With this third issue, the PTD Circular is expanding beyond a thematic bibliography. An informal group of PTD trainers within various organisations have suggested that we start including samples of PTD training modules which have been applied in practice. These will be one-page inserts which you can keep together, perhaps in a loose-leaf file, and substitute when revised versions are printed. We hope that these modules will stimulate ideas among other PTD trainers. We challenge them to inform readers of the Circular about their own experiences with and variations and improvements on these modules. This first module follows a format proposed by LBL in Switzerland. Please give your comments, or better, send us your own training experiences to be shared through the Circular.

Many of you will have already received a separate mailing about the next book in the series “ILEIA Readings in Sustainable Agriculture”, published by Intermediate Technology. It will focus on farmer-led experimentation. If you would like to contribute to this reader, please inform us as soon as possible what experiences you would like to share. If you have not yet received the “call for experiences” and would be interested, drop us a line and we will send it to you.

The number of publications on PTD seems to be growing quickly - or, at least, our attention is being drawn increasingly to them. Thank you for all the papers, reports, articles etc. which you have sent to us - and keep them coming!

We are particularly interested in receiving reports on experiences in PTD with livestock keepers, especially nomadic and transhumant pastoralists. Much of the documentation thus far refers to work with settled farmers developing technologies associated with cropping. As animals are mobile and are often fed from land which is regarded as common property and which may be used for multiple purposes, PTD with livestock keepers is more likely to require working with communities rather than individuals (see Omolo et al 1995 and Marty 1985, both mentioned in this Circular). In pastoral development, it is often necessary to work with several different user groups at the same time. Many of the appropriate “technologies” will be institutional innovations in organising access to natural resources. We invite readers to send or at least draw our attention to reports on PTD in this wider sense of “soft technology” in natural resource management involving pastoralists.

With the inclusion of the training modules the character of the Circular is changing slowly. Some of you have suggested to move the Circular further in the direction of a fullfledged newsletter. For instance, by providing more detailed information on programmes and activities in the field, and including lessons learned. Do you agree with this suggestion? What about your existing channels, journals, to obtain such information? For ILEIA, a further expanded Circular may go beyond its present mandate and capacity and additional sources would have to be found to make such Circular a reality.

The editors

STUDY ON "RESEARCH AND FARMERS' ORGANISATIONS"

CID and ISNAR have initiated a study on the current and potential role of farmers’ organisations in developing, testing and disseminating agricultural technologies. Focus is not only on the role of such organisations in actual technology development activities but also in lobbying with governments to change research agendas, and improve wider services in support of technical change. Case studies will be undertaken in e.g. Bolivia, Mali, Zimbabwe and the Netherlands. For further information, contact: John Farrington, CDI, Regent’s College, Regent’s Park, London NW1 4NS, UK.
NEWSLETTER, v.11 no.1; pp.15. ILCA, POB 64, 3830 AB Leusden. Authors: 4 Grena Gardens, Richmond, Surrey TW9 1XP, UK

Sri Lanka, teak, farmer experimentation, settlement schemes, tree nurseries, on-farm experimentation

Discuss ways in which Sri Lankan farmers experimented with methods for germination of teak seeds. Experimental designs and treatment were left to the farmers to decide. Evaluating results was no easy matter because of heterogeneity of methods, but these problems can act as a start to increased interaction with farmers about issues like standardisation and monitoring.


Mali, farmer participation, maize, monitoring and evaluation, research methodology. By combining rapid PRA with conventional quantitative monitoring of smallholder farmers, scientists were able to deepen their knowledge about production systems and formulate a long-term research programme and development which takes peasants’ concerns into account.


agricultural extension, participatory technology development, farmer-to-farmer dissemination. Re-assessing the role of public sector agricultural extension, this paper gives a brief overview of recent innovative approaches. Farmer participation in diagnosis and technology development is a common feature of many of these. Aiming mostly at policy makers, the paper indicates a role for PTA approaches in the overall context of re-orienting agricultural extension.


Zimbabwe, extension, participatory research, soil and water conservation. Describes three participatory approaches aimed at rural development, technology development and agricultural extension that have been developed and tested as pilot activities: Community-level Planning and Development, Kuturaya (trying out innovations) and Participatory Extension. Roles are redefined for extension workers, supervisors, district officers, trainers and researchers. The training and backstopping needed to integrate participatory approaches into the agricultural extension services are proposed.


Zimbabwe, farmer organisation, history, indigenous knowledge, participatory research, soil and water conservation. Analyses how and why traditional soil and water conservation (SWC) techniques changed in this century after introduction of the mouldboard plough and externally-developed mechanical conservation measures. The ConTill Project and the Chivi Food Security Project contributed to reviving local knowledge and research capacities and combining them with those of research and development institutions to develop options for site-specific application of SWC techniques. Strengthening of social organisation proved to be vital for this work.


SNV, 35 Wilson St, 1500 W Greenhills, San Juan, Metro Manila, Philippines. Philippines, participatory technology development, farmer experimentation, organic agriculture. Explains in simple words the rationale for a PTA approach as well as important considerations in implementation. Experiences with PTA by an NGO network member complete this article.


participatory rural appraisal. An annotated bibliography in 12 volumes. These give an overview of most relevant documents on “PRA and .......”: i.e. agriculture, food security, forestry, gender, health, irrigation, livestock, monitoring and evaluation, soil and water conservation, education and training, the North (developed countries), and a methodology overview.


Mali, indigenous knowledge, soil classification, soil fertility management. Report on rapid study of how farmers in Southern Mali classify and manage their soils. Based on semi-structured interviews with 23 farmers according to a question guideline (in annex) and visits with groups of peasants to different toposequences to discuss them on the spot. The findings were combined with quantitative data collected since 1990 from 30 farms. Similarities and differences between indigenous and conventional soil classification are identified, and implications for research and extension derived. Several other reports on soil fertility management and methodological questions of participatory research can also be obtained from the ESGFRN team.

Kevelitz U. 1995 Dare-to-share fair: a conference of coffee breaks! ILCA Newsletter v.11 no.1: pp.11-12. ILCA, POB 64, 3830 AB Leusden. Author: German Agency for Technical Cooperation (GTZ), POBox 5180, D-65726 Eschborn 1, Germany. participatory learning, communication, information exchange, participatory technology development. Describes an international and informal, decentralised seminar on participatory learning organised by GTZ. The fair was a success: a multitude of information exchange and discussion events took place. The article discusses organisational aspects and fora for communication: the market itself, workshops, “open spaces” and audiovisual shows. Hopefully, the public acclaim of the fair will lead to similar events, preferably in the South.


Zaïre, farmer experimentation, extension, potato. Report on a workshop initiated by the farmers’ brigade “Pomme de Terre de Bugobe”, together with the NGO ADI-Kivu and a potato research programme (INERA-Mulungu). The farmers sought this opportunity to exchange ideas with other farmer-researchers and scientists,
INTENDED LEARNING EFFECT
Trainees sense the importance of having an exploratory rather than an analytical/diagnostic mind-set and of using positive, creative language when talking about PTD. They discover the most appropriate phrases in the villagers' language.

CONTEXT OF THIS APPLICATION OF THE MODULE
An Indian government project supported by the Swiss government is introducing "participatory extension" within the Animal Husbandry Department and the parastatal Dairy Federation of Andhra Pradesh State. In previous meetings, PTD was recognised as a key element of participatory extension aimed at "developing new things that work". A series of workshops was designed to develop the PTD procedures to be applied and to start them up in a selected area.

In an initial 3-day workshop, participants explored the skills needed for PTD. This module was used at the beginning of the third day. The next week, a second workshop was held in three villages where the participants applied their new skills and worked out some clear-cut trials which villagers wanted to do. The theme for interacting with villagers was restricted to animal husbandry, ranging from animal feeding to processing and selling animal products.

The 15 participants were field staff of the Animal Husbandry Department working in the selected area, subject matter specialists, Dairy Federation staff, project extension staff and researchers from the extension department of the National Institute for Rural Development (NIRD). The workshop was facilitated by the director of NIRD extension and a Swiss consultant.

LEARNING ARRANGEMENTS
During a role play the previous day, the participants tried to deal with the type of farmer who always asks for subsidies and support from the project or government. They more or less failed to make the farmer understand what PTD is all about. They were thus sensitised to the importance of expressing PTD in an appropriate way.
The facilitators started the session by presenting handwritten overheads suggesting the following formulations in English:

<table>
<thead>
<tr>
<th>SAY</th>
<th>AVOID SAYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>we want to discover the opportunities for improving the situation</td>
<td>we have come to find solutions to your problems</td>
</tr>
<tr>
<td>we must understand the situation here, and nobody knows it better than you</td>
<td>you must tell us the problems you have</td>
</tr>
<tr>
<td>what could be done? how can we join forces to discover what can be done?</td>
<td>how can we help you?</td>
</tr>
<tr>
<td>repeatedly explain &quot;we want to combine our skills and knowledge with your skills and knowledge. Hopefully we can then jointly find new useful things that work. We want to do this, because we want our work to be useful to you, or else there is no reason for our work&quot;</td>
<td>avoid talking of material inputs and money. When asked, explain that such things might be needed, but we are interested more in working together. If they are only interested in getting materials and money from us, then we are not interested to do PTD with them.</td>
</tr>
</tbody>
</table>

After discussion, the participants were asked to translate the key expressions "situation", "changes" and "improve the situation" into Telugu and to write them in Telugu script on the overheads.

**HOW DID IT GO?**

It is difficult for scientifically-trained staff, particularly those with veterinary training, to switch from the problem analysis reflex ("what is your problem and what are your needs") to an exploratory one ("how could this situation be improved"). Expressions with positive or neutral connotations helped them do this. Even more so than other fieldstaff, vets want to diagnose problems and prescribe therapies. It was important that we, as facilitators, explained clearly that the professional mode of operation as vets must be diagnostic but that, once engaged in PTD, they needed to shift their mode of operation to a more exploratory one. Our explicit acceptance of their professional role as vets gave them the freedom to think creatively for development purposes other than immediate health problems.

The biggest insight came during translation into Telugu. This triggered the question "what do we really mean by PTD?" and led to heated discussion. The whole issue and attitude of PTD was finally brought home - literally. Everybody knew English. It is an abstract language learnt in school. It is not what is spoken at home. English is for concepts and discussions and workshops, but Telugu is for everyday life. And the participants realised that they would soon have to explain these nice concepts to villagers. This realisation greatly increased their alertness to detail of meaning and to clarity.

Neither facilitator knew Telugu well, but this did not matter. As soon as consensus was reached on the appropriate Telugu wording, we asked whether a poor low-caste woman would use these words. Consternation! No, that was "high language". She might understand the words, but she wouldn't use them at home. Here, the field-based participants came into their own and started being very vocal about the right words to get across the idea of PTD.

**SUGGESTED IMPROVEMENTS TO THE MODULE**

Although we did ask for the meaning of the Telugu words in English, without a doubt this can be improved and made more explicit. Once it is decided how to express, eg, "improving the situation" in the local language, ask for the literal translation of these words back into English. This may bring hidden and undesirable connotations to light, eg, when it would mean something like "modernise your backwardness".

Fieldstaff are being increasingly pressed to think in terms of villagers' "needs", with the result that staff often directly ask "what do you need?". This is another way of saying "what is your problem?", which also has negative connotations. The natural reaction of the villagers is to fall back into the demanding mode, which is counterproductive for PTD. It might therefore be useful to add the following on the overhead with the suggested English expressions:

<table>
<thead>
<tr>
<th>SAY</th>
<th>AVOID SAYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the situation here, what can be done about it, how can we join forces to do something about it?</td>
<td>tell us your needs, what do you require</td>
</tr>
</tbody>
</table>

Check which words of the local language are used by staff to describe "needs" and problems, and explicitly write them down as words to be avoided in discussing PTD.
looking not only at potato cultivation but also sociocultural and marketing issues. Detailed report on five intensive days of farmer-scientist interaction, reflecting an approach to extension based on farmer experimentation.


Brazil, participatory research, farmer-scientist interaction, farmers’ organisations

Summarizes the experiences over the past 5 years of a collaborative programme between farmer unions and universities working in a Brazilian Amazonia frontier region. These show that time is needed for the shift, both on the side of scientists and farmers, from scientists initiated agendas and farming systems research to truly farmer-led research. A systematic process of dialogue between different partners is proposed to enable such process.


Latin America, ecological agriculture, evaluation, farmer research, soil conservation, training

A compilation of materials used in training courses on ecological agriculture in Central and South America, this draws substantially from Bunch’s _Two Ears of Corn_ about stimulating farmer experimentation, from Hecht, Altieri and Yurjevic about ecological agriculture, and from Primavesi about appropriate techniques for agro/lovopastoralism and working with tropical soils. The training is aimed at farmer-managed sustainable development.


Kenya, animal health, community participation, impact assessment, land use, livestock, participatory mapping

Among cattle-keeping farmers in Lambwe Valley, Western Kenya, participatory mapping served as a tool for deciding where to place tsetse traps and to discuss local views of the potential impact of tsetse control on land use. Example of a participatory approach in livestock systems, where the large area involved demands the participation of communities, not just individuals or small groups. Good description of the procedures followed, the content of the farmer-researcher dialogue and the lessons learned by researchers. Farmers put more emphasis on human than animal health, and they tended to minimise tsetse control, out of concern that grazing areas could be lost if tsetse-controlled land were farmed.


This paper reviews the experiences of the bilateral PMHE programme working in System C of the large Mahaweli Settlement Scheme. After PRA methods were used for situation analysis and problem discussions, a joint search with the settlers was initiated to find alternative farming systems following a PTD approach. Without going into great detail the paper identifies several important “limitations” of both PRA and PTD. It warns that both approaches should not become a fixed, pre-set, collection of methods ("today we are going to do PTD"), but rather a set of skills and attitudes integrated into all parts of the collaborative work with farmers.


extension, knowledge generation

Call for a new approach to extension designed to increase local people’s capacity to create knowledge: to question, analyse and test possible solutions for themselves. This is called “third generation” extension, in contrast with “first generation” (directive) and “second generation” (responsive, farmer-first). The new approach seeks to strengthen customary patterns and networks for learning. It requires fieldworkers to interact on a longer term with farmers and to become “insiders” of the farming community.


ILBIA, POB 64, 3830 AB Leusden. Authors: World Neighbors, Andean Office, Gasilla 20005, Santiago 20, Chile.

Bolivia, experimental design, potatoes, farmer experimentation, on-farm research, farmer-scientist interaction

Summarises experiences reported elsewhere of a semi-scientific approach towards farmer-led experimentation in the Andes.


Sri Lanka appraisal, institutional change, participatory methodology, planning, self-evaluation

Report on changes in the development strategy of the Sri Lankan National Development Foundation in collaboration with the Self-Help Support Programme of Swiss Intercooperation. The process of introducing participatory appraisal, participatory monitoring and evaluation, and self-evaluation techniques is described. Special attention is given to the changes in institutional arrangements which this new approach required. Concise information based on several years of experience in participatory methodology.


ILBIA, POB 64, 3830 AB Leusden. Author: IDS, University of Sussex, Falmer, Brighton BN1 9RE, UK

India, local organisations, participatory technology development, farmer experimentation, farmer-extensionist, participatory rural appraisal, watershed management

Gives an overview of the approach of the Aga Khan Rural Support Programme, an NGO working in Gujarat, India. It shows a systematic integration of approaches such as PRA, PTD, support to local institutions and village extensionists.


Kenya, participatory research, tools, technology evaluation

Reports 1.5 years of experiences of the bilateral DAREP project. It systematically describes the step-by-step development of the activities, critically evaluates the methods used, and identifies important challenges to be addressed by similar projects elsewhere. The project has succeeded in creating effective linkages between farmer research groups, manufacturers of selected technologies, and extension agencies.


Rwanda, beans, farmer experts, participatory research, plant breeding, variety selection

In Rwanda, women farmer experts evaluated bean varieties in on-station comparative trials and tested the ones they selected in home trials according to their own principles for experimentation. This allowed farmers’ knowledge of soils, seasons and planting practices to be incorporated at early stages of screening new cultivars.


Rwanda, beans, farmer experts, participatory research, plant breeding, variety selection


Same story about working with women bee farmers, in a very useful collection of short articles about research and extension methodologies based on field experience.


Africa, participatory research, on-farm research, experimental design

This manual gives practical guidelines for implementing on-farm research. Contrary to other publications it pays ample attention to farmers’ own experimental efforts and systematically analyses complementarity between farmer-led and researcher-led experiments. Study questions at the end of each part provide readers an opportunity to assess their learning progress.


sub-saharan Africa, indigenous knowledge pastoral development, range management

Discusses ways in which scientists’ and pastoralists’ knowledge can be exchanged to mobilise creative forces on both sides. Emphasises the importance of local knowledge associated with pastoral institutions and arrangements for resource use. The analysis is based on a literature review of indigenous knowledge and pastoral development.

Umesh C. and Lanting M. 1995. Om PTD! Om PTD! 5 pp. AME, 368, 4th Cross, JP Nagar, 3rd Phase, Bangalore 560078, India.

India, participatory technology development, group approach

After some initial experiences with PTD the authors give an overview of problems in implementation. To overcome these, a more gradual, learning, approach is proposed and outlined. Relatively small groups of farmers would play a key role in first seasons’ PTD activities.


group approach, training

In most participatory development approaches visualisation of issues discussed and analysed form an important tool in ensuring active involvement and ownership of all involved. This manual gives detailed directions in creatively using visualisation in group discussions. Although most of the examples are from classroom-based training sessions, many of the principles presented are equally valid for group sessions with villagers in the field.


Guinea, fire, landuse planning, livestock, methods, natural resource management, rangeland, trees, water

Describes experimentation with using fire in natural resource management by livestock-keepers in a sparsely-populated sub-humid area of West Africa. Elders and development agents established a plan of village land as a communication tool for villagers to discuss management options. Risks of late bush fires were marked on the map, and villagers planned where to set early fires to reduce the risks. Later, sites of actual late fires were marked. The results of the experiment were assessed in terms of reduction of accidentally burned areas, and lessons were drawn for improved fire management. Local people are learning to continue this process themselves.

● FURTHER PUBLICATIONS

Papers from the International Symposium on Systems-Oriented Research in Agriculture and Development, 21-25 Nov 1994, Montpellier, France, show a gradual shift from scientist-led on-farm research towards farmer-led PTD. Most notably (available from QRAD-SAP, Service des éditions, BP 5035, F-34032 Montpellier cedex 1, France):


Chuma E. Contribution of different evaluation methods to the understanding of farmers’ decisions on adoption and adaptations of innovations: experiences from the development of a conservation tillage system in southern Zimbabwe. pp 161-6.

Versteege M, Adinguidi J, Djenotin J & Nonon R. Effective participatory research involving farmers, nongovernment organisations, national agricultural research systems, and international agricultural research systems, to improve food security in northern Benin. pp 274-5.


Abaladijo C & Casablanca F. Une recherche-action agissant sur les représentations que les organismes de recherche et de développement se font du savoir des agricultures: les conditions préalables à la participation. pp 618-22.

Seiter S, Ray W, Luna J, McGrath D & TenPas T. Mutual learning in a participatory on-farm research project in Oregon, USA. pp 683-4.

Terrekens P. PDAAT: An action-research project in NRM. pp 39-44 (unedited papers).


Agricultural Administration (Research and Extension) Network Paper No 53. 50 pp. Overseas Development Institute (ODI), Regent’s College, Inner Circle, Regent’s Park, London NW1 4NS, UK

participatory research, farmers’ organisations


63 pp. CPRO-DLC, Centre for Genetic Resources, POB 16, 6700 AA Wageningen, the Netherlands

indigenous knowledge, farmer experimentation, genetic resources


Philippines, agricultural knowledge systems, communication systems,
participatory rural appraisal, RAWS, research and development

Ethiopia, agricultural policy, agricultural research, farming systems research, participatory research, semi-arid zone.

participatory research, farmers’ organisations

Senegal, on-farm research, participatory research, seed production

data collecting, interviews, participatory rural appraisal, research methods

more specific in defining who decides about what in such activities. The role of farmer-managed research in handling the diversity of farmers’ conditions, in achieving sustainable resource management and in reaching resource-poor farmers is critically reviewed.

Mali, Tuareg, experimentation, natural resource management, pasture improvement, farmer organisation, process approach
A brief but stimulating (and rare!) article about participatory research with herders, which started in north Mali in 1975. Pastoral organisations and government services jointly observed pasture conditions, analysed constraints, planned activities, implemented and evaluated them, and made appropriate re-adjustments. Older herders remembered how pastures not grazed in the wet season could be used in the dry. The Tuareg then experimented with a pasture-management system based on twice-yearly meetings: one at the start of the rains to identify reserve areas of pasture, and one at the end of the rains to assess vegetation and to decide whether and when to open up protected areas.

**JOURNALS**

Agriculture and Human Values vol. 11, no 2 and 3, 1994. Theme issue on “Participation and Empowerment”. Of special interest:


Morill-Sands D, Collion MH. Farmers and researchers: The road to partnership. 12pp. Studies the institutional implications of FPR within government research organisations. Focuses specifically on mechanisms for farmers to directly influence research agendas.


Rocheleau DE. Participatory research and the race to save the planet: Questions, critique, and lessons from the field. 22 pp. Gives an extensive overview of participatory research approaches and their history, as well as some key methodological lessons from the last decade. Available from: Agriculture and Human Values Inc., POB 14938, Gainesville, FL 32604, USA.

**NETWORKING**

ARUNET, the African Research Utilization Network, is a regional network for participatory research and communication in Eastern and Southern Africa. It tries to bridge the gap between development research and implementation of research results to

**STILL WORTH READING!**

In this section you can draw attention to older publications that you feel should not be forgotten, as they continue to (or should!) play an important role in our thinking and acting. Christoph Backhaus, now working in Sri Lanka, has suggested the following. What are your suggestions?

Tripp R. 1989. Farmer participation in agricultural research: new directions or old problems. 35pp. IDS, University of Sussex, Brighton BN1 9RE, UK.
participatory research, sustainable resource management

This paper still gives a very relevant overview of the opportunities but also the dilemmas and challenges of giving the lead to farmers in on-farm experimentation. There is a great need to be
benefit farm families, health workers and community groups. For its members, ARUNET offers training in participatory strategies and small grants for experimentation in participatory methodologies. It publishes a quarterly newsletter and plans a monograph series on the methodologies used in ARUNET-funded activities. For more information, contact: The Coordinator, ARUNET, PO Box 43864, Nairobi, Kenya, Fax +254-2-728493.

Dryland Husbandry Project (DHP) brings together various stakeholders in pastoral development to develop strategies to address the crisis of African drylands. It involves CSSREA (Organisation for Social Science Research in Eastern and Southern Africa, Ethiopia), PINEP (Pastoral Information Network, Kenya), EPSC (Environmental Policy and Society, Sweden) and IGADD (Inter-Governmental Authority on Drought and Development, Djibouti). Methodology for participatory research is being developed, with focus on water-management techniques and low-cost veterinary care. Together with pastoralists, trials are carried out to test and adapt both indigenous and “scientific” technologies. For more information, contact: Abdel Ghaffar Ahmed, OSSREA, PO Box 31971, Addis Ababa, Ethiopia (Fax +251-1-551399).

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The FARM Programme: Farmer-centred agricultural resource management. FARM is a UNDP/FAO/UNIDO programme operating in China, India, Indonesia, Nepal, Philippines, Sri Lanka, Thailand and Vietnam. One of the 7 sub-programmes focuses specifically on development of approaches to enhance farmer participation in agricultural development activities and promotion of supportive policies. This sub-programme, “People Centered Sustainable Development”, is coordinated by ANGOC in the Philippines. For more information, contact: Bishar Singh, ANGOC, 14A 11th Jamboree Street, Barangay Sacred Heart, Kamuning, Quezon City 1103, Metro Manila, Philippines (fax: +63 2 9215122)

Training Reports and Events

PMHE 1994. PMHE Second follow-up training in participatory technology development, September 1994 47 pp. PMHE, POB 154, Kandy, Sri Lanka. Sri Lanka, farmer experimentation, group approach, training Documents a mission to support field staff of the bilateral PMHE project and their colleagues of the Mahaweli Economic Authority actively involved in PTD activities since 1991. Training support “in the field” was followed by a three days workshop. Key themes discussed include the importance of farmers’ knowledge, supporting farmer experimentation, and the role of groups in PTD and how to encourage group development.

Audiovisuals


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