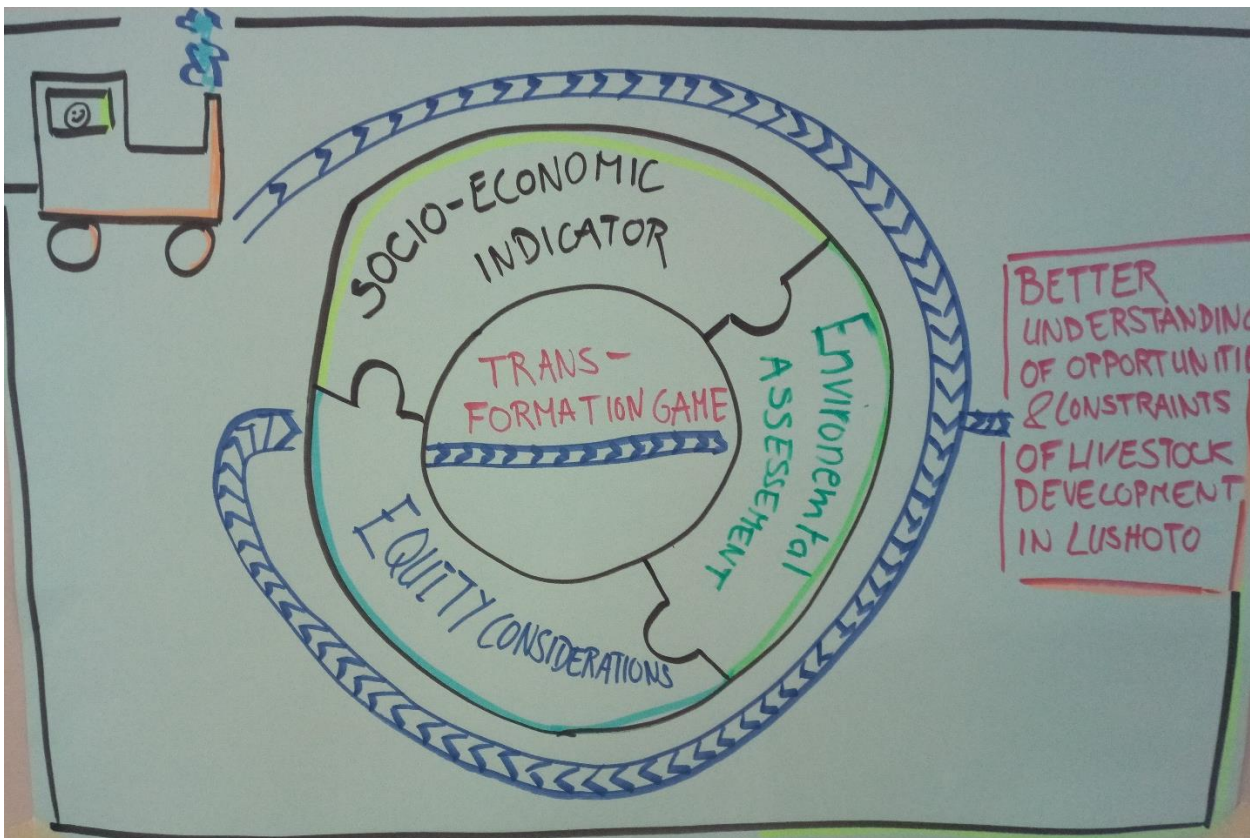


Learning reflections from Burkina Faso, Ethiopia and Tanzania

June 2019



Prepared by SEI, ECRC at PSI, SUA and IDR on behalf of SAIRLA

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Edited by:

Joanne Morris¹, Jonathan Ensor¹

Authors:

Dawit W. Mulatu², Mekonnen B. Wakeyo², Geoffrey Soka³, Salifou Ouedraogo⁴, Muluaem Alemayehu², Berhanu Arbissie⁵, Melaku Berhe⁶, Kiros Habtu Ferede⁶, Genet Feseha⁶, Tesfay Hagos⁵, Getachew Hruy⁶, Tetemke Kidane⁶, Embaye Kidanu⁵, Dawit Mengistu⁷, Kinfe Mezgebe⁵, Tewodros Tadesse⁶, Meheretu Yonas⁶, Eliezer A. Moses⁸, Nickson P. Mkiramweni³, Judith S. Kahamba³, Ayubu Omari⁸, Elizabeth Msoka⁸, Mathew L Sengelela³, Hassan Mdoembazi⁸, Boniface H. J. Massawe³, Omari Mahimbo⁸, Silvia Mashare⁸, Diane Benao/Kantiono⁹, Safoura Dindane / Ouedraogo⁹, Timbilfou Kiendrebeogo¹⁰, Almamy Konate¹⁰, Dominique Ouedraogo⁴, Seydou Sanou¹⁰, Albert Soudre¹¹, Arnaud A. R. Tapsoba¹⁰, Fabiola Traore¹⁰, Pierre Zongo⁴, Catherine Pfeifer¹², Joanne Morris¹

¹ Stockholm Environment Institute (SEI), Department of Environment and Geography, University of York (UoY)

² Environment and Climate Research Centre (ECRC) at the Policy Studies Institute (PSI)

³ Sokoine University of Agriculture, Tanzania (SUA)

⁴ Université Nazi Boni de Bobo-Dioulasso, Institut de Développement Rural (IDR)

⁵ Tigray Agricultural Research Institute (TARI)

⁶ Mekelle University (MU)

⁷ Axum University

⁸ Lushoto District Council

⁹ Ministère des Ressources Animales et Halieutiques (MRAH)

¹⁰ Institut de l'Environnement et de la Recherche Agricole (INERA)

¹¹ Université Norbert ZONGO (UNZ) de Koudougou

¹² Research Institute for Organic Agriculture (FiBL), ex-International Livestock Research Institute (ILRI), Nairobi

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Contents

1	Introduction	5
2	Reflections – Ethiopia	5
2.1	Seeing value: benefits from the social learning planning process	5
2.2	Quality of the discussions	6
2.3	Repeating the process	7
3	Reflections – Tanzania	8
3.1	Seeing value: benefits from the social learning planning process	8
3.2	Quality of the discussions	8
3.3	Repeating the process	9
4	Reflections – Burkina Faso	10
4.1	Seeing value: benefits from the social learning planning process	10
4.2	Quality of the discussions	10
4.3	Repeating the process	11
5	Training overview	12
5.1	Training provided during the course of the ResLeSS project	12
5.1.1	Activity 1: Two-day training before Workshop 1 (WS1)	12
5.1.2	Activity 2: Two-day training before Workshop 2 (WS2)	13
5.1.3	Activity 3: Co-production of Burkina Faso model	14
5.1.4	Activity 4: CLEANED-R training for National Partners in Addis	14
5.1.5	Activity 6: Anticipated training session for Ethiopia NLA members in Addis, Ethiopia	14
5.1.6	Summary of number of people trained per country	15
6	References	15

1 Introduction

The purpose of this report is to set out facilitators' perceptions of and reflections on the social learning process. In designing the engagement process, our intention was to support knowledge and behaviour change through collaborative processes that allow a shared sense of meaning to be arrived at by those who initially have different understandings of intensification. In this way, social learning can support diverse viewpoints and reflexivity in decision making and planning, developing shared understandings and shared actions between researchers, communities and policy makers. In addition, we make use of the created learning space, to train the local partners on social learning and acquire the necessary skills to implement a similar process on their own. This report documents the thoughts of facilitators that emerged when each National Partner provided them with a space for reflection, several months after the social learning workshops had been completed. This engagement was guided by a series of questions around key themes: benefits and efficacy of the process; the nature and quality of the discussions; and, whether the process could be repeated in the future. Note, however, the aim was to enable a free-flowing conversation between the facilitators, rather than a rigid set of responses to the questions. The reports in the following three chapters reflect the different form that these conversations took. The final chapter (chapter 5) documents the training that has taken place over the course of the project, including – but going beyond – that provided to the facilitation team. In many places, the reflections from each country team confirm the effectiveness of this training and the potential of social learning to effect changes in understanding, relationships and practices of participants.

2 Reflections – Ethiopia

Two workshops were conducted in Atsbi *woreda* with the objective of developing socio-economic indicators that are shared between stakeholders, and a "Transformation Game" that engages stakeholders in scenario development and assessment using the CLEANED-R environmental impact simulation tool.

2.1 Seeing value: benefits from the social learning planning process

Key reflections from the facilitation team in Ethiopia were:

- Participants felt they were able to understand how the information they provided was used and then to be part of generating the solution for the problems by using the outputs of the tool and method. The facilitators recognised that had the data collection method been just a simple questionnaire, it would end up with information on paper that would only be used by a researcher.
- The game helped participants to engage in the process and the interaction motivated people to ask and answer questions; to think of alternative future livestock scenarios based on the insights that they developed; acquire knowledge and social capital by learning from one another (for example, the young learn from elders, young learn to lead, deepened understanding of one another).
- The game created an opportunity for participants to realize that choices and decisions of other stakeholders influences their own choices of livestock production, and so to align their priorities and choices with that of the wider communities' wellbeing. The participants recognised the importance of group-level decisions and choices. They played the game looking for optimal community trade-offs which contributes to livestock intensification.
- The process enabled participants to realize the importance of taking environmental aspects into account in livestock intensification.
- The representation of large cross section of stakeholders enables equity considerations to be taken into account in the trade-off games.

The facilitation team recognise that a learning process helps people engage new ideas which may *eventually shape their behaviour*. It offers benefits that are not seen in a conventional planning process, where there is lack of opportunity to incorporate the behaviours and values that come from elders, religious leaders, village representatives and community groups. It also benefits groups as they shared experiences from different

backgrounds: farmers, women and others practitioners raised awareness on ways to bring well rounded social changes by putting their views and information forward and applying this within the process. The women were able to explain when they equally benefited from the new technology that improves the livestock production and a cleaner environment. The co-operation and more intimate social relations that developed between stakeholders was a key positive impact.

The assessment of both environment and livelihood impacts was valuable to expose trade offs is embedded in planning to increase livestock production, highlighting the need to harmonize the interaction between livelihood and environmental impacts during planning. For example, facilitators and participants recognised that it is important to estimate in advance on the rate of greenhouse gas emission and water requirements for different numbers and species of animals. During the game, the participants saw how to choose scenarios that improve livestock production (meat, milk) with low environmental pollution. It was, however, difficult for some participants who had to make compromises and adjust their choices. While some made compromises quickly, others stood by their original choice. Importantly, the process allowed participants to associate values with the environment, economics and equity, providing them with a way of articulating their interests and, via the game, exploring how these can be met. The game and associated process enabled a shared assessment of whether planned interventions will have an overall negative effect, enabling development practitioners to advise policy makers to develop the new policy intervention and enforcement modalities. The CLEANED R tool may also help us in designing the national livestock breeding program that was planned to be undertaken in the current fiscal year for different species of animals and production systems.

The social learning exercise is different from other planning processes, because it allows the community to participate directly with other beneficiaries and stakeholders. Participants spoke to the people that they wouldn't normally speak to otherwise – and they said they will share their learning from the workshop to others in the community. We can also say that the social learning was effective and achieved its objective because people were working with great commitment and devotion, with clear objectives, and keen interest in obtaining valuable information to achieve changes from traditional styles into modern systems. Because of these benefits, the workshops are useful as planning instruments and policy design tools and it is great if facilitators could repeat the process and replicate the results.

Overall, the facilitators found the insights from the workshop exciting. Almost all facilitators reported that they had enhanced their understanding by being involved. The facilitators identified the workshop as a chance to learn and understand a methodology and its advantage in implementing a multi-stakeholder process. While several facilitators reported learning much more about the livestock sector, they also noted that it is important to have some background knowledge of the subject matter, to support the conversation.

2.2 Quality of the discussions

The level of contribution of members varies with group. For example, a facilitator worked with two groups: composed of officials, farmers and others (mixed group) on day one, and in the second day, a group of women. In the first group, there were individuals trying to influence others and only few people got chance to participate in the game playing/learning process. In the second, however, the facilitator found the interaction greatly exceeded their expectation. Everybody showed interest and tried the game without fear, saw the result and produced new ideas to improve the result, tried to link the reality in their area with the game result. They raised questions, challenged results and answered questions raised by facilitators. The facilitator found that the women know a lot about livestock and are not shy and the facilitator is enthusiastic to work through this method again.

Another facilitator reported two main dynamics: (1) the stakeholders shared ideas freely, openly and enthusiastically with clear understanding on the main objectives of the workshop, and (2) there were arguments, hot discussions, and disagreements and finally agreements that were shared. These discussion dynamics were illustrative of the value of the process to the facilitator. All facilitators reported motivated and actively engaged participants, although there were exceptions (for example, out of the three women participants in the 'traders' group, two barely spoke to express what they think or feel about the tradeoffs; a young girl younger than 18 and who represented her parents was however actively participating).

Agreements were generated on the bases of discussions among the participants. In the process, participants were highly interactive and shared their views to reach agreement. There were moments of disagreement. For example, there was a lively debate about trade-offs between education and livestock productivity. In another case, one participant wanted to change all oxen driven ploughing to modern tractors, but others argued that this was impossible, due to wider socio-economic realities. In playing the game, different participants chose different, sometimes, opposing, combinations of vignettes. In some cases, the facilitators allowed the choices to be analyzed by CLEANED R. In others, when facilitators attempted to report one choice for the whole group, some of the participants were unwilling to change the number of dairy cows or sheep they want to rear, regardless of the impact their choices have on the welfare of the wider community. In the end, it was not impossible for participants to make trade-offs and come to a consensus.

Among the difficult issues raised were livestock productivity, access to agricultural inputs and outputs, market access, animal feed, environmental sustainability and improved ways of farm intensification. For instance, one young woman ignored the result from the scenario which used a parcel of land for improved forage production for livestock food. She preferred to secure household food production rather than producing animal feed.

The facilitators also identified potential additional stakeholders beyond the normal livestock value chain who could have contributed in relation to issues raised in the discussions: cooperatives, rural banks and micro-finance institutions, teachers, and health workers. They suggested that it would have been good to include a youth group of farmers as this is the group who face land shortages. The facilitators also reflected that it would be valuable if all materials were available translated into the local language, as it would make it easier to discuss technical terminology.

2.3 Repeating the process

It is possible to repeat the process given adequate funding. From the process, facilitators gained experience of (1) how to support people to express their endogenous knowledge, listening and understanding them; (2) meeting people with different backgrounds, being able to work with them, and sharing experiences and wisdom; (3) learned how to ask participants the guiding questions, so that as a facilitator they secure the necessary information. Most facilitators reported feeling confident to repeat the whole process alone as they got feedback on how to facilitate and elucidate ideas from participants. Facilitators feel they are in a position to repeat the whole process independently as they learned and got experience from this social process. The workshop influenced facilitators positively giving a chance to work in groups, face different individuals' ideas, and collect data from participants by observing and learning from the process.

3 Reflections – Tanzania

The social learning process was trying to pull together stakeholders in Lushoto District to understand the livestock production systems, reflect and forge a shared vision of future livestock value chain while considering impacts on environment, economy and equity. The process tried to achieve the objective by engaging the stakeholders in focused discussions and introducing them to a Transformation Game and a tool (CLEANED R tool) which would help them in making guided decisions.

3.1 Seeing value: benefits from the social learning planning process

In our opinion, the social learning process managed to bring awareness to stakeholders on the “gives and takes” (trade-offs) in achieving higher livestock productivity. The process enhanced interactions and promoted collaborations in the different stakeholders’ group discussions, for example, when playing the Transformation Game. The stakeholders were able to set goals for the livestock system they wanted to have in the future and explore compromises based on the present and projected resources and socio economics. The social learning processes were enlivened with the presence of a mixture of stakeholders with different daily livelihood strategies.

It was interesting to see arguments from different stakeholders when articulating issues. What we learned is that perceptions differ a lot, for example farmers were so scared with arguments regarding increasing livestock numbers. They were concerned with availability of grazing land and fodder in different scenarios. At the same time, businessmen in the milk trade were happy with the arguments to change from local to hybrid breeds. This appeared to be a new experience to many of the participants. A decision by organizer’s to invite a mixture of stakeholders was an excellent decision. Thus we conclude that in achieving a common goal, every stakeholder is important and they need to be well represented.

The two workshops have improved our facilitation skills, and introduced some of us to the evidence based planning processes. This has changed our way of thinking about planning processes – that it is a participatory process and there are tools which can help us do it. Some of us who have had other opportunities to be facilitators have used the skills imparted from attending the two workshops. We are engaging more with the participants and encourage them to air their views without feeling offended. We learned and believe in making everyone talk. Every contribution is important and needs to be considered. We have continued receiving positive feedback from the stakeholders after the workshop.

From the presentations and group discussions, we are convinced that the social learning process achieved its goals. There were discussions analyzing trade-offs on environment, economics and equity domains. However, this can only be said for the participants who attended. How that is going to trickle to other actors in the livestock value chain cannot be said with certainty for now. This calls for follow-up programs.

3.2 Quality of the discussions

During the discussions, some of the participants dominated. For example, participants with social positions and different knowledge levels were the main contributors to discussions. More successful livestock keepers and traders virtually assumed more understanding of the discussed issues. Other participants, including most females had opinions, but were only able to talk after being encouraged to do so. Elder members of the communities, retired village leaders and government and non-government retirees also seemed to have influence during discussions. Although, they are important members of the communities, we learned that it was important to capture opinions from other members who looked inferior from within the groups by probing in ways that encouraged everyone to talk. In the first workshop, we think presence of district land use planning officials/representatives would add more value, especially when discussing on the feed basket and possibility of expanding areas for livestock keeping.

In some occasions, we witnessed participants having different opinions, but agreement was reached in all cases. For example, when using the CLEANED R tool, stakeholders had different numbers of different breeds

to keep and move to other boxes. Consensus was reached either after discussions or agreeing to try both scenarios and then reflecting on the output: seeing the outputs enabled people to change their views. The social learning process helped stakeholders to raise difficult issues, for example whether there is a need to phase out the local breeds for cross breeds and pure breeds, and whether, in the time set when playing the Transformation Game, Lushoto District will be able to give maximum services required for optimum production of pure breeds in terms of technology and other resources.

Generally, there were no missing stakeholders who could have contributed to the workshop but were not invited. In the future, we could think of having a balanced number of youths (males and females). This is important because in female-headed households, a son would have an influence on issues that would affect the family regardless of their age. This is typically a cultural-traditions based issue. We did not encounter any stakeholders who were difficult to work with. Overall, we like the way the process was organized.

3.3 Repeating the process

We would repeat most of the processes if we were to redo the workshops. We particularly liked the idea of having a few days where facilitators got together and have a common understanding of the facilitation process and what is expected. This made the facilitation process more efficient. We also like the idea of spending a few days together writing the reports. This gives time for collective reflections and opportunity to seek for clarification.

Otherwise, we would try to translate most of the slides in Kiswahili because some of the participants have no or poor mastery of English language. We would also set more time to 'play' with the CLEANED R tool to gain more familiarity with it and become more comfortable with reading the outputs. We would also put emphasis on how the tool can be obtained and used any time.

We feel we are able to repeat the process in most part, except on trouble shooting or knowing if what we are getting as outputs from CLEANED R tool are actually expected or have some flaws.

4 Reflections – Burkina Faso

4.1 Seeing value: benefits from the social learning planning process

The workshops introduced the facilitators to a new process, as part of which we learnt in particular: technical elements of communication with adults; how to animate debate between several different actors within the same sector; and, the difficulties of harmonizing points of view and obtaining consensus in case of disagreement on a point of view. The process helps improve the understanding of those who have less capacity to understand things quickly. This process has led to many changes in how many of us work. These changes include how we hold meetings, the way we think about strategic planning, and the potential or and how to undertake participatory diagnoses.

The social learning process achieved most of what it set out to achieve, but not totally. The process requires more time and would ideally involve a further workshop to consolidate relationships between actor groups. The Transformation Game was interesting but not very well understood by some stakeholders who were less educated. The process was more successful in providing insights into environmental issues, compared to economics and equity. These latter concerns were not clear in the mind of many stakeholders. However, a clear benefit was the beginning of a change of stakeholders' views of livestock livelihoods and of each other, which was initiated by the workshop process.

The benefits we have observed are numerous: the interaction between actors and between points of view; sharing experiences; taking into account all the links of a chain. It was particularly encouraging to see the valorization of the weak links (ethnic group, producers, social position, etc.), and that this enabled active discussion when these groups were on the same table as those with so-called strong links (farmer organizations, political decision-makers, technical services, customary and religious authorities, etc.).

Overall, comparing the social learning process to others' planning process, we could say that it offers benefits such as the search for a compromise between actors, and the direct debates between all the participants, with all participants able to contribute to the same extent. The facilitators also emphasised that the results of current process should be shared with the stakeholders as much as possible.

4.2 Quality of the discussions

Everyone was able to contribute to discussion, although some were more effective than others. The facilitation technics we learned helped a lot to achieve this result. However, groups or stakeholders were excluded that we would like to add into the process in future. They are the traditional authorities of the area (chief of the village or chief of land of the village), and the professional traders of animals (in local market and international).

During the process, we observed moments where agreements were reached, or a failure to agree between stakeholders. What was clear was that there are problems coming in the future and they will be increasing in their intensity - and there is a great need to act together to face these problems. The process helped stakeholders to raise difficult issues during the discussions, but it did not help to resolve all of them.

Overall, the facilitators felt that: there would be benefit in using facilitators with more experience (such as professional facilitators) rather than just relying on facilitation training prior to the workshop; it is particularly important that the facilitators ensure that individual participants should all feel included and not coerced into making particular decisions; and that attention should be paid to ensuring all participants understand the indicators before the Transformation Game proceeds.

4.3 Repeating the process

For the future about the process, we would like to focus on better understanding of the process by the facilitators and to consider how to even out the level of understanding of all actors before the process begins. To repeat the process, we would like the participation of all the actors of the sector and to see more work in the mixed groups instead of homogenous groups.

The facilitator team together feel able to repeat the process, but not perfectly. The facilitators felt that they need to further develop their understanding of the process of arriving at indicators, and how to support stakeholders to understand and explore trade-offs during the process and in the Transformation Game.

The missing stakeholders, who could have contributed to the workshop but were not present were traditional authorities and professional animal traders. Moreover, the decision makers were represented by local technicians, with the effect that they felt unable to go beyond a certain level of decision about the trade-offs in relation to the equity aspects. Among the stakeholders who were present, some were difficult to work with. They were mainly from the group of pastoralists farmers (especially those who the facilitators had difficulties in understanding). As a solution, preliminary work should be done to bring this group into the process and familiarise them with the content before the workshop begins.

The participants appreciated the work done during the two workshops. Especially their grouping to allow them to work together (between themselves and between them and other actors of the same chain or sector). However, they deplored the insistence of some facilitators who wanted to direct the actors towards their own sense or vision. Some stakeholders would like to have this kind of process to be repeated to maintain the dynamics created.

5 Training overview

5.1 Training provided during the course of the ResLeSS project

Enacting and implementing the multi-stakeholder, social learning process used in the ResLeSS project implicitly trained and built the capacity of all involved. Feedback and reflection during the workshops and in the preceding report chapters highlight how the training was valuable beyond just learning how to use a participatory process to gather information on current and desired future livestock production, and then use the CLEANED-R tool within that participatory process to collectively evaluate and identify preferred future scenarios for livestock production. The experience of facilitating a participatory process is broadly applicable beyond the ResLeSS project and using the CLEANED-R tool, and the value of importance of having good facilitation skills to get better outcomes.

Several explicit training sessions were given along the way. Before each workshop, a two-day training was given to provide the facilitators who were hired to facilitate the four groups in each workshop with some tools and capacity to lead their groups during the workshops¹. That is, we provided some brief training on facilitating, and a run-through of the format and activities of the workshops, what they would be expected to do with the groups, and opportunities for refining the activities if the facilitators felt it would not work. The facilitation skills training included an introduction to what a good facilitator should be and do (which many knew already), and some facilitation techniques from Sam Kaner (Kaner 2014). The run-through of the workshop activities included an overview of what we expected to achieve in the workshops and guidelines of what should happen in each group activity and some tips on how to facilitate the discussion to draw out and dig deeper into the topics of discussion. The run-through was supported with a facilitation guide developed for each country, which has been synthesised into a generic facilitation guide for future use, incorporating refinements made based on the experiences of carrying out the workshops. Members of the national project teams joined the facilitators' training sessions so that they would be able to repeat the process (workshops and training) in the future. In addition, the national project team members had some training with Catherine Pfeifer, the tool developer, on the inner workings of the CLEANED-R tool.

The number of people involved in each specific training session is detailed in the following sub-sections. Although we would have preferred to have had the same facilitators for Workshop 2 as in Workshop 1, but a few in each country were not available for the second round and were replaced.

5.1.1 Activity 1: Two-day training before Workshop 1 (WS1)

In this training activity, facilitators and national team members received training in:

- i) Some basic facilitation techniques from Sam Kaner (including active listening, mirroring, paraphrasing, questions for drawing people out, and stacking); and
- ii) How to carry out the first workshop, including: a snowballing activity to identify and narrow down key livestock production practices or systems; participatory mapping of those practices or systems currently; a brief visioning exercise followed by mapping of those practices or systems in the future; a storytelling exercise to envision what a good life would look like in the future; and activities to draw out good life indicators from the story and then rank the groups' top ten indicators.

¹ To say we provided them with all the tools and abilities they needed would be ambitious, as a large part of one's facilitation skill is learnt over time and through experience.

Table 1: Number of people trained in each country before Workshop 1

Country	Number people trained ^a	Type of people trained
Burkina Faso	8 local facilitators (DBK, SDO, TK, AK, DO, SS, AS, FT) 2 National partner team members (AT, MS) (1 National partner already trained in Ethiopia, SaO)	University, INERA and Ministry of Agriculture researchers
Ethiopia	8 local facilitators (MA, BA, GF, TH, GH, EK, KM, MY) 5 National partner team members (ZGM, BMN, MW, MYN, DWM) 2 International partner team members (SaO, GS)	Mekelle University and TARI researchers; EDRI, SUA and INERA staff
Tanzania	8 local facilitators (EM, JK, OM, SM, BM, NM, EM, AO) (1 National partner already trained in Ethiopia, GS)	Sokoine University researchers; Lushoto District Council staff

^a Numbers in bold indicate people who have not attended any previous training activity in the ResLeSS project.

5.1.2 Activity 2: Two-day training before Workshop 2 (WS2)

In this training activity, facilitators and national team members received:

- i) A refresher of basic facilitation skills and brief highlights from Workshop 1 for the new facilitators;
- ii) Training in how to carry out the second workshop, including: refining the 'good life indicators'; introducing the groups to the Transformation Game and building first scenarios in the groups to get acquainted with the Game; introducing the CLEANED-R tool and evaluating their first scenario; moving to mixed groups and negotiating new scenarios by iteratively designing and evaluating scenarios in the mixed groups; and
- iii) Training in how to use the CLEANED-R interface and how to interpret the results.

Table 2: Number of people trained in each country before Workshop 2

Country	Number people trained ^a	Type of people trained
Burkina Faso	8 local facilitators – 6 from Workshop 1 (DBK, SDO, TK, AK, SS, AS), 2 new (AT, PZ) 3 National partner team members as in WS1 (SO, AT, MS) 2 International partner team members (DWM, GS) 2 early career researchers from Kenya (SO, CM)	University, INERA and Ministry of Agriculture researchers; EDRI and SUA researchers
Ethiopia	9 local facilitators – 4 from Workshop 1 (MA, GH, KM, BA,), 5 new (TK, KHF, MB, DM, TT) 2 National partner team members (MW, ZGM) (1 National partner already trained in Burkina Faso, DWM)	Mekelle University and TARI researchers; EDRI staff
Tanzania	9 local facilitators – 7 from Workshop 1 (EM, NM, AO, EM, JK, BM, OM), 2 new (MS, HM) (1 National partner already trained in Burkina Faso, GS)	Sokoine University researchers; Lushoto District Council staff

^a Numbers in bold indicate people who have not attended any previous training activity in the ResLeSS project.

5.1.3 Activity 3: Co-production of Burkina Faso model

1 national partner visited Catherine Pfeifer in Nairobi for a few intensive days of discussion to collaboratively set the parameters of the CLEANED-R tool for Bama. By default, this required a training in the inner workings of CLEANED-R, for the BF National Partner to understand how to translate his knowledge of livestock production into the language and structure of the CLEANED-R tool. This included specific discussion on how to describe and incorporate the pastoral animals into the model, to account for their different land use pattern (long and short transhumance) and the pastoralist way of counting animals by *troupeaux*, something approximating a herd with sub-units, as opposed to simply counting individuals. This method of counting feeds into their decision-making on how to manage the sub-units, and therefore their overall herd.

(In the other countries, Catherine Pfeifer consulted national partners and local livestock experts on the parameters for the tools, but none came for a few days to intensively co-produce the model.)

5.1.4 Activity 4: CLEANED-R training for National Partners in Addis

7 National partner team members (DWM, GS, SO, MW, ZGM, YA, S A, ZGM)

At the end of Workshop 2 in Burkina Faso, where members from all national project teams attended the Workshop 2 training (training activity 2 above), Catherine Pfeifer gave a two-day training at the PSI (used to be EDRI) offices in Addis Ababa to those national project team members and some extra PSI staff. This training was similar to what the Burkina Faso national partner received in co-producing the tool with Catherine (training activity 3 above), to give a more in-depth overview of the inner workings of the CLEANED-R tool (how the tool is set up, the livestock categories, the logic of the modules, the basic equations in each module) and how to use the interface.

5.1.5 Activity 6: Anticipated training session for Ethiopia NLA members in Addis, Ethiopia

This training activity will be open to members of the Ethiopian NLA, who have repeatedly expressed interest in the CLEANED-R tool. The training is anticipated to be a half-day session in July 2019 and will include sharing the generic manual with them in advance, which explains briefly the inner workings of CLEANED-R (deliverable 25), followed by a set of exercises to work through on the interface during the session. We foresee the training to mainly be an opportunity for us to be available to answer questions that the NLA have, after they have acquainted themselves with the manual and tried out the exercises.

5.1.6 Summary of number of people trained per country

Training activity	Burkina Faso		Ethiopia		Tanzania	
	Previously trained	New	Previously trained	New	Previously trained	New
Workshop 1	1	10	0	15	1	8
Workshop 2	11	4	7	5	8	2
Model co-construction	1	0	0	0	0	0
Tool training	1	0	3	2	1	0
NLA training Addis		tbc	tbc	tbc	tbc	tbc
Total number of people trained per country		14		22		10

6 References

Kaner, S. 2014. Facilitator's Guide to Participatory Decision-making (3rd ed). Jossey-Bass, Wiley, San Francisco. 432p