio Andino developing their 'now' network map

Participants then filled out a worksheet describing the main changes that would have to occur for their projects to achieve their visions (see Table 2 for an example).

Table 2: Some of the changes required to achieve the project vision of UPWARD-Philippines, derived from the differences between the ‘now’ network map

Describe the most important network and attitude changes to achieve the vision	Why is it important to make the change?	What are the project’s strategies (e.g., co-development of knowledge and technology, communication, political lobbying, etc.) for achieving these changes?
DA Provincial Office becomes the main network hub, being the organization with the formal mandate to coordinate local agricultural development work	Sustainability and institutionalization of R&D interventions	Organizational capacity development through engagement in the R&D process
A cluster of research organizations providing a continuing stream of technological knowledge to support local innovation by next users and end users	Stimulate and support local innovation	Multi-stakeholder research planning
Policymakers recognize importance of sweetpotato livelihoods in rural poverty reduction	Increase resource allocation to sweetpotato R&D	Using impact assessment results for evidence-based policymaking

Participants then filled out an outcomes logic model incorporating the network changes and the changes resulting from the use of project outputs (see Table 3). The outcomes logic models focused on the changes that ILAC could help the cases achieve.

Table 3: Part of the Outcomes Logic Model for the African Highlands Initiative

Actor(s)	Change in Practice required to help fulfil the Project Vision (that ILAC mechanisms can contribute to)	Change in KAS required to help fulfil the Project Vision	What are the project’s strategies for achieving these changes in KAS and Practice? What is the role of ILAC mechanisms?
NARS (Researchers)	Work in multi-disciplinary teams, and involve farmers & other stakeholders	Skills in facilitating multi-disciplinary / multi-stakeholders team work, learn from & share with others as equal partners	Packaging & dissemination of lessons learnt and wider dissemination ILAC role: <ul style="list-style-type: none"> • Training on team work, link with like minded people / projects • Facilitate generation & dissemination of knowledge products
Farmer organisations	Work closely with service providers & higher level institutions,	Increased expertise & confidence in community leadership, mobilization and linking local communities with higher level institutions	Facilitate capacity building in leadership, community mobilization & in lobbying (with higher level institutions) ILAC Role: <ul style="list-style-type: none"> • Provision of relevant knowledge products

			<ul style="list-style-type: none"> • Training in group dynamics & leadership
Farmers	Seek information from different sources, learn from fellow farmers, be more proactive in bylaw reform processes, share knowledge and experience	Skills in use of INRM approaches & learning from experience of excelling farmers, increased relevance of bylaws in NRM	Link with other farmers / communities, promote simple but innovative farmer knowledge products, expose farmers to NRM policies and bylaw reforms procedures ILAC Role: <ul style="list-style-type: none"> • Facilitate sharing of lessons from other farmer groups • Capacity building in participatory bylaw reforms

Like Day 1, at the end of Day 2 the ‘go-around’ exercise was applied. Comments are listed below.

Day 2 go-around (after network mapping)

- Amazing day brilliant range of insight excitement from presentations, lots of progress
- Addition of network analysis has given us a depth into in our project we didn’t have
- I found the network mapping challenging
- We are working on a project designed by others based on different principles. We are wondering how much we can change the original design. Changing our network map, adding new partners is not so easy.
- Nice exercise, seeing interaction not planned when project was originally designed
- Found day exciting, can see ILAC playing a valuable role in the cases, sense of responsibility to help the cases, good expectations of what is coming out
- Morning very interesting, found afternoon challenging, very complicated to map networks
- Morning presentations very informative, interesting input into ILAC to help in designing the way forward
- The workshop is building capacity. It is very helpful to be able to critically examine some definitions and concepts
- Exciting day, opportunity to go into greater depth (after the problem tree analysis). Social network analysis is quite interesting and useful entry point into identifying next steps in projects
- Find this an interesting exercise, able to realize a lot that I didn’t know. Identifying relationships to strengthen is going to help me strengthen our program
- I am interested in space between outcome and impacts. [PIPA gives] a different way of looking at it which is more enlightening but more uncomfortable.
- Benefited a lot
- I know what we can get out of workshop, and next four years. Want a brainstorming on the concrete things that the initiative wants so I can contribute
- Challenged and handicapped because of the absence of partners [who I want to work with to develop the impact pathways].
- Very interesting very process, starting with problem trees and moving to networks gives richer pictures, interesting to see what is different and similar [between the problem tree

and network perspectives]. How do you embrace the complexity of projects but still keep it simple?

- Useful, but Cambio Andino has regional and national levels and 14 cases. This makes drawing network maps complicated
- Good to exchange information between projects and know more about all the projects in ILAC
- Key word for me is ‘similarities’. There are striking ones. Challenge will be to draw it to the meta-level both for Cambio Andino and ILAC.
- This is the third PIPA workshop I have been in and found it much tougher and somewhat frustrating because we have been trying to do a network map at a higher institutional level than before and this is more complex
- I am struck by similarities in what the cases are trying to do and the tremendous potential in the group.
- Couldn’t believe the richness being described and the potential power of bringing them together. Differences but enough commonalities to draw rich experiences out of this group.

Day 3: Development of Case Action Plans

Day 3 largely revolved about answering the following: Where do common interests lie? What do we want to collaborate on? How will ILAC support this?

After the participants had heard each other present their outcomes logic models they wrote down on cards areas where they would like to collaborate with ILAC and/or other cases. The cards were then clustered (see Figure 5). The collaborative themes that emerged were:

- Capacity building
- Learning alliances/learning and sharing
- Institutional and Innovation Histories
- Partnerships
- Impact evaluation
- Policy influence
- Sustainable rural livelihoods/targeting clients
- Market participation
- Participatory methodologies



Figure 5: Clustering collaboration themes

Three parallel sessions were then organized for self-selecting groups to discuss what types of collaboration were envisaged in each area. These were then presented back to plenary. The cases then went back into their individual groups to develop an action plan (see Figure 6). Jamie Watts, ILAC Coordinator, detailed the budget available for support to ILAC activities. It was agreed that decisions on what ILAC will and will not support will be communicated back within one month.

AH/E	ILAC COLLABORATION	LINKAGE WITH ILAC THEME
1. PACKAGING & DISSEMINATION OF LESSONS	<ul style="list-style-type: none"> - TRAINING ON TEAM WORK - LINK WITH LIKE MINDED PEOPLE/ PROJECTS - FACILITATED DISSEMINATION 	<ul style="list-style-type: none"> CAPACITY BLDG LEARNING AND SHARING CAPACITY BLDG SHARING & LEARNING
2. STRENGTHENING FO	<ul style="list-style-type: none"> - FACILITATE KNOWLEDGE & EXPERIENCE SHARING - TRAINING IN GROUP DYNAMICS 	<ul style="list-style-type: none"> - CAPACITY BLDG LEARNING & SHARING
3. BUILDING CAPACITY FOR PM+E	<ul style="list-style-type: none"> - TRAINING - KNOWLEDGE & EXPERIENCE SHARING 	<ul style="list-style-type: none"> CAPACITY BUILDING SHARING AND LEARNING IMPACT EVALUATION
4. PROVIDE EVIDENCE OF WORKING CASES TO POLICY MAKERS / DONORS	<ul style="list-style-type: none"> HOW TO CAPTURE LESSONS LEARNED (Operationalization of PD) 	<ul style="list-style-type: none"> CAPACITY BLDG IMPACT EVALUATION

PD = Process Documentation

Figure 6: Example of an action plan developed by the African Highlands Initiative

The next step (see Road Map) was to discuss how M&E and reflection would take place within the ILAC cases. Consensus had already been reached at this point on the importance of regular reflection. Patricia Rogers had earlier presented to participants the ILAC ‘jellyfish’ (Figure 7) representing a potential ‘program logic’ for ILAC. Regular reflection and learning is key.

The cases are helping their host projects achieve pro-poor change. Case interventions are guided by theory and methods and at the same time testing them. The ILAC Initiative is enabling this to happen, fostering learning within and between cases, synthesizing and building theory to feed back into the processes going in the cases, and ILAC’s own attempts to influence change (generally at higher institutional levels than the cases).

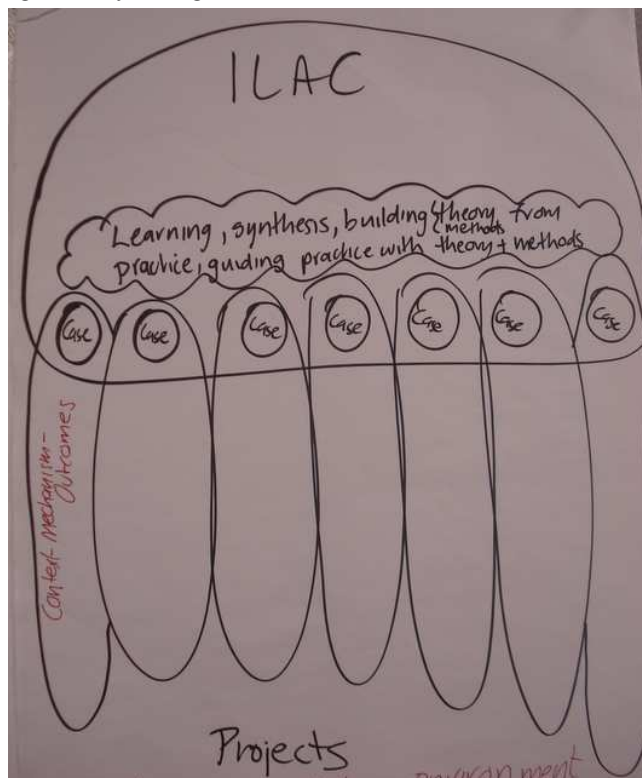


Figure 7: The ILAC ‘jellyfish’ – a diagram representing the ILAC ‘program logic’.

Day 4: What is the Learning Laboratory?

Day 4 was the last day and a number of things were covered including the workshop evaluation and a discussion of M&E. Participants were shown how their outcomes logic models could be used to populate a Gantt chart that links the strategies to achieve the ILAC outcomes in the outcomes logic model to the activities that constitute the strategies. The Gantt chart also sets SMART³ targets for the outcomes and identified milestones to measure progress towards achieving them (see Figure 8). Some participants felt that it was too burdensome given that their projects were all about achieving ILAC-type changes and they already had their own M&E system. On the other hand others felt that some systematic approach is needed to provide evidence of what ILAC-supported strategies are (or are not)

³ SMART = specific, measurable, attributable, realistic and timebound

The name LL is OK. Learning is key and this distinguishes it from other concepts “pilot sites”

Forum-to share what has been learned in the cases

Opportunity for creative interaction on how to reach the rural poor

A safe space to make mistakes and ‘open the box’

Create spaces (physical, virtual) where learning and change can happen or be understood

ILAC is a shared space for learning about “Learning and Change” and how to do it well

ILAC is a safe space to experiment new ideas, tools and be open about failures, adjustments, and changes of direction.

Place/space to try things out, to take risks, experiment and fail forwards

Fosters experimentation and is itself a source of innovation

LL: Experimentation results, reflect, and support change

A LL is itself an innovation from which to learn

LL: strategic mechanism to allow space for experimentation

A LL is itself a source of innovation

Underpinned by PIPA that itself is flexible and open for reflection and adaptation

Remaining questions:

How much space is there for trying out/developing new tools

How much room is there to accommodate additional cases? (Which may be better)

Does the term LL convey the sort of interaction we want?

Next Steps

We agreed in the workshop to the following steps:

- Participants will draw their problem trees and make changes if they wish to their worksheets and return to the CIAT-PIPA team (end of April)
- PIPA team write workshop report (end of April)
- ILAC communicate with cases to develop proposals for specific types of support
- PIPA team post case workshop outputs (problem trees, visions, network maps, outcomes logic models and action plans) on a password-protected website (end of May)
- The matrix of envisaged activities will be circulated and finalized (and is attached to this report as Annex 2)
- An end of the year reflection activity will be facilitated and documented by the CIAT-PIPA team

Other Workshop Outputs

During the workshop participants were interviewed and asked about the ILAC Initiative work, their experiences related to institutional learning and change, their participation in the Learning Laboratory and the key messages they were taking home from the workshop. The interviews were recorded and out of them eight videos were produced. The videos can be found in Google Video and the links are below. Better resolution files will be sent to each Learning Laboratory focus person.

1. Introduction to ILAC, by Jamie Watts

<http://video.google.com/videoplay?docid=7560783321908908096&hl=en>

2. History of ILAC Initiative, by Doug Horton

<http://video.google.com/videoplay?docid=-6352605735380356092&hl=en>

3. Video interview with Robert Chambers from IDS about ILAC Initiative

<http://video.google.com/videoplay?docid=871224646187034716&hl=en>

4. Video interview with Jacqueline Ashby from CIP about ILAC Initiative

<http://video.google.com/videoplay?docid=-230264260027254922&hl=en>

5. Video Interview with Robert Chambers from IDS on Learning

<http://video.google.com/videoplay?docid=-2691225874280395419&hl=en>

6. Video Interview with Mark Lundy from CIAT about learning and change issues

<http://video.google.com/videoplay?docid=7679643213672544805&hl=en>

7. Video Interview with Robert Chambers from IDS about the ILAC Learning Laboratory

<http://video.google.com/videoplay?docid=1457513995326714883&hl=en>

8. Highlights of the ILAC Learning Laboratory Workshop - April 2008

<http://video.google.com/videoplay?docid=3405358603922349020&hl=en>

Workshop Evaluation and Feedback

Based on the workshop objectives presented at the first day of the workshop, an assessment of what the workshop has achieved was carried out. Its results are presented in Table 4.

Table 4: Workshop Deliverables

What the workshop set out to achieve	Status
Visions of success for the ILAC initiative and the individual Learning Lab cases	Achieved (in impact pathways workbooks available for use by the team on Learning Lab D-Group site)
ILAC project-level impact pathways	Achieved (ILAC impact pathway workbook)
Impact pathways for each of the Learning Lab Cases	Achieved (LL impact pathway workbooks)
Agreement on monitoring and evaluation procedures (including data needs, lesson-learning and knowledge sharing) will take place in the Learning Lab and in ILAC as a whole	Partially achieved. We agreed on importance of regular reflection and sharing of experiences but not on how to do it
Identification of how the ILAC project can best support the cases (impact assessment, technical support, training, policy/decision level support, small grants or other)	Partially achieved. Participants presented potential areas for ILAC – case collaboration. ILAC now has to decide how best to respond
Inputs for updating the ILAC Design Document and work plan	Achieved
Principles of working together between ILAC and the cases	Not achieved
Proposal for an ILAC advisory group	Not achieved

The last two items were not achieved because we ran out of time.

At the end of the workshop we conducted an after-action review and the results are presented below.

What went well:

- Group dynamics that allowed free exchange of ideas, concerns, and suggestions
- Participation of external people (Patricia, Robert, Cheronno, Makul), very constructive input of the expert group
- Sharing / contribution of core team (ILAC)
- Learning sharing and networks
- Involvement and sharing by participants
- Common commitments to the projects working constructively together
- Enthusiasm during the workshop and for the foreseeable future
- Interactions spirit very positive, level involvement very good
- Bringing in ideas, methods and examples from people's different networks
- "Expert" opinion very useful / helpful
- Very good resource persons
- Food was most fantastic experience
- Some very positive sessions (problem tree, network map)
- Explicit impact pathways very important
- PIPA process as management tool, use of PIPA to layout different theories of change
- Remarkable to have a workshop which didn't need even one energizer
- Time management
- Flexible process within an appropriate structure
- Well facilitation of the workshop
- General workshop process and facilitation good facilitation of PIPA

What to change for next time:

- More space for creative ideas
- New venue /location, venue more accessible to participants
- Tighter planning and control of time
- Overly intrusive videoing and photography of discussions
- More structure to PIPA, especially regular reflections
- How to do network maps for complex projects
- More specific concrete examples of methods being used by projects
- One day free meetings between
- More time to be allocated to inter – case study interaction
- Provide more time to exchange experience from cases
- More missing of groups for discussion
- Weak feedback from the first meeting (Rethinking Impact)
- More consideration to participants from other regions to see Colombia.
- More social interaction outside venue

Annex 1: Participant List

Name	Organization	LL Case / role	Email
Adolf Nyaki	Mlingano Agric. Research Institute	AHI	asnyaki@yahoo.com mlingano@iwayafrica.com
Boru Douthwaite	CIAT	Facilitator	bdouthwaite@gmail.com
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Claudine Picq	Bioversity	FONTAGRO	c.picq@cgiar.org
Cristina Sette	Bioversity	ILAC	c.sette@cgiar.org
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Emma Rotondo	PREVAL	Andean Change	erotondo@terra.com.pe
Graham Thiele	CIP	Andean Change	g.thiele@cgiar.org
Jacqueline Ashby	CIP	Andean Change	j.ashby@cgiar.org
Jamie Watts	Bioversity	ILAC	j.watts@cgiar.org
Jeremias Mowo	African Highlands Initiative	AHI	jgmowo@yahoo.com
Julieta Roa	UPWARD Network	UPWARD	r.julieta@cgiar.org
Julius N Nyangaga	ILRI	Kenya Dairy	j.nyangaga@cgiar.org
Lorna Sister	CIP	UPWARD	l.sister@cgiar.org
Luis Pocasangre	Bioversity	FONTAGRO	l.pocasangre@cgiar.org
Mark Lundy	CIAT	Expert	m.lundy@cgiar.org
Ogeli Makui	Reto-o-Reto Project, Wildlife Foundation	Kenya Dairy	ogelimakui@yahoo.com
Patricia Rogers	Centre for Applied Social Research Royal Melbourne Institute of Technology	Expert	patricia.rogers@rmit.edu.au
Philip Cheronon	Kenya Dairy Board	Kenya Dairy	pcherono@kdb.co.ke
Robert Chambers	IDS	Expert	R.Chambers@ids.ac.uk
Roberto La Rovere	CIMMYT	SG2000	r.larovere@cgiar.org
Ron Mackay	Consultant	Expert	mackay.ronald@gmail.com
Shambu Prasad	Xavier Institute of Management	KIA	shambu@ximb.ac.in
Simone Staiger	CIAT	Facilitator	s.staiger@cgiar.org
Sophie Alvarez	CIAT	Facilitator	b.s.alvarez@cgiar.org
Vivian Polar	PROINPA Foundation	Andean Change	vivipol@megalink.com

Annex 2: Actions proposed by ILAC Learning Lab Cases and ILAC Team

Participatory methodologies	Market participation	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
<i>Dairy Kenya</i>					
Search for training guidelines (manuals) in group dynamics	Search for information on effective markets and appropriate links to support 'poor' communities	Facilitate community participation in policy fora whenever necessary to share experiences and concerns	Support the adoption/refinement of appropriate participatory methods for IE	To support acquisition and training in Social Network Analysis (software and attendance in training)	Facilitate stakeholder forums to develop and refine reports, develop images (video clips, pics of client accounts)
Support communities by training them on on participatory decision-making	Search for training guidelines (manuals) and train communities in contract negotiation for effective participation in markets.		Draw lessons about IE methodology for sharing with other LL cases		Facilitate participation in learning alliances and sharing forums
	Facilitate dissemination of (market opportunities) findings with case stakeholders and other LL cases				Develop and share lesson briefs for LL cases and others interested
<i>AHI</i>					
			Training on impact evaluation	Training on team work	Link with like minded people/project
		Write workshop on packaging and dissemination of lessons	Impact evaluation methods guides		Facilitate generation and dissemination of lessons
		Provide evidence from cases to policy makers and donors		Training of farmers organizations in group dynamics	Exchange visits
				Strengthening farmers organizations (Review current farmers organizations, identify capacity needs, training)	Knowledge and experience sharing (Methods guide for PM&E)

Participatory methodologies	Market participation	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
<i>Cambio Andino</i>					
Prepare source book on quantitative and qualitative methods to analyze poverty, gender and exclusion			Mentoring and peer review in impact evaluation of participatory methods	Training of facilitators in participatory innovation process	
Spanish version of ILAC course on Participatory decision making	Sharing approaches and outcomes for linking farmers and other market chain actors		Qualitative analysis (from testimonies and story telling)		
Promote south-south exchange to adapt participatory methods from LA into the African context					
Promote a wide dissemination of participatory tools and methods through user networks.					
Course on Enhancing creativity and innovation for participation					
Translate into English and put online Cambio Andino Participatory Method Catalog		Joint training and knowledge sharing on evidence based policy (ODI – Rapid)	Mentoring and peer review of Cambio Andino evaluation approach		
Shared inventory and data base on participatory methods		Workshop on capacity to innovations and creativity for participatory process development			

Participatory methodologies	Market participation	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
<i>Biodiversity Plantain</i>					
	Pro-poor market / farmer marketing methods		baseline, methods	Diagnostic of organizational capacity selected partners	Tools for routine learning and sharing with partners / project
			Simple methods for characterizing resource-poor farmer clients		Develop methods for diagnostic strategies for how to communicate information to next users
		Developing policy strategy for project simple diagnostic tools		Mapping network in each zone, baseline and updating as learning and monitoring tool	
<i>KIA</i>					
		Workshop 'Agricultural sciences: Beyond NPK'	Impact Evaluation, good change study by ILAC on NPM (ILAC's network does the study)	Facilitate buy in with partners on LL objectives/alignment (LL guidelines)	Strengthening knowledge shares from farming community, formalizing, establishing, mechanisms
				Network mapping of SRI group to enable better understanding	Scholarships and small grants to facilitate cross learning across researchers, civil society formers (ILAC conceptualization and funding)

Participatory methodologies	Market participation +	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
SG2000					
		Policy communication and influence the case of Africa	Participate in cross case impact evaluation (concept note development)		Support study visit to countries where success stories are registered
		Provide a policy relevant input to SG2000 and Nippon for its strategy in Africa	Support building an impact assessment culture in CIMMYT and its partners		Support a workshop on promote knowledge and experience sharing arrangements
		Provide a model to be used for similar forthcoming projects (e.g. Agra-SG2000)	Training and skill building		Publish experiences in peer reviewed publications
UPWARD					
	Cross-visits with other LLs involved in market chains	Adapting/testing strategies for influencing policy, including evidence from impact evaluation	Small grant to conduct impact evaluation	Cross-visits with other learning lab cases on successful cases of partnerships	Reflection workshops among LLs
		Training workshop on strategies for policy influence	Mentoring for impact evaluation	Documenting and sharing field-tested principles and practices of partnerships	Pool of online and software resources for LLs
			Mentoring for evaluation of institutional innovation		Learning workshops/training on innovation histories
			Training-workshop on impact evaluation and program M&E methodologies		

Participatory methodologies	Market participation	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
ILAC					
Inventory participatory methods/methodologies	Investigate options for targeting farmers and market analysis	Organize a session at AGM on ILAC	Collaborate with Research Into Use to develop web based compendium for impact evaluation methods and studies	Carry out evaluation of facilitation training	Facilitate access to existing tools, knowledge and people
Further investigate training ideas/develop concept note: network mapping and analysis	Further investigate training ideas/develop concept note: enhancing creativity and innovation	Support and participate in policy fora	Develop a concept note/proposal for impact evaluation of cases	Follow up (mentoring) with graduate/alumni of facilitation course	Facilitate knowledge sharing across/among cases and with external key people/resources
Synthesize evidences and lessons on PR & collaboration to date and Learning labs		Build support and space for learning and change in the CGIAR, centers and research partner organizations (create incentives for learning and change)	Develop collaboration with MQ Patton on development evaluation	Collaborate to translate Kaner facilitation book into Spanish	Explore opportunities to translate materials
		Collaborate with Embrapa on impact evaluation, learning, M+E session at Nov SPIA meeting	Produce sourcebook for development evaluation for agriculture innovation	Baseline diagnosis of capacity for learning and change	Set up thematic DGroups for interested people
		Support policy analysis of ILAC and cases (capacity building workshop ODI - RAPID)	Common protocols for collecting evidence-partnerships	Carry out facilitation training (April 2008)	Supporting South-South inter-case sharing, learning, expertise, visits
		Test evidence-based tools in policy influence/lobbying process	Prototype M+E system for all LL cases and ILAC		Set up electronically shared spaces in ILAC website for cataloging methods
		Report on Rethinking Impact meeting to Alliance Deputy Executive and others	Further investigate training ideas/develop concept note: qualitative data management		Collect success stories from LL cases

ILAC Continued

Participatory methodologies	Market participation	Policy influence	Impact evaluation	Working in partnership	Learning and sharing
					Promote reflection/retreat spaces
					Prototype for capturing lessons from ILAC and cases
					Common learning frameworks for cross cutting themes
					Promote, link, support, advise immersion/ reality checks
					Carry out end of year electronic reflection among LL cases to share, reflect and make sense of experiences (by topic and general)
					Consolidate experiences
					Publish ILAC briefs, newsletter, discussion papers, and journal articles
					Communicate about ILAC through presentations, and published materials and
9 case proposals	5 case proposals	11 case proposals	16 case proposals	11 case proposals	14 case proposals