

Partnership for Improving Pastoral Policies

Minutes of the training workshop on Participatory approach, local development and basic organizations

Hotel Averroes, Hammamet, Tunisia

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1. Context

This training is organized within the framework of the collaboration between the DGF (Forestry General Directorate/ Ministry of Agriculture Water Resources and Fisheries, Tunisia) and ICARDA, and as an integral part of Land and resource tenure arrangements and institutional models (research project) funded by the CGIAR research program on Livestock-Environment Flagship which is led by the International Livestock Research Center (ILRI) and in partnership with the GIZ for the project titled “Partnership for Improving Pastoral Policies (PIPP).

In the same framework and following an initial training on the co-management of rangelands in Tunisia organized by ICARDA in December 2017 for the benefit of technicians and managers of the DGF, it was considered appropriate to plan for a complementary training module on the ownership and application of the participatory approach and local development. Thus, a dialogue was initiated with the officials of the DGF and ICARDA to decide on the content of the complementary training module to be carried out in May 2018 in Hammamet for 25 technicians and managers of the DGF in addition to representatives of the Livestock and Pasture Office (OEP), the Rural, Water and Forest Research Institute (INGREF) and the Integrated Landscape Management Project (PGIP) Management Unit (UGO), co-funded by the World Bank. For the sake of efficiency, the programming of the training module as well as the content is developed through a consultation process with the organizers of the DGF and ICARDA.

Each sequence of the training is composed of themes answering the branded needs and the expectations of the target group, with durations planned according to the content and the relevance of the theme. Content adjustments and durations were made according to the expectations and needs of the participants.

The training program took into consideration the knowledge of the participants and did not exceed 3 sessions of 2 hours each per day. A total of 15 training sessions spread over five days of theoretical and practical modules in addition to a field visit to Zaghouan were conducted. The training involved 23 participants, which encouraged partaking and interaction. The practical exercises focused on real cases experienced by the participants.

Objectives and expected results of the training workshop

The training material, the approaches and tools used are those developed and tested as part of the implementation of the PRODESUD project (Nefzaoui et al., 2007)¹.

The workshop agenda and content took into account the expectations of the participants and the organizers. Continuous (daily) evaluation has shed light on particular aspects (communication techniques, role and comparative function between facilitator and extensionist, partnership, co-management, etc.). In addition to the theoretical knowledge, the participants were brought to share their acquired knowledge and their respective experiences during groups’ sessions. Adjustments were made to the initial training program based on the expectations of the participants and managers. Similarly, the participants were asked to practice moderation / animation by presenting the results of working groups and/or the simulation of a given situation. Thus the participants were

¹ Nefzaoui, A., M. El Mourid, Y. Saadani, H. Jallouli, N. Ragad, and G. Lazarev; 2007. A field manual for the preparation of a participatory community development plan. ICARDA Aleppo (Syria), 116 pp. <https://idl-bnc-idrc.dspacedirect.org/handle/10625/44839>

challenged with the difficulties and advantages of grasping the techniques of moderation and communication.

On this basis and given the duration of the training, the expected results of the workshop are summarized as follows:

- i. Better understanding by participants of the basic principles of the participatory approach with its advantages and limitations;
- ii. To grasp the different stages of the participative approach and the application tools;
- iii. Improvement of participants' capacities for adaptation and methodological adjustment of participatory approach tools according to real field conditions;
- iv. To grasp through the practical sessions the needs and the difficulties of some sequences of the participatory process;
- v. To acquire skills in group's animation and moderation and with the population.

Trainee's profile

The twenty-three (23) participants in the training consist of field technicians, engineers and project managers. The level of participants is quite high with the presence of all categories of staff working at different levels, namely people providing both management work and planning, animation and monitoring of development projects. A resource person from a research institute on forestry and water resources (INRGREF) also participated in the training in addition to two participants from the Integrated Landscape Management Project (PGIP) co-funded by the World Bank. The complete list of participants is presented in Appendix 1.

The heterogeneity of the profiles of the trainees did not constitute a major constraint for the training and the realization of the practical sessions. It should be noted that the majority of participants did not receive theoretical training in basic principles and participatory approaches, group facilitation and communication skills. The field experience and skills of some participants helped to animate the debates and oriented the group toward real case references illustrating the theoretical content of the training.

The trainees were motivated from the beginning with a consolidated and visible solidarity links. It is clear that the diverse field experience of the various participants helped to ensure the smooth running of the workshop and the rapid assimilation of both theoretical and practical modules.

Program of the training

As requested by the organizers and in close consultation with them, the training program was articulated into theoretical and practical sessions conducted in groups on topics related to real study cases. This approach aims among other things an appropriation of advanced theoretical concepts as well as appreciation of the difficulties and benefits of the participatory approach and local development.

Practically and for each day, the program is divided into three (03) sessions of two hours each and where two sessions are dedicated to theoretical basis followed by a practical session conducted in two homogeneous groups. A synthesis is made at the beginning of each day in plenary session with questions of clarification from the participants. The detailed program of the training workshop is given in Annex 2.

The training program is organized around the following 7 themes:

- i. The Participatory Approach Process (API): Prerequisites, Steps and Content
- ii. The basic organizations / GDA and SMSA: Modalities of establishment and comparative advantages.
- iii. Community/landscape characterization landscape: Tools and products
- iv. Participatory diagnosis
- v. Role of animation and implementation of participatory process
- vi. Planning and Programming
- vii. Logical Framework and Monitoring-Evaluation

These different themes constitute a series of linked modules that together integrate the entire process that is illustrated in Figure 1 (Appendix 3).

As a result, the pedagogy used during the workshop fostered participation and creativity through the use of varied didactic tools such as screenings, metaplan visualization method, group discussions, real-life situation simulation and the role play. Much of the work was based on group work with mutual restitutions. On the basis of theoretical concepts developed by the trainers, the participants are asked later to lead practical applications.

The organization of the work, the documentation and the illustration by practical and real examples drawn from the participants' experiences are particular aspects that the trainers have always taken into consideration. At the end of each day, a self-evaluation is carried out to assess the work done the day before with the discussion of the shortcomings noted in order to reorient the expected work. This exercise is an important part of the group's work. It allows readjusting the training and to satisfy as much as possible the expectations of the participants and the organizers.

The evaluation of the various training modules was carried out using the following:

- i. **Group self-regulation:** a daily self-assessment that focuses on the emotional aspects of learning and is necessary to maintain an adequate level of motivation;
- ii. **The formative evaluation:** carried out at the end of each training session and used to measure the achievement of the specific objective at the level of the content of the learning;
- iii. **The daily assessment** used to monitor and evaluate the general implementation of the module day by day in terms of content, assimilation, working atmosphere, individual and collective participation;
- iv. **The final evaluation** which will attempt to measure the final achievements and the achievement of the overall objectives of the training (Annex 4).

Documentation

In addition to the PPT presentations provided by the trainers, each participant received a copy of the posters and products from the workshop (Appendix 5). Also, a copy of the field manual of the community development plan with its different methodological sequences of the participative approach was made available to the participants. The manual is written and presented in such a way as to ensure its assimilation and adoption (real study case) by the different categories of staff concerned. On several occasions

during the training, the trainers explained how to use the tools developed with a reminder of the different steps / sequences of the participatory process

Components of training evaluation

At a general level, the training workshop program almost coincides with the process started for the elaboration of a pastoral code in Tunisia and the start of the Word Bank co-funded project (PGIP). Overall, the trainees particularly appreciated:

- i. the benefits of the participatory process in identifying local development programs;
- ii. the logic of progression in the phases of the participatory process with the implementation of its interdependent steps;
- iii. the importance of mastering the tools of animation and especially the work organization at the different stages of the process;
- iv. the importance of group work and team spirit in the success of the process; and
- v. The difficulties of group moderation and the need for comprehensive prior preparation of field work.

In general and in terms of attendance and discipline, overall participants showed a sense of responsibility and self-discipline during all training sessions. The level of interest and participation were very satisfactory. Also, the qualification of the majority of the trainees was a positive contribution to the dynamics of the group and the interest in the training.

Regarding the logistics and working conditions, the participants are mostly satisfied. In the same way, the conditions of the progress of the workshop are considered good. Friendship links and group spirit were formed during the training week. Such meetings constitute spaces for exchange and sharing of experiences and a mutual capacity development opportunity for the participants. In terms of the training objectives, the opinion of the majority of participants is positive. They feel that the objectives of the workshop are clear and that the workshop has helped to achieve the goals originally set. According to the same appreciations, some participants noted that the time allocated for the training should be extended given the importance of the subject dealt with. For the facilitation and the pedagogy used, the participants appreciated the approach adopted and adhered perfectly to the training-action method and particularly their implication in the animation exercise. The participants declared their satisfaction with the moderation of the training sessions and appreciate their active participation during the workshop various sessions. According to the participants, the examples and the practical sessions around study cases constituted strong moments of the training and contributed significantly to capture the concepts and approaches.

A general satisfaction is exhibited by trainees concerning the degree of fulfilment related to their expectations and the knowledge acquired. The final evaluation revealed that almost two-thirds believe that they have assimilated the various stages of the participatory process and that they can reproduce it without major problems. The rest of the participants consider that they have benefited from the training but consider that additional backstopping and technical support is necessary to properly reproduce the process.

The monitoring and evaluation component seems to be the most preferred, followed to a lesser degree by the stages of “community characterization” and planning and

programming. Likewise, the participants, particularly those involved in the Integrated Landscape Management Project (PGIP), wish to engage in consultation on aspects of co-management, conducting the process of negotiation with the population and especially conflict management. The discussions initiated within the group revealed questions concerning the use of management tools (management planning, landscape development plans and co-management agreements) and especially the harmonization of the uses of these tools.

Suggestions and recommendations from participants

The discussions initiated during the training allowed the participants to associate their experiences with the implementation of the participatory approach and to identify the shortcomings and constraints. Some practical recommendations have even been suggested to remedy the current situation and to make their future work more effective. The main suggestions made are summarized in the following points and that trainers consider feasible with a good preparation and organization of the work:

1. The phase of community/landscape characterization, as practiced at the moment on the ground, is considered too fast and deserves more attention. Capacity development on some of the tools presented during the training is also considered essential for undertaking this task well. It concerns an introduction to the use of GPS and the two software Access and Map info and or GIS;
2. Work with communities and the population is very delicate and requires good skills in group animation and facilitation. Participants suggest additional training in negotiation and conflict management;
3. The co-management aspect seems not to be embraced by the participants at different levels and it was suggested at the end of the workshop to think about introducing this concept with the clarification of the terminologies and the presentation of the working tool (elements of the co-management agreement);
4. The operability of the participatory approach was often discussed during the training. The participants wish wider initiation to the process by providing a coaching of the field teams when implementing the methodology.



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Annex 1. List of participants

Names	Qualification and institution
General Directorate of Forests (DGF), Livestock and Pasture Office (OEP) and INRGREF	
Kalifa Jellali	Chef service lutte C.E DGF
Laroussi Rebai	Chef service délimitation DGF
Hela Guidara	s/d des parcs nationaux DGF
Dhafer Ben Othmen	Technicien forestier a la DGF
Aloui Kamel	Chef service inventaire FP DGF
Hadia Elbahri	Ingénieur Principal DGF
Lamia Ben Salem	s/directeur OEP
Rania Mechrighui	INRGREF
Jallel Mabrouk	PGIP
Sihem Haj Ameur	PGIP
Regional departments of DGF	
Hasnaoui Ltaief	Chef d'Arrondissement forets Zaghouan
Bechir Tarchi	Chef arrondissement CES Zaghouan
Rfigui Houcine	Arrondissement forets CRDA Zaghouan
Houda Abbassi	Arrondissement forets CRDA Zaghouan
Sassi Mahdhi	Chef d'Arrondissement forets Tataouine
Mohsen Snoune	Technicien a l'AF tataouine
Bechir Ben Amor	Chef service a l'A.F Medenine
Nomaen Elmesoudi	Ingenieur a l'A.F gabes
Hassib Abdallah	Chef d'Arrondissement forets Kébili
Mohamed Dababi	Chef d'Arrondissement forets Tozeur
Harrabi Houssouna	Chef d'Arrondissement forets sfax
Mohamed Tahar Gharbi	Ingénieur a l'A.F Sidi Bouzid
Noureddine Ekherdani	Chef d'Arrondissement forets Alfa
Mohamed Ben Mhamed	Chef d'Arrondissement forets Kairouan
Omar Elferchichi	Chef d'Arrondissement forets Elkef
Abderrazak Ftouhi	Ingénieur a L'A.F



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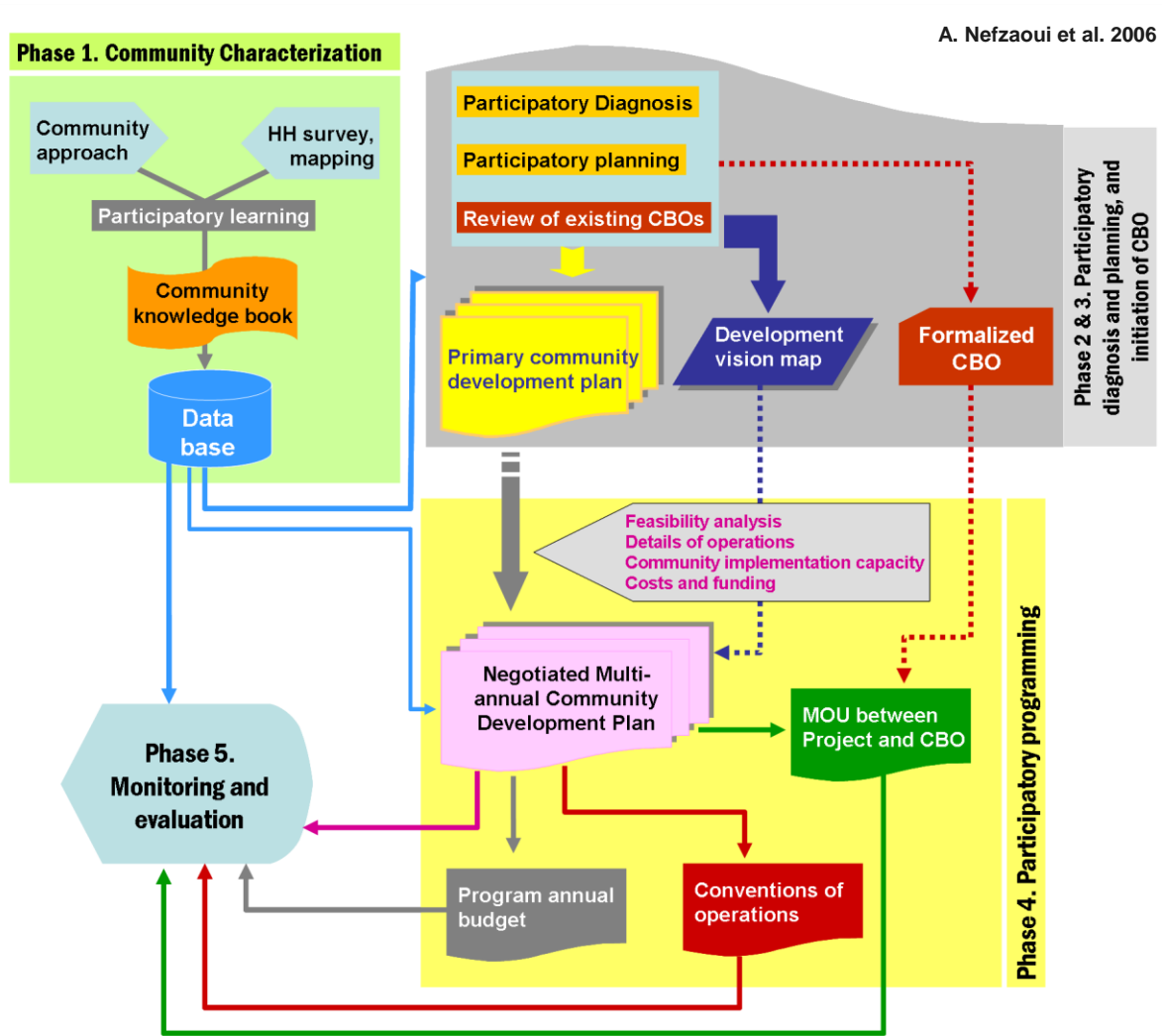
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Annex 2. Training agenda

Date	Session timetable	Themes	Responsibility
Monday 7 May	9:00 - 11:00 Session 1	Presentation and discussion of the training program	Trainers and participants
	11:00 - 11:30 Coffee-break		
	11:00 - 13 :00 Session 2	Participatory approach : Pre-requisites, steps and content	Ali Nefzaoui & Youssef Saadani
	13:00 - 14 :30 Lunch		
	15:00 - 17 :00 Session 3	Basic organizations/ GDA and SMSA : Modalities of establishment and comparative advantages	Youssef Saadani
	17:00 - 17 :30 Synthesis and evaluation		
Tuesday 8 May	9:00 - 11:00 Session 4	Community characterization : Tools and products	Ali Nefzaoui & Youssef Saadani
	11:00 - 11:30 Coffee-break		
	11:00 - 13 :00 Session 5	Community characterization (ctd. 1): Tools and products	Ali Nefzaoui & Youssef Saadani
	13:00 - 14 :30 Lunch		
	15:00 - 17 :00 Session 6	Practical exercise in two working groups with restitution in plenary	Youssef Saadani, Ali Nefzaoui
	17:00 - 17 :30 Synthesis and evaluation		
Wednesday 9 May	9:00 - 11:00 Session 7	Participatory diagnosis	Ali Nefzaoui & Youssef Saadani
	11:00 - 11:30 Coffee-break		
	11:00 - 13 :00 Session 8	Role of animation and implementation of the participatory process	Youssef Saadani

	13:00 - 14 :30 Lunch		
	15:00 - 17 :00 Session 9	Practical exercise in two working groups with restitution in plenary	Youssef Saadani, Ali Nefzaoui
	17:00 - 17 :30 Synthesis and evaluation		
Thursday 10 May	Field visit to Oued Sbaihia pilote site (Zaghouan) : Practical exercise of data collection, facilitation and proposal for improvement		
Friday 11 May	9:00 - 11:00 Session 10	Planning and Programming	Youssef Saadani
	11:00 - 11:30 Coffee-break		
	11:00 - 13 :00 Session 11	Logical framework and Monitoring and Evaluation	Ali Nefzaoui
	13:00 - 14 :30 Lunch		
	15:00 - 16 :00 Session 12	Presentation and discussion of the field visit to Zaghouan	Youssef Saadani, Ali Nefzaoui
	16 :00-17 :00	Evaluation of the training and closing	Trainers and participants

Annexe 3. Diagram summarizing the participatory and local development process



Five-steps methodology to implement participatory approach in agropastoral communities

Annex 4. Participatory evaluation of the training

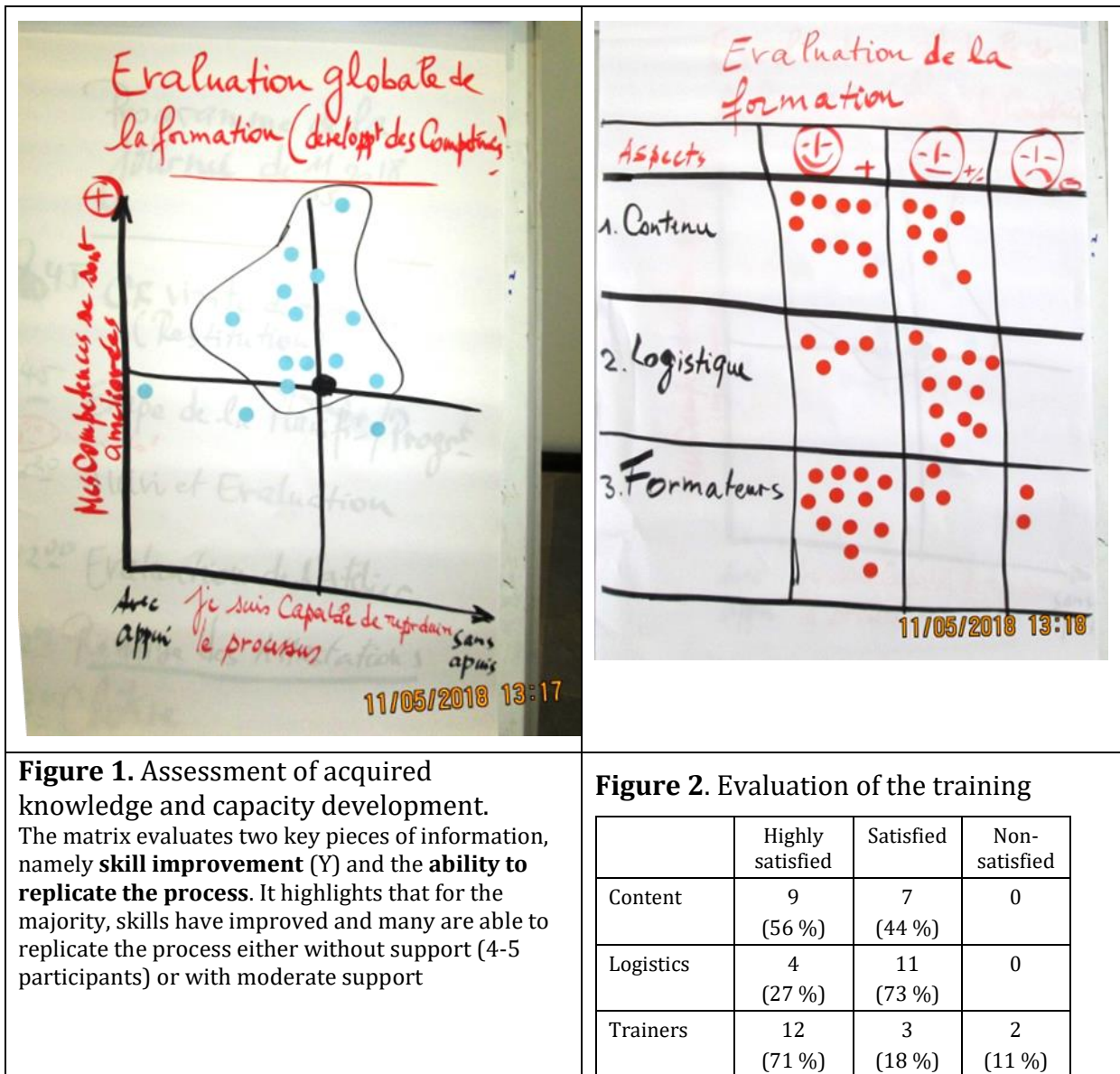


Figure 1. Assessment of acquired knowledge and capacity development. The matrix evaluates two key pieces of information, namely **skill improvement** (Y) and the **ability to replicate the process**. It highlights that for the majority, skills have improved and many are able to replicate the process either without support (4-5 participants) or with moderate support

Figure 2. Evaluation of the training

	Highly satisfied	Satisfied	Non-satisfied
Content	9 (56 %)	7 (44 %)	0
Logistics	4 (27 %)	11 (73 %)	0
Trainers	12 (71 %)	3 (18 %)	2 (11 %)

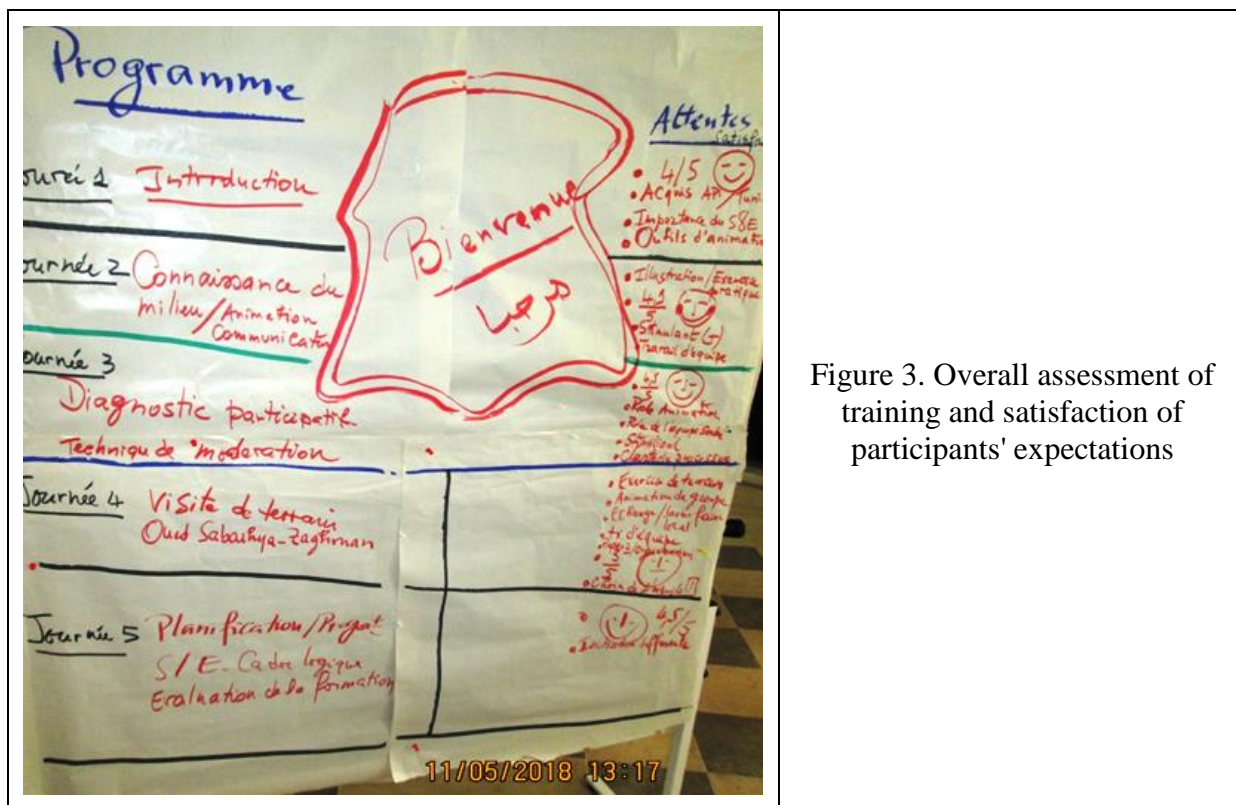


Figure 3. Overall assessment of training and satisfaction of participants' expectations

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