

Working paper DMP-CIRAD-06/1

## **CIRAD training needs assessment for the DMP (socioeconomics and policy)**

*Evaluation des besoins en formation du DMP par le CIRAD  
(socio-économie et politiques)*

**Grégoire LECLERC\* and Martine ANTONA\*\***

\*CIRAD-TERA, Université Cheikh Anta Diop, Dakar, Sénégal.

\*\*CIRAD-TERA, Campus International de Baillarguet, Montpellier, France



11/04/06

## **The Desert Margins Program (DMP).**

The overall objective of the DMP is to arrest land degradation in Africa's desert margins through demonstration and capacity building activities. The DMP, which started in 2003, is a 6 years regional project consisting in three phases of two years, coordinated by ICRISAT. It is implemented in Burkina Faso, Botswana, Kenya, Mali, Namibia, Niger, Senegal, South Africa and Zimbabwe. The GEF increment to this project enables the programme to address issues of global environmental importance, in addition to the issues of national economic and environmental importance, and in particular the loss of biological diversity, reduced sequestration of carbon, and increased soil erosion and sedimentation. Key sites harbouring globally significant ecosystems and threatened biodiversity have been selected in each of the nine countries to serve as field laboratories for demonstrations activities related to monitoring and assessment of biodiversity status, testing of most promising natural resource management options, developing sustainable alternative livelihoods and policy guidelines and replicating successful models. The project aims at making a significant contribution in reducing land degradation in the marginal areas and help conserve biodiversity. Guidelines, recommendations and supportive national policies that address biodiversity concerns are implemented in participating countries.

The consortium of partners pools resources and expertise of nine NARS and NGOs, four sub regional organizations (CORAF for western Africa, SADC/SACCAR for southern Africa, and ASARECA for eastern Africa), five IARCs (ICRAF, ICRISAT, IFDC, ILRI, and TSBF), and three ARIs (CEH, CIRAD and IRD, with the experience of UNEP and UNDP in the implementation of the CBD, UNFCCC and UNCCD).

CIRAD contribution<sup>1</sup> is about stimulating knowledge sharing and learning between policy makers, researchers, civil society and local players to improve decision making and environmental policy reform. This is done through a hybrid experimental platform involving ICT, forums, case studies and modelling.

## **Le programme d'action dans les zones en Marges du Désert (DMP)**

L'objectif global du DMP est de freiner la dégradation des terres dans les zones en marge du désert de l'Afrique via des activités de démonstration et de renforcement des capacités institutionnelles. Le DMP, qui a débuté en 2003, est un Projet régional de 6 ans en 3 phases de 2 ans, coordonné par ICRISAT. Il est mis en œuvre en Afrique du Sud, au Burkina Faso, Botswana, Kenya, Mali, Namibie, Niger, Sénégal, et au Zimbabwe. L'apport du FEM à ce projet permet au programme de traiter certaines questions d'importance globale sur l'environnement, en plus des questions d'importance économique et environnementale, notamment la perte de la biodiversité, la réduction de la séquestration du carbone, l'érosion et de la sédimentation du sol.

Des sites pilote abritant les principaux écosystèmes d'importance globale et les biodiversités menacées ont été sélectionnés dans chacun de ces pays. Ces sites servent de champ d'expérimentation pour la recherche appliquée au suivi et à l'évaluation de la biodiversité. Sur ces sites, les partenaires testent les options de gestion des ressources naturelles les plus prometteuses, et développent des alternatives durable pour une meilleure qualité de vie et une meilleure orientation des politiques. Les options gagnantes seront ensuite reproduites sur d'autres sites. Des directives, recommandations et politiques nationales d'appui relatives aux enjeux de la biodiversité seront mises en œuvre dans les pays participants.

Le Consortium des partenaires réunit des ressources et des experts provenant de neuf systèmes nationaux de recherche agricole, quatre organisations sous-régionales (CORAF

---

<sup>1</sup> Experimenting with the design of policies on sustainable resources management, Project Document. April 2004.

pour l'Afrique de l'Ouest, SADC/SACCAR pour l'Afrique du Sud, et ASARECA pour l'Afrique de l'Est), cinq Centres Internationaux de Recherche Agricole (ICRAF, ICRISAT, IFDC, ILRI et CIAT/TSBF), et trois Instituts de recherche Avancée (CEH, CIRAD et IRD, avec l'expérience du PNUE et du PNUD dans l'exécution des grandes conventions portant sur la diversité biologique (CDB), le changement climatique (UNFCCC), et la désertification (CCD).

La contribution du CIRAD au DMP<sup>2</sup> concerne l'échange de connaissance et l'apprentissage entre politiques, chercheurs, société civile et acteurs locaux pour améliorer la prise en compte de l'environnement dans les décisions et la réforme de politiques. Elle est mise en œuvre via une plateforme expérimentale impliquant les nouvelles technologies de l'information et de la communication, des forums et de la formation, des études de cas et de la modélisation.

---

<sup>2</sup> Une approche expérimentale pour la formulation de politiques environnementales, Document de projet. Avril 2004.

## **Abstract**

Training needs assessment of DMP partners was done by means of a standard questionnaire and of face-to-face meetings with DMP coordinators.

The themes and countries hosting the 5 training events to be delivered in DMP countries are the following:

- Environmental Economics (Sénégal and South Africa)
- Bioeconomic models for NRM policy (Burkina Faso)
- Agriculture-Livestock-Environment interactions (Mali),
- How to contribute to the policy cycle (South Africa).

Although each country or each theme has its specific requirements, general guidelines were obtained for building appropriate training modules:

- Two weeks training, 50 % theoretical/ 50% practical, with substantial in-situ training
- Target a broad audience (scientists, decision makers, NGOs, etc..)
- Must enable multidisciplinary
- Little or no prerequisites for participants.

Specific terms of references have been drafted for each module.

## **Résumé**

L'évaluation des besoins en formation pour les partenaires du DMP a été faite par le biais d'un questionnaire et d'entretiens individuels avec les coordinateurs nationaux du DMP.

Les thèmes et les pays choisis pour réaliser les formations sont les suivants :

- Economie de l'environnement (Sénégal et Afrique du Sud)
- Modèles bioéconomiques pour les politiques de GRN (Burkina Faso)
- Interactions agriculture-élevage-environnement (Mali)
- Comment contribuer au cycle des politiques (Afrique du Sud)

Bien que chaque pays et chaque thème ait ses propres spécificités, des règles générales pour les modules de formation se dégagent :

- Formations de deux semaines, 50% théorie, 50% pratique, avec une composante substantielle in-situ
- Doivent viser un public large (scientifiques, décideurs, ONGs, etc..)
- Doivent stimuler la multidisciplinarité
- Les prérequis de la part des participants doivent être très faibles

Pour chaque module des termes de références spécifiques sont élaborés.

## I. INTRODUCTION

CIRAD contribution to the DMP is about stimulating knowledge sharing and learning between policy makers, researchers, civil society and local players to improve NRM decision making and environmental policy reform. This is done through a hybrid experimental platform involving ICT, forums, case studies, modelling, and training.

During phase 1 CIRAD has developed or completed a series of studies, models and tools necessary for socio-economic evaluation of NRM options as well as for improving policy dialog and learning (see <http://dmp.sahel.info>). For phase 2 CIRAD proposes to contribute to capacity/governance building for all 9 DMP countries. CIRAD has physical presence (in terms of social sciences for NRM) only in Sénégal, Burkina Faso, Mali, Zimbabwe and South Africa<sup>3</sup>. While we can expect better integration with NARS in these countries, our goal is to provide to all DMP countries equal access to CIRAD capacity in terms of social sciences for NRM.

Based on the requirements and constraints cited above, CIRAD contribution to DMP Phase 2 will consist in streamlining its offer in terms of capacity/governance building for NRM. The focus will be on environmental, socio-economic and policy evaluation (i.e. DMP outputs 3, 4 and 5). This will contribute to improve local capacity for evaluation of selected NRM options and policies, and for devising policy scenarios. For example NARS scientists would improve its capacity to estimate the economic impact of a given promising NRM technology and eventually fine tune its intervention accordingly; or she would understand better the policy cycle and how to contribute to it effectively.

Full scaling-out of CIRAD capacity building activities, both in terms of countries, partners, or thematic, will be possible through the training budget of DMP CU, NARS, CIRAD, and other donors. Because CIRAD DMP budget is limited and will allow running only 5 training workshops, we suggest a demand-driven approach based on shared costs. While CIRAD training modules constitute the core of CIRAD offer, the actual level of capacity building to be attained will depend on NARS demand and level of co-funding. We will also submit joint proposals to other donors to fund specific capacity building events for DMP partners.

## II. METHODOLOGY.

### **Training needs assessment questionnaire.**

To guarantee that CIRAD's offer meet the demand of NARS and DMP partners, we have asked DMP country coordinators to fill a training needs assessment questionnaire (appendix 1). The questionnaire was specifically focused on short term training in socio-economics and policy applied to NRM<sup>4</sup>. The intention was to gather as much input from the participants as possible with respect to the elements covered by a complete training course., i.e.: 1) Theme covered; 2) Target audience; 3) Development Objectives (i.e. for the country) and Learning Objectives (i.e. for the trainee); 4) Prerequisites; 5) Content; 6) Approach (i.e. theoretical vs practical); 7) Duration (both in terms of classroom and fieldwork). We suggested 11 themes that were covered by CIRAD during DMP Phase 1 but left the possibility for our partners to suggest other themes. All the questions were open ones (with a few suggestions for replies in some cases).

---

<sup>3</sup> The agent based in Niger is detached to France MAE.

<sup>4</sup> CIRAD already offers many possibilities for training and capacity building (professional training, internships, e-learning, etc), on various themes ([http://www.cirad.fr/fr/prest\\_produit/formation/index.php](http://www.cirad.fr/fr/prest_produit/formation/index.php) ; <http://elearning.cirad.fr/intro/catalogue.php> ).

The questionnaire was sent to DMP coordinators on 3 November 2005, together with a first draft filled by Senegal as an example. We received replies from 7 DMP coordinators during the period November 3, 2005 to January 27, 2006. None asked for further explanations. We received filled questionnaires from Botswana, Burkina Faso, Kenya, Mali, Senegal, South Africa, and Zimbabwe. We had no replies from Namibia and Niger.

Country	Name of person responsible	Date received	email
Botswana	Benedict KAYOMBO	23/11/2005	bkayombo@bca.bw
Burkina Faso	S�raphine SAWADOGO-KABORE	24/01/2006	phinekabore@yahoo.fr
Kenya	Anthony O. ESILABA; H.K. CHERUIYOT	24/11/2005	dmp@kari.org, aoesilaba@kari.org; hkcheruiyot@kari.org
Mali	Adama TRAORE	28/11/2005	crragao@ier.ml
Senegal	Nathalie Beaulieu; Khady SOW (ANCAR Kaolak)	11/01/2006	n.beaulieu@cgiar.org; ancarkaolak@sentoo.sn
South Africa	Klaus Kellner; DMP team	15/12/2005	plbkk@puk.ac.za
Zimbabwe	Isiah MAHARAPA; Andrew SIBANDA	25/11/2005	mharapara@mango.zw; sagugu2000@yahoo.com

Table 1. Respondents for training needs assessment questionnaire.

The questionnaires were analyzed by the authors in Montpellier at the end of January, in consultation with Hubert Devautour, program officer responsible of partnerships, training, and projects for the TERA department of CIRAD. The analysis idea is to gather general guidelines to make modules suitable to all DMP countries for scaling up. Of course we are acknowledging that there are regional or national specificities. Analysis was empirically (open questions and interviews) and numerically (for theme selection).

## DMP Steering Committee Meeting

Training needs assessment was completed by direct interaction with DMP coordinators in order to clarify some replies from questionnaires, select the countries that will host the 5 training sessions to be held in 2006, and decide about participants contributions to expenses. This was done during the Steering Committee meeting held on 6-9 February 2006 in Dakar. CIRAD made a summary presentation, which was followed by face-to face meetings with sub-regional and national coordinators (table 2).

Country	Contact	Institution	email
ESA coordinator	Andr� Van Rooyen	ICRISAT/Zimbabwe	a.vanrooyen@cgiar.org
WA coordinator	Ramadjita Tabo	ICRISAT	r.tabo@cgiar.org
Burkina Faso	Souleymane Ouedraogo	IER	Souleymane.Ouedraogo@messrs.gov.bf
Kenya	H.K. CHERUIYOT	KARI	hkcheruiyot@kari.org
Mali	Aly SOUMARE	IER	<a href="mailto:Aly.soumare@ier.ml">Aly.soumare@ier.ml</a> ; crra.gao@ier.ml
Senegal	Nathalie Beaulieu	CIAT/ISRA	<a href="mailto:n.beaulieu@cgiar.org">n.beaulieu@cgiar.org</a>
South Africa	Klaus Kellner	North West University	plbkk@puk.ac.za
Niger/Kenya	Ayantunde, A.Augustine	ILRI/ICRISAT	a.a.ayantunde@cgiar.org

Table 2. Steering Committee members met during DMP SC meeting in Dakar, 6-9 February 2006

### **III. RESULTS.**

The questionnaire was filled as required, with a notable exception of South Africa who combined several themes as proposed CIRAD training (this was to take into account replies from different people in the SA team – we adjusted the weights accordingly for analysis). They also suggest that an in depth analysis be made of how the DMP participants, as well as other experts in South Africa (and other DMP countries) for each of the topics to be developed, could contribute to the training sessions by CIRAD. This was proposed in order to better recognize and take into account the social, political, environmental, agricultural and policy circumstances in each country where training is to be realized.

Burkina Faso proposed two new themes (Information systems for biodiversity monitoring and In vitro cultures), however they did not chose them for developing CIRAD's training. South Africa noted that a clear link with national partners should be build while putting together the training modules, i.e. local expertise.

Although each country or each theme has its specifics, general guidelines were obtained, which are:

- Two weeks modules, 50 % theoretical/ 50% practical, with substantial in-situ training
- Target a broad audience (scientists, decision makers, NGOs, etc..)
- Must enable multidisciplinary
- Little or no prerequisites

#### **Selection of themes and host countries**

Theme preferences ranking was analyzed with a logistic regression on cumulative probabilities (Figure 1), and themes were ranked according to fitted value for rank=4 (Hernandez, 2000). The overall priority of themes chosen for CIRAD was simply the sum of priorities by individual countries. Final choice was based on the first two criteria, i.e. Environmental Economics, Bioeconomic models, Agriculture-Livestock-Environment interactions, and Policy cycle (Table 3). Note that themes that scored high (such as Social Management of Biodiversity) but were not among the 4 chosen should be taken into account if possible, i.e. themes are not completely independent. Local preferences should also be taken into account if a training is to be done in that country (e.g. Mali and Burkina interest in data or landscape analysis calls for participation of the PCP Mali in setting up the training).

Several points were clarified during the SC meeting, and allowed to fine tune the terms of reference for training. SA had some doubts about French scientists "telling them about policy". Namibia confirmed their interest in being part of the process, and agreed with themes selected. It was expected that the teams in charge of training in a particular country discuss the participation of DMP countries of the sub-region. The DMP coordinator in Burkina Faso wanted to be part of the team which would prepare the training. Zimbabwe noted that policies were generally OK, but that their implementation was a failure. The question of the generally low impact of training was raised, as well as the question of people taking again and again the same training! One possibility would be to identify at least one person in each country that will be responsible of applying what they have learnt on cases studies of relevance to the DMP.

Several countries had already engaged into documenting environmental policy : Botswana, SA, Zimbabwe, Kenya, Senegal, while Burkina Faso and Namibia had done socioeconomic studies of their DMP sites.

No decision was made about which ESA country would host trainings in Environmental Economics and on the Policy Cycle, during the SC meeting and in the two months that

followed, despite our insistence. Half a dozen intents by email to regional and national DMP coordinators were unanswered. Therefore we have decided that the training would be hosted in South Africa (Pretoria), where the two staff responsible of the training are based and their partnerships are already established.

The countries that will host the training are listed in table 4. We decided that the course on Bio-economic modelling would be done in Burkina Faso despite strong demand in ESA, because of the expertise of the CIRAD staff in the country and the interest of the Burkinabe DMP coordinator. There was concern about funding participation from neighbouring countries. All these courses can be done in all countries provided other funding sources are found.

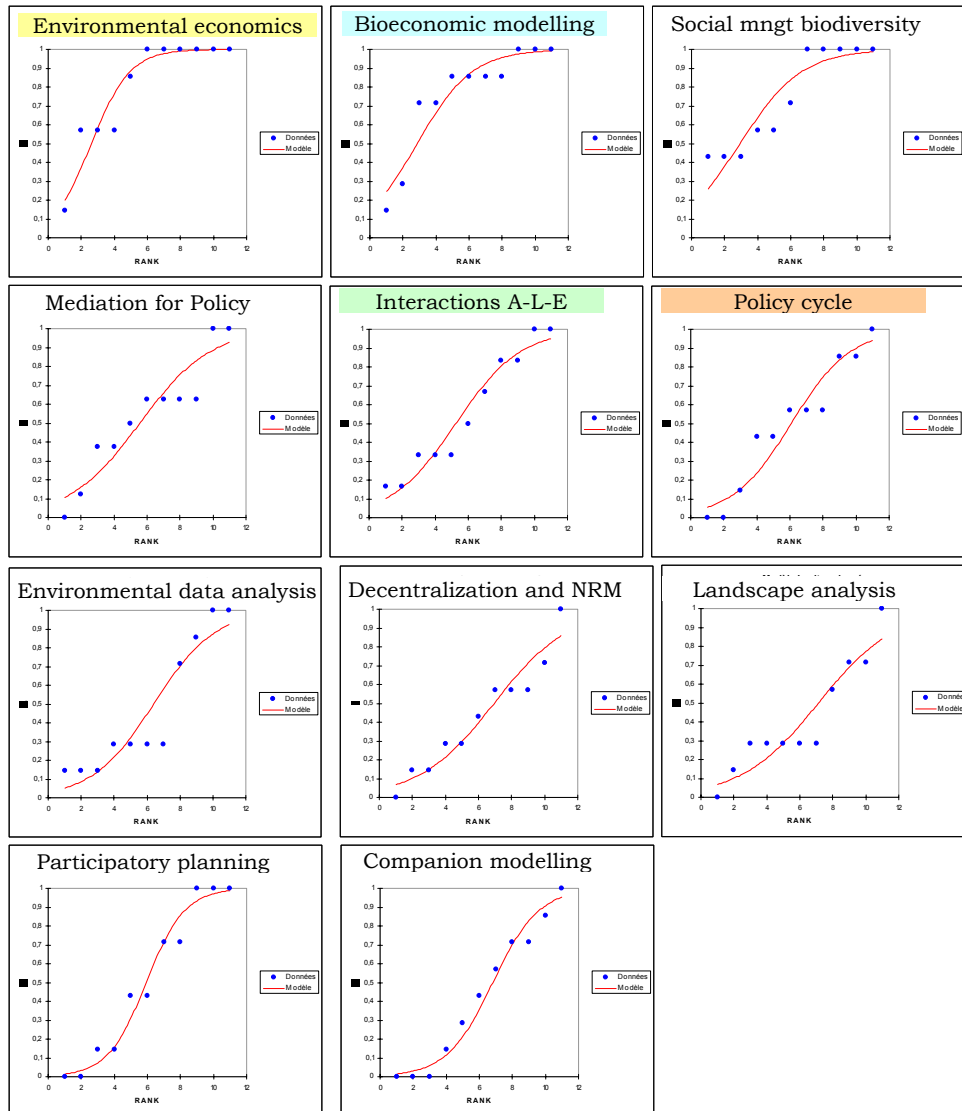


Figure 1. Logit regression on ranking probabilities (preferences) for training themes. Preference for rank=4 decreases from left to right and top to bottom.



		Logit Preference (rank 1-4)	Choice (Score)	Choice (Freq.)	Rank (pref.)	Rank (choice)	Avg rank
A	Analysis of environmental data	0,22	2	1	7	6	6,5
B	Landscape characterization and analysis	0,21	2	1,33	9	5	7
C	Participatory mapping and planning	0,16	2	1	10	8	9
D	Social management of biodiversity	0,64	1	1/2	3	9	6
E	Environmental Economics	0,77	10	5	1	1	1
F	Agriculture-Livestock-Environment Interactions	0,31	6	3	5	3	4
G	Bio-economic models for evaluation of NRM options and policy scenarios	0,66	14	5	2	2	2
H	Participatory modelling (multi-agent) for NRM	0,12	1	1/3	11	11	11
I	Decentralization and NRM	0,21	2	1	8	7	7,5
J	Mediation approaches for public policy negotiation	0,33	1	1/3	4	10	7
K	How to contribute to the public policy cycle: an experimental approach	0,24	3	2.5	6	4	5

Table 3. Synthesis of preference analysis for selection of training themes

	Senegal	Burkina Faso	Mali	Niger	Botswana	Kenya	Namibia	South Africa	Zimbabwe
Environment Economics	X			+		+	+		
Bio-economic modelling for NRM		X		+		+	+	X	+
Agriculture-Livestock-Environment interactions	+		X	+			+		
How to contribute to the Policy cycle				+	+	+	+	X	+

Table 4. Selection of countries for CIRAD training (after negotiation during SC meeting in Dakar on 2/02/06 (X). (+) show potential countries.

## Follow-up and networking

We discussed the need to build the training into existing scientific, training, development networks, to avoid one-shot events that do not value the new competencies acquired. There are two options:

- Institutional (e.g. Mastère Agrhymet (Niger); AUPELF-UREF MOGED (maîtrise des outils de gestion de l'environnement) to which CIRAD contributes; UCAD in Senegal; U of Pretoria, U of Johannesburg (e-learning))
- Champion: Identify key correspondents that will promote the training through his network; these people could help manage the help desk

In addition, a standard questionnaire for evaluation will be used (Appendix 3).

## Budget

CIRAD will receive 100,000\$ from the DMP 2006-2007 (~82000€). It is expected that CIRAD would provide counterpart funds in a 1.5 to 1 ratio, i.e. 150,000\$ (~123,000€). The budget distribution (Table 5) implies that 12,000€ will be available to each team, while 5,000€ is allocated for shaping the modules in a suitable format.

	<b>Days staff (CIRAD)</b>	<b>Cost staff (CIRAD)</b>	<b>Days staff (DMP)</b>	<b>Cost staff (DMP)</b>	<b>Operations</b>	<b>DMP budget</b>
Coordination	50	15000	10	3000	4500	7500
Construction of modules	200	60000	0	0	8250	8250
Edition of modules	25	7500		0	5000	5000
In country training	60	18000	60	18000	33250	51250
Help desk	15	4500		0	0	0
Administration	60	18000			10000	10000
<b>TOTAL</b>	<b>410</b>	<b>123000</b>	<b>70</b>	<b>21000</b>	<b>61000</b>	<b>82000</b>

Table 5. Estimated budget (CIRAD and DMP).

This budget allows for covering basic training costs only, i.e. trainers salaries, room, lunch, training material, etc.. but does not take into account travel and per diems of participants

### **Terms of reference for training modules**

The result of the training needs assessment is synthesized in terms of references (TORs) specific to each training event, providing:

- Theme, Title, and Short description
- Country, DMP Contact, and Date of training event
- Person responsible and his team (CIRAD and non-CIRAD)
- Networking
- Development and learning Objectives
- Target audience, Prerequisites, Participants
- Approach and Duration
- Detailed Plan for course
- Budget and Co-funding strategy
- Evaluation and Follow up
- Miscellaneous

The following 5 tables present the TORs for the 5 training selected by DMP partners

<b>Theme</b>	<b>Environmental Economics (WA)</b>
<b>Title</b>	<i>Provide title of training</i>
<b>Short description</b>	<i>Three lines synthesis of items below, which describes the content and strategy adopted.</i>
<b>Country</b>	<b>Sénégal</b>
<b>DMP Contact</b>	<b>Nathalie Beaulieu (n.beaulieu@cgiar.org)</b>
<b>Date of training</b>	
<b>Person responsible</b>	<b>Martine Antona (martine.antona@cirad.fr)</b>
Team CIRAD	Stefano Farolfi, Grégoire Leclerc
Team Non CIRAD	ENEA
<b>Networking</b>	<i>Institutional linkages (MOGED, AUPELF-UREF, ISE, etc.). How this training links to existing networks.</i>
<b>Objectives</b>	
Development	<p><i>State how the course contributes to the development of the country or region.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve national capacity in technical backstopping</b></li> <li>• <b>Improve local decision making and project management</b></li> <li>• <b>Measure impact of practices (including local conservation)</b></li> <li>• <b>Contribute to the policy dialogue (local and national scale)</b></li> </ul>
Learning	<p><i>State the main points that participant will have learnt.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve Theoretical and technical knowledge</b></li> <li>• <b>Enable multidisciplinary</b></li> <li>• <b>Linkages with management decisions, their long term effects and economic returns.</b></li> </ul>
<b>Target audience</b>	<p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>scientists, technicians;</b></li> <li>• <b>decision-makers, elected officials.</b></li> </ul> <p><i>Evaluate if training can target a mixed audience</i></p>
<b>Prerequisites</b>	<b>No prerequisites.</b>
<b>Participants</b>	<i>Max 25. Please state the number of participants coming from the host country as well as from the region.</i>
<b>Approach</b>	<b>The course should be 50% theory 50% practice.</b> Please state how you are going to achieve this balance, and why if you are not.
<b>Duration</b>	<b>The course should be 5 days in the classroom, 5 days in the field.</b> Please state how in-situ training will be done, and why if it is not to be in that proportion.
<b>Detailed Plan</b>	<p><i>The team in charge is responsible of the content and organization of the course. However DMP coordinators have made suggestions about what they need in terms of content:</i></p> <ul style="list-style-type: none"> <li>• <b>Methods for economic evaluation of environmental goods</b></li> <li>• <b>Cost benefit of practices (ex: mise en défens)</b></li> <li>• <b>Evaluation and comparison of management options (concrete cases)</b></li> <li>• <b>Environmental impact studies (costs, social impacts)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Guidelines for environmental policy design (incl. mediation)</b></li> <li>• <b>Participatory evaluation (citizen's jury, multicriteria)</b></li> <li>• <b>Suggested cases studies proposed: INRM, Biodiversity, Livestock, mise en défens.</b></li> </ul>																					
<b>Budget</b>	<p>Please detail your budget requirements (12000€ envelope from CIRAD). CIRAD covers travel costs and fees for trainers, as well as lunch, coffee break, training material, renting of room or equipment. State the amount of co-funding needed. Note: Formatting of modules is being done by Catherine Rollin.</p> <table border="1"> <thead> <tr> <th></th> <th><b>CIRAD</b></th> <th><b>Co-funding</b></th> </tr> </thead> <tbody> <tr> <td><b>Fees: trainers and logistics</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Travel and lodging: trainers (preparation and workshop)</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Travel and lodging: participants</b></td> <td></td> <td>x</td> </tr> <tr> <td><b>Workshop (Lunch+room+coffee breaks+local travel)</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Other costs</b></td> <td>x</td> <td>x</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>12000€</b></td> <td></td> </tr> </tbody> </table>		<b>CIRAD</b>	<b>Co-funding</b>	<b>Fees: trainers and logistics</b>	x		<b>Travel and lodging: trainers (preparation and workshop)</b>	x		<b>Travel and lodging: participants</b>		x	<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x		<b>Other costs</b>	x	x	<b>TOTAL</b>	<b>12000€</b>	
	<b>CIRAD</b>	<b>Co-funding</b>																				
<b>Fees: trainers and logistics</b>	x																					
<b>Travel and lodging: trainers (preparation and workshop)</b>	x																					
<b>Travel and lodging: participants</b>		x																				
<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x																					
<b>Other costs</b>	x	x																				
<b>TOTAL</b>	<b>12000€</b>																					
<b>Co-funding strategy</b>	Please state your strategy for obtaining co-funding (funding opportunities, deadlines, etc..).																					
<b>Evaluation</b>	<b>Evaluation will be done ex-post using the questionnaire in appendix.</b>																					
<b>Follow up</b>	How you are going to provide backstopping after the training event. Please state your requirements for an internet-based help desk.																					
<b>Notes</b>	Anything not covered by the boxes above.																					

<b>Theme</b>	<b>Environmental Economics (ESA)</b>
<b>Title</b>	<i>Provide title of training</i>
<b>Short description</b>	<i>Three lines synthesis of items below, which describes the content and strategy adopted.</i>
<b>Country</b>	<b>South Africa</b>
<b>DMP Contact</b>	André Van Rooyen ( <a href="mailto:a.vanrooyen@cgiar.org">a.vanrooyen@cgiar.org</a> ) and Klaus Kellner ( <a href="mailto:plbkk@puk.ac.za">plbkk@puk.ac.za</a> )
<b>Date of training</b>	
<b>Person responsible</b>	<b>Stefano Farolfi (<a href="mailto:stefano.farolfi@cirad.fr">stefano.farolfi@cirad.fr</a>)</b>
Team CIRAD	
Team Non CIRAD	
<b>Networking</b>	<i>Institutional linkages (MOGED, AUPELF-UREF, ISE, etc.). How this training links to existing networks.</i>
<b>Objectives</b>	
Development	<p><i>State how the course contributes to the development of the country or region.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve national capacity in technical backstopping</b></li> <li>• <b>Improve local decision making and project management</b></li> <li>• <b>Measure impact of practices (including local conservation)</b></li> <li>• <b>Contribute to the policy dialogue (local and national scale)</b></li> </ul>
Learning	<p><i>State the main points that participant will have learnt.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve Theoretical and technical knowledge</b></li> <li>• <b>Enable multidisciplinary</b></li> <li>• <b>Linkages with management decisions, their long term effects and economic returns.</b></li> </ul>
<b>Target audience</b>	<p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>scientists, technicians;</b></li> <li>• <b>decision-makers, elected officials.</b></li> <li>• <b>NGOs, CBOs</b></li> </ul> <p><i>Evaluate if training can target a mixed audience</i></p>
<b>Prerequisites</b>	<b>No prerequisites (or eventually basic knowledge in economics).</b>
<b>Participants</b>	<i>Max 25. Please state the number of participants coming from the host country as well as from the region.</i>
<b>Approach</b>	<b>The course should be 50% theory 50% practice.</b> Please state how you are going to achieve this balance, and why if you are not.
<b>Duration</b>	<b>The course should be 5 days in the classroom, 5 days in the field.</b> Please state how in-situ training will be done, and why if it is not to be in that proportion.
<b>Detailed Plan</b>	<p><i>The team in charge is responsible of the content and organization of the course. However DMP coordinators have made suggestions about what they need in terms of content:</i></p> <ul style="list-style-type: none"> <li>• <b>Methods for economic evaluation of environmental goods</b></li> <li>• <b>Cost benefit of practices (ex: mise en défens)</b></li> <li>• <b>Evaluation and comparison of management options (concrete cases)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Environmental impact studies (costs, social impacts)</b></li> <li>• <b>Guidelines for environmental policy design (incl. mediation)</b></li> <li>• <b>Participatory evaluation (citizen's jury, multicriteria)</b></li> <li>• <b>Hollistic approach (Zimbabwe)</b></li> <li>• <b>Suggested cases studies proposed: INRM, Biodiversity, Livestock, mise en défens.</b></li> </ul>																					
<b>Budget</b>	<p>Please detail your budget requirements (12000€ envelope from CIRAD). CIRAD covers travel costs and fees for trainers, as well as lunch, coffee break, training material, renting of room or equipment. State the amount of co-funding needed. Note: Formatting of modules is being done by Catherine Rollin.</p> <table border="1"> <thead> <tr> <th></th> <th><b>CIRAD</b></th> <th><b>Co-funding</b></th> </tr> </thead> <tbody> <tr> <td><b>Fees: trainers and logistics</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Travel and lodging: trainers (preparation and workshop)</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Travel and lodging: participants</b></td> <td></td> <td>x</td> </tr> <tr> <td><b>Workshop (Lunch+room+coffee breaks+local travel)</b></td> <td>x</td> <td></td> </tr> <tr> <td><b>Other costs</b></td> <td>x</td> <td>x</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>12000€</b></td> <td></td> </tr> </tbody> </table>		<b>CIRAD</b>	<b>Co-funding</b>	<b>Fees: trainers and logistics</b>	x		<b>Travel and lodging: trainers (preparation and workshop)</b>	x		<b>Travel and lodging: participants</b>		x	<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x		<b>Other costs</b>	x	x	<b>TOTAL</b>	<b>12000€</b>	
	<b>CIRAD</b>	<b>Co-funding</b>																				
<b>Fees: trainers and logistics</b>	x																					
<b>Travel and lodging: trainers (preparation and workshop)</b>	x																					
<b>Travel and lodging: participants</b>		x																				
<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x																					
<b>Other costs</b>	x	x																				
<b>TOTAL</b>	<b>12000€</b>																					
<b>Co-funding strategy</b>	Please state your strategy for obtaining co-funding (funding opportunities, deadlines, etc..).																					
<b>Evaluation</b>	<b>Evaluation will be done ex-post using the questionnaire in appendix.</b>																					
<b>Follow up</b>	How you are going to provide backstopping after the training event. Please state your requirements for an internet-based help desk.																					
<b>Notes</b>	Anything not covered by the boxes above.																					

<b>Theme</b>	<b>Bioeconomic models for NRM policy evaluation (WA)</b>
<b>Title</b>	<i>Provide title of training</i>
<b>Short description</b>	<i>Three lines synthesis of items below, which describes the content and strategy adopted.</i>
<b>Country</b>	<b>Burkina Faso</b>
<b>DMP Contact</b>	<b>Souleymane Ouedraogo (Souleymane.Ouedraogo@messrs.gov.bf)</b>
<b>Date of training</b>	
<b>Person responsible</b>	<b>Bruno Barbier (bruno.barbier@cirad.fr)</b>
Team CIRAD	
Team Non CIRAD	Souleymane Ouedraogo
<b>Networking</b>	<i>Institutional linkages (MOGED, AUPELF-UREF, ISE, etc.). How this training links to existing networks.</i>
<b>Objectives</b>	
Development	<p><i>State how the course contributes to the development of the country or region.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve national capacity in research and in technical backstopping</b></li> <li>• <b>Improve local decision making and policy dialogue</b></li> </ul>
Learning	<p><i>State the main points that participant will have learnt.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve Theoretical and technical knowledge</b></li> <li>• <b>Enable multidisciplinary</b></li> <li>• <b>Support to decision making for INRM.</b></li> </ul>
<b>Target audience</b>	<p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>scientists, technicians;</b></li> <li>• <b>decision-makers, elected officials.</b></li> </ul> <p><i>Evaluate if training can target a mixed audience</i></p>
<b>Prerequisites</b>	<b>No prerequisites (or eventually basic knowledge in economics or computers).</b>
<b>Participants</b>	<i>Max 25. Please state the number of participants coming from the host country as well as from the region.</i>
<b>Approach</b>	<b>The course should be 50% theory 50% practice.</b> Please state how you are going to achieve this balance, and why if you are not.
<b>Duration</b>	<b>The course should be 5 days in the classroom, 5 days in the field.</b> Please state how in-situ training will be done, and why if it is not to be in that proportion.
<b>Detailed Plan</b>	<p><i>The team in charge is responsible of the content and organization of the course. However DMP coordinators have made suggestions about what they need in terms of content:</i></p> <ul style="list-style-type: none"> <li>• <b>introduction to economics and to various modelling approaches (systemic, pluridisciplinarity).</b></li> <li>• <b>Evaluation of environmental and social economic costs</b></li> <li>• <b>Participatory scenarios</b></li> <li>• <b>Case studies: biodiversity conservation, NRM, collective action.</b></li> </ul>
<b>Budget</b>	<i>Please detail your budget requirements (12000€ envelope from CIRAD). CIRAD covers travel costs and fees for trainers, as well as lunch, coffee break, training material, renting of room or</i>

	<i>equipment. State the amount of co-funding needed. Note: Formatting of modules is being done by Catherine Rollin.</i>		
		<b>CIRAD</b>	<b>Co-funding</b>
	<b>Fees: trainers and logistics</b>	<i>x</i>	
	<b>Travel and lodging: trainers (preparation and workshop)</b>	<i>x</i>	
	<b>Travel and lodging: participants</b>		<i>x</i>
	<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	<i>x</i>	
	<b>Other costs</b>	<i>x</i>	<i>x</i>
	<b>TOTAL</b>	<b>12000€</b>	
<b>Co-funding strategy</b>	<i>Please state your strategy for obtaining co-funding (funding opportunities, deadlines, etc..).</i>		
<b>Evaluation</b>	<b>Evaluation will be done ex-post using the questionnaire in appendix.</b>		
<b>Follow up</b>	<i>How you are going to provide backstopping after the training event. Please state your requirements for an internet-based help desk.</i>		
<b>Notes</b>	<i>Anything not covered by the boxes above.</i>		



<b>Theme</b>	<b>Agriculture-Livestock-Environment interactions (WA)</b>
<b>Title</b>	<i>Provide title of training</i>
<b>Short description</b>	<i>Three lines synthesis of items below, which describes the content and strategy adopted.</i>
<b>Country</b>	<b>Mali</b>
<b>DMP Contact</b>	Aly SOUMARE or Adama TRAORE (crragao@ier.ml)
<b>Date of training</b>	
<b>Person responsible</b>	<b>Ibra Toure</b>
Team CIRAD	PPZS, PCP Mali, Denis Gautier
Team Non CIRAD	PPZS, PCP Mali, ILRI
<b>Networking</b>	<i>Institutional linkages (MOGED, AUPELF-UREF, ISE, etc..). How this training links to existing networks.</i>
<b>Objectives</b>	
Development	<p><i>State how the course contributes to the development of the country or region.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve national capacity in research and in technical backstopping</b></li> <li>• <b>Improve local decision making</b></li> </ul>
Learning	<p><i>State the main points that participant will have learnt.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve Theoretical and technical knowledge</b></li> <li>• <b>Enable multidisciplinary and complementarities of roles</b></li> <li>• <b>Support to decision making.</b></li> <li>• <b>Link theory to practical cases</b></li> </ul>
<b>Target audience</b>	<p><b>Training should target a mixed audience:</b></p> <ul style="list-style-type: none"> <li>• <b>scientists, technicians, trainers</b></li> <li>• <b>decision-makers, elected officials.</b></li> </ul> <p><i>Please state how you are going to successfully address a mixed audience.</i></p>
<b>Prerequisites</b>	<b>No prerequisites (eventually experience in agricultural and environmental issues).</b>
<b>Participants</b>	<i>Max 25. Please state the number of participants coming from the host country as well as from the region.</i>
<b>Approach</b>	<b>The course should be 50% theory 50% practice.</b> Please state how you are going to achieve this balance, and why if you are not.
<b>Duration</b>	<b>The course should be 5 days in the classroom, 5 days in the field.</b> Please state how in-situ training will be done, and why if it is not to be in that proportion.
<b>Detailed Plan</b>	<p><i>The team in charge is responsible of the content and organization of the course. However DMP coordinators have made suggestions about what they need in terms of content:</i></p> <ul style="list-style-type: none"> <li>• <b>Integration of agriculture and livestock for preservation of the environment</b></li> <li>• <b>Integration in an hollistic framework (systemic, INRM, pluridisciplinarity)</b></li> <li>• <b>Negotiation, mediation, and conflict resolution tools</b></li> <li>• <b>Case studies : mise en défens, Valorisation des parcours, soils, biodiversité)</b></li> </ul>
<b>Budget</b>	<i>Please detail your budget requirements (12000€ envelope from</i>

CIRAD). CIRAD covers travel costs and fees for trainers, as well as lunch, coffee break, training material, renting of room or equipment. State the amount of co-funding needed. Note: Formatting of modules is being done by Catherine Rollin.

	<b>CIRAD</b>	<b>Co-funding</b>
<b>Fees: trainers and logistics</b>	x	
<b>Travel and lodging: trainers (preparation and workshop)</b>	x	
<b>Travel and lodging: participants</b>		x
<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x	
<b>Other costs</b>	x	x
<b>TOTAL</b>	<b>12000€</b>	

<b>Co-funding strategy</b>	<i>Please state your strategy for obtaining co-funding (funding opportunities, deadlines, etc..).</i>
<b>Evaluation</b>	<b>Evaluation will be done ex-post using the questionnaire in appendix.</b>
<b>Follow up</b>	<i>How you are going to provide backstopping after the training event. Please state your requirements for an internet-based help desk.</i>
<b>Notes</b>	<i>Anything not covered by the boxes above.</i>

<b>Theme</b>	<b>How to contribute to the policy cycle (ESA)</b>
<b>Title</b>	<i>Provide title of training</i>
<b>Short description</b>	<i>Three lines synthesis of items below, which describes the content and strategy adopted.</i>
<b>Country</b>	<b>South Africa</b>
<b>DMP Contact</b>	André Van Rooyen ( <a href="mailto:a.vanrooyen@cgiar.org">a.vanrooyen@cgiar.org</a> ) and Klaus Kellner ( <a href="mailto:plbkk@puk.ac.za">plbkk@puk.ac.za</a> )
<b>Date of training</b>	
<b>Person responsible</b>	Ward Anseeuw ( <a href="mailto:ward.ansseeuw@up.ac.za">ward.ansseeuw@up.ac.za</a> )
Team CIRAD	Stefano Farolfi, Estelle Bienabe, Marcel Djama (tentative)
Team Non CIRAD	
<b>Networking</b>	<i>Institutional linkages (MOGED, AUPELF-UREF, ISE, etc.). How this training links to existing systems or networks.</i>
<b>Objectives</b>	
Development	<p><i>State how the course contributes to the development of the country or region.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve national capacity for policy design and implementation</b></li> <li>• <b>Improve national capacity for technical backstopping and research</b></li> </ul>
Learning	<p><i>State the main points that participant will have learnt.</i></p> <p><i>DMP coordinators have suggested:</i></p> <ul style="list-style-type: none"> <li>• <b>Improve Theoretical and technical knowledge</b></li> <li>• <b>Promote integrated approach for NRM</b></li> </ul>
<b>Target audience</b>	<p><b>Training should target a mixed audience:</b></p> <ul style="list-style-type: none"> <li>• <b>scientists, technicians, academics</b></li> <li>• <b>decision-makers, elected officials.</b></li> </ul> <p><i>Please state how you are going to successfully address a mixed audience.</i></p>
<b>Prerequisites</b>	<b>No prerequisites (eventually basic knowledge in economics, statistics, computing).</b>
<b>Participants</b>	<i>Max 25. Please state the number of participants coming from the host country as well as from the region.</i>
<b>Approach</b>	<b>The course should be 50% theory 50% practice.</b> Please state how you are going to achieve this balance, and why if you are not.
<b>Duration</b>	<b>The course should be 5 days in the classroom, 5 days in the field.</b> Please state how in-situ training will be done, and why if it is not to be in that proportion.
<b>Detailed Plan</b>	<p><i>The team in charge is responsible of the content and organization of the course. However DMP coordinators have made suggestions about what they need in terms of content:</i></p> <ul style="list-style-type: none"> <li>• <b>Methods for analysis of the environmental or NRM policy cycle</b></li> <li>• <b>Policy instruments and their effects</b></li> <li>• <b>Problems in implementation of policies</b></li> <li>• <b>Impact of environmental or NRM policies</b></li> <li>• <b>linkages between policies and projects (INRM)</b></li> <li>• <b>Conservation policies and participation</b></li> <li>• <b>Mediation tools</b></li> <li>• <b>Decentralization and NRM</b></li> <li>• <b>Case studies: link to DMP projects, biodiversity; focus on policy relevant to ESA</b></li> </ul>

<b>Budget</b>	Please detail your budget requirements (12000€ envelope from CIRAD). CIRAD covers travel costs and fees for trainers, as well as lunch, coffee break, training material, renting of room or equipment. State the amount of co-funding needed. Note: Formatting of modules is being done by Catherine Rollin.		
		<b>CIRAD</b>	<b>Co-funding</b>
	<b>Fees: trainers and logistics</b>	x	
	<b>Travel and lodging: trainers (preparation and workshop)</b>	x	
	<b>Travel and lodging: participants</b>		x
	<b>Workshop (Lunch+room+coffee breaks+local travel)</b>	x	
	<b>Other costs</b>	x	x
	<b>TOTAL</b>	<b>12000€</b>	
<b>Co-funding strategy</b>	Please state your strategy for obtaining co-funding (funding opportunities, deadlines, etc..).		
<b>Evaluation</b>	<b>Evaluation will be done ex-post using the questionnaire in appendix.</b>		
<b>Follow up</b>	How you are going to provide backstopping after the training event. Please state your requirements for an internet-based help desk.		
<b>Notes</b>	Anything not covered by the boxes above.		

## Timeline.

The TORs are just the first step in delivering successful training in 2006. Table 5 presents the different tasks to accomplish.

<b>Task</b>	<b>Responsible</b>	<b>Deadline</b>
Completion of TORs for training modules, selection of countries, diffusion, and selection of CIRAD teams	G. Leclerc, M Antona, H. Devautour	Mid February 2006
CIRAD teams consolidate with partners and prepare training curriculum to be approved; budget made available;	5 Teams	End April 2006
Mid-term report	G. Leclerc	Mid June 2006
Teams prepare training modules and co-funding proposals	5 Teams; Catherine Rollin for formatting	May 2006; Mid September 2006
Setting up of Help desk	G. Leclerc	Mid September 2006
Training done in countries	Teams	Mid September-December 2006
Final Report	G. Leclerc	End December 2006

Table 5: timeline for implementing CIRAD training in 2006.

## **DISCUSSION AND CONCLUSION**

The baseline hypothesis for this exercise was that training that is carefully crafted to suit the needs will have a better chance to succeed. The themes and host countries were selected, CIRAD persons responsible identified. This training needs assessment is the foundation of the edifice, now we have to prepare its building blocks.

Several challenges remain: 1) scaling-up to other countries, which means obtaining co-funding; 2) linking to DMP case studies, i.e. blend with on-going DMP projects in country; 3) selection of participants and follow-up, to avoid one-shot events with no real impact.

Building training modules in partnership and by networking is the foundation of phase 3 of the DMP, i.e. contribute of the DMP to policy reform in DMP countries and in the sub regions. This probably implies that each team should identify a champion in each country, someone who will actively use the newly acquired skills closely with DMP teams and projects.

## **APPENDIX 1.**

Assessment of training needs in socioeconomics and  
policy for Natural Resources Management

### QUESTIONNAIRE

Country:

Name(s) :

E-mail:

Date :

## **1) Title of training**

Please rank the following themes in order of priority from 1 to n (1 = top priority). You can propose other themes (in relation to socio-economic and policy for NRM if you want; chose 1 to 3 themes for which CIRAD's training module is required ; please note that if there is already local capacity for training in a given theme in your country, a new module from CIRAD would not be necessary).

<b>Code</b>	<b>Theme</b>	<b>Priority (1..n)</b>	<b>1 to 3 choice CIRAD module</b>
<b>A</b>	Analysis of environmental data		
<b>B</b>	Landscape characterization and analysis		
<b>C</b>	Participatory mapping and planning		
<b>D</b>	Social management of biodiversity		
<b>E</b>	Environmental Economics		
<b>F</b>	Agriculture-Livestock-Environment interactions		
<b>G</b>	Bio-economic models for evaluation of NRM options and policy scenarios		
<b>H</b>	Participatory modelling (multi-agent) for NRM (see <a href="http://cormas.cirad.fr/index.htm">http://cormas.cirad.fr/index.htm</a> )		
<b>I</b>	Decentralization and NRM		
<b>J</b>	Mediation approaches for public policy negotiation		
<b>K</b>	How to contribute to the public policy cycle: an experimental approach		
<b>L</b>			
<b>M</b>			
<b>N</b>			
<b>O</b>			
<b>P</b>			
<b>Q</b>			











## 5) Description

Details about expected content or process for selected CIRAD training modules			
Suggestions	Training code		

## 6) Approach

**Theoretical** : conceptual, lectures, reading material

**Practical**: experimental, workshop, tools, hands-on exercises

Approach : emphasis on theory or practice			
	Training Code		
++ theoretical			
+ theoretical			
50/50			
+ practical			
++ practical			

## 7) Duration

Training duration (1 to 12 days)			
	Training Code		
No of days classroom			
No of days field visit/work			

## APPENDIX 2 . ANSWERS TO QUESTIONNAIRES

### 1) Theme of training

CODE	TITRE	SENEGAL	SENEGAL	MALI	MALI	BOTSWANA	BOTSWANA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	SOUTHAFRI	SOUTHAFRI	BURKINA	BURKINA
		PRIORITE	CHOIX	PRIORITE	CHOIX	PRIORITE	CHOIX	PRIORITE	CHOIX	PRIORITE	CHOIX	PRIORITE	CHOIX	PRIORITE	CHOIX
A	Analyse de données environnementales	8		1	2	10		8		4		9		8	
B	Caractérisation et analyse de paysages	11		8		11		9		3		8	3	2	3
C	Cartographie et planification participative	5		9		9		7		7		5		3	2
D	Gestion sociale de la biodiversité	7		4		7		1		1		1	2	6	
E	Economie de l'environnement	1	1	2	3	2	1	2	2	5	3	6		5	
F	Interactions entre l'élevage, l'agriculture et l'environnement	6	3	3	1	1		5		8	2	10		7	
G	Modélisation bioéconomique pour l'évaluation de politiques de gestion de ressources naturelles	9		5		3	2	3	1	2	1	3	1	1	1
H	Modélisation à dire d'acteur (multi-agents) pour accompagner la gestion des ressources naturelles	10		7		8		11		6		5	3	4	
I	Décentralisation et Gestion des ressources naturelles	2	2	6		4		10		11		7		11	
J	Approches et outils de médiation pour les politiques publiques	3		10		5		6		10		2	3	10	
K	Contribuer au cycle des politiques publiques : une approche expérimentale	4		11		6	3	4	3	9		3	2	9	

## 2) Target audience

PAYS ->	SENEGAL			MALI			BOTSWANA			KENYA			ZIMBABWE			AFS			BURKINA		
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G
Chercheurs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Enseignants	1	1	1				1	1	1	1	1	1	1	1	1				1	1	1
Techniciens	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Décideurs	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Formateurs							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Académique Premier cycle													1	1	1	1	1	1			
Académique 2eme cycle													1	1	1	1	1	1			
Académique 3eme cycle													1	1	1	1	1	1			
Elus locaux	1	1	1						1	1	1	1	1	1	1	1	1	1	1	1	1
Extention agents										1	1	1	1	1	1	1	1	1			
NRM-Community based organization										1	1	1	1	1	1	1	1	1			
Farmers organisations, Catchment management groups													1	1	1	1	1	1			
Schools (lower and higher levels)														1	1	1	1	1			
NGOs and Private Sector													1	1	1	1	1	1			
Land users, farmers																	1	1			



### 3) Learning Objectives

PAYS ->	SENEGAL	SENEGAL	SENEGAL	MALI	MALI	MALI	BOTSWANA	BOTSWANA	BOTSWANA	KENYA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	ZIMBABWE	AFS	AFS	AFS	BURKINA	BURKINA	BURKINA	
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G	
Renforcement des capacités techniques	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Renforcement des connaissances théoriques	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Capacité de travailler en équipe multidisciplinaire	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1				
Ouverture d'esprit par rapport aux rôles complémentaires de plusieurs acteurs (conservateurs/producteurs, éleveurs/agriculteurs, politiques/société civile, etc...)	1	1	1																			
Meilleure capacité pour prendre des décisions éclairées et tenant compte des effets économiques et environnementaux à long terme, implications politiques et des implications sur d'autres types d'acteurs	1	1	1																			
Renforcement de capacité du chercheur à analysé les données environnementales				1																1	1	1
La rentabilité économique de la gestion des ressources naturelles sera connue et appréhendée					1																	
Meilleure gestion de l'agriculture et l'élevage pour éviter la dégradation et la pollution de l'environnement devra être maîtrisé par les différents acteurs						1																
Improved capacity for decision making							1	1	1				1	1	1							
Develop/Enhance an integrated approach to NRM										1	1	1										
Better understanding of the relationships between environmental management and economics										1	1											
Strengthening teaching and training capacities at universities										1	1	1										
Enhancing the appreciation for cost of management options and value of informed decisions													1	1	1							
Linking theoretical knowledge with practical application													1	1	1							
Gaining skills and knowledge to reduce land degradation and improve biodiversity													1	1	1							



## 4) Prerequisites

PAYS ->	SENEGAL	SENEGAL	SENEGAL	MALI	MALI	MALI	BOTSWANA	BOTSWANA	BOTSWANA	KENYA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	ZIMBABWE	AFS	AFS	AFS	BURKINA	BURKINA	BURKINA
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G
Connaissances de base en statistique				1						1	1	1	1		1	1	1				
Connaissances de base en économie							1	1		1	1	1	1	1	1		1				
Connaissances de base en l'informatique										1	1	1	1		1	1	1				
Connaissances de base en agronomie										1	1	1	1		1	1	1				
Aucun prérequis	1	1	1						1										1	1	1
connaissances de base en gestion de l'environnement				1																	
travail sur la conservation et la restauration de la biodiversité					1																
connaissances de base en agriculture						1															
connaissance de base en pollution de l'environnement						1															
An open mind																1	1	1			

## 5) Description

PAYS ->	SENEGAL	SENEGAL	SENEGAL	MALI	MALI	MALI	BOTSWANA	BOTSWANA	BOTSWANA	KENYA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	ZIMBABWE	AFS	AFS	AFS	BURKINA	BURKINA	BURKINA
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G
Cette formation doit donner des éléments d'évaluation et de quantification économique des impacts environnementaux des projets, d'évaluation de la valeur des services environnementaux et d'analyse économique à long terme permettant de comparer différentes options proposées).	1																				1
Cette formation doit donner des exemples de pratiques pouvant à la fois bénéficier aux éleveurs, agriculteurs et à l'environnement, et doit donner des outils de négociation et de résolution de conflits qui sont applicables.		1																			
Si une seule formation était organisée en intégrant les trois thèmes choisis, un travail pratique très approprié serait de modéliser les impacts économiques des mises en défens dans les parcours de bétail pour les prises de décision au niveau des communautés rurales	1	1	1																		
Il serait bon que les formations puissent être adaptables à plusieurs publics, tout en permettant à ces différents publics dans la même salle. Ceci peut être fait en ayant un contenu de base, pour lequel aucun prérequis n'est nécessaire, et en ayant des lectures additionnelles, des leçons ou des devoirs complémentaires ou des prérequis sont peut-être nécessaires	1	1	1																		
La formation permettra de maîtriser le logiciel d'analyse statistique de l'environnement et permettra ainsi d'évaluer l'impact des mesures environnementales				1																	
Cette formation permettra de connaître les techniques de quantification économique des mesures de sauvegarde de l'environnement					1																
La formation aboutira à une maîtrise des techniques d'intégration de l'agriculture et de l'élevage pour la sauvegarde de l'environnement dans nos pays						1															
Training should provide means to evaluate and quantify economic costs of environmental impacts of projects.							1			1			1			1			1		
Training should provide means to economically evaluate NRM options ; also give guidelines for policy decision-making.								1			1			1			1			1	
Training should provide practical means to allow local players to intervene in the policy cycle in Botswana									1			1			1			1			1
The training should help in predicting the social and economic impacts of proposed and on-going NRM interventions										1	1	1									
Should help in developing methodologies for encouraging participation of communities and policy makers in environmental conservation, including conservation and sustainable utilization of bio-diversity										1	1	1									
Focus on collective approach to exploitation, development and sustaining of natural resources										1	1	1									
How to achieve a functional decentralised NRM system, its advantages and pitfalls											1										
Strength of public policy in a "global village" – making local influence to count											1										
Should provide ways of assessing costs and benefits of the environment. Provide means to make decisions from an eco-environmental point of view										1	1										
Must demonstrate best ways of suggesting relevant policy instruments and how to involve policy makers and implementers to appreciate these ways and adopt them												1									
Should provide case studies within the DMP countries or similar agroecological zones												1									
Should be both participatory and multidisciplinary										1											
Training should interface theory and practical application													1	1	1	1	1	1	1	1	1
Case studies should be used to assist participants in visualizing impacts													1	1	1	1	1	1	1	1	1
Training should highlight the importance and advantages of multi-disciplinarity and holistic approaches – leading to a variety of options													1	1	1	1	1	1	1	1	1
Highlight and internalize the cause and and effect scenarios and thinking process													1	1	1	1	1	1	1	1	1
Training levels should be adjusted to suit the level of education and capacity to comprehend issues – and allow or encourage creativity													1	1	1	1	1	1	1	1	1
Hold training in situ in project areas and draw expertise from South African team (i.e. do not assume that we lack expertise or that CIRAD's approach is the "right" one)																1	1	1	1	1	1
Ensure a high level of participant ownership for the process by engaging participants in daily review and planning process																1	1	1	1	1	1
Approach University of Pretoria (which hosted 2 training courses for CIRAD), learn what their experiences and evaluation of the courses was, and ensure that we build on the strengths and avoid shortcomings of previous trainings																1	1	1	1	1	1

## 6) Approach

PAYS ->	SENEGAL	SENEGAL	SENEGAL	MALI	MALI	MALI	BOTSWANA	BOTSWANA	BOTSWANA	KENYA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	ZIMBABWE	AFS	AFS	AFS	BURKINA	BURKINA	BURKINA
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G
++ théorique																					
+ théorique																					
50/50																					1
+ pratique	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1		1	
++ pratique				1	1														1		

## 7) Duration

PAYS ->	SENEGAL	SENEGAL	SENEGAL	MALI	MALI	MALI	BOTSWANA	BOTSWANA	BOTSWANA	KENYA	KENYA	KENYA	ZIMBABWE	ZIMBABWE	ZIMBABWE	AFS	AFS	AFS	BURKINA	BURKINA	BURKINA
CODE ->	E	F	I	A	E	F	E	G	K	G	E	K	G	F	E	G	DK	BHJ	B	C	G
No de jours en classe	5	5	5	5	5	5	5	5	5	7	7	7	8	6	8	2	2	5	5	5	5
No jours terrain	5	5	5	0	0	2	5	5	5	5	5	5	4	6	4	3	2	4	5	5	5

## **APPENDIX 3 : Standard training evaluation form**

(© INRA- DRH- FPN- FormaSciences - To be adapted to each training )

### **Titre de la formation**

Dates, lieu

#### **I- LA FORMATION DANS SON ENSEMBLE**

**1- Quelle est votre perception générale de la formation ?**

**2- A-t-elle répondu à vos attentes/besoins? Précisez ?**

Tout à fait	Plutôt oui	Plutôt non	Pas du tout

**3- Selon vous, les objectifs de l'action de formation affichés par les organisateurs –**

- (i) Objectif1
- (ii) Objectif2
- (iii) ...

**- ont-ils été atteints ?**

Tout à fait	Plutôt oui	Plutôt non	Pas du tout

Tout à fait	Plutôt oui	Plutôt non	Pas du tout

Tout à fait	Plutôt oui	Plutôt non	Pas du tout

Tout à fait	Plutôt oui	Plutôt non	Pas du tout

**4- Suite à cette action de formation,  
Quels sont vos principaux acquis ?**

**Diriez vous que (choisir parmi les 3 réponses suivantes) :**

- (i) réflexion 1 sur les acquis
- (ii) réflexion 2 sur les acquis
- (iii) réflexion 3 sur les acquis

i	ii	iii	Ne se prononce pas

**(iv) autres réponses**

**Pensez-vous que certains de vos collègues pourraient être intéressés par cette formation ?**

Oui	Non	Ne se prononce pas

**Si oui, lesquels ?**

**Pensez-vous leur en parler ?**

Oui	Non

## **II- LE DEROULEMENT DE LA FORMATION DANS LE DETAIL**

**5- Etape 1 de la formation (ex : théorie)**

**Globalement, ces interventions ont-elles répondu à ce que vous attendiez ?**

Tout à fait	Plutôt oui	Plutôt non	Pas du tout	Ne se prononce pas

**Globalement, ces interventions vous ont-elles paru ... ?**

Indispensable	Plutôt utile	Plutôt peu utile	Sans intérêt	Ne se prononce pas

**6- Etape 2 de la formation (ex : TD)**

**Globalement, cette séquence a-t-elle répondu à ce que vous attendiez ?**

Tout à fait	Plutôt oui	Plutôt non	Pas du tout	Ne se prononce pas

**Globalement, cette séquence vous a-t-elle paru ... ?**

Indispensable	Plutôt utile	Plutôt peu utile	Sans intérêt	Ne se prononce pas

**7- .. Etape n de la formation (ex : terrain)**

**Globalement, ces interventions ont-elles répondu à ce que vous attendiez ?**

Tout à fait	Plutôt oui	Plutôt non	Pas du tout	Ne se prononce pas

**Globalement, ces interventions vous ont-elles paru ... ?**

Indispensable	Plutôt utile	Plutôt peu utile	Sans intérêt	Ne se prononce pas

**Commentaires, remarques, suggestions sur l'ensemble de ces interventions**

### III- LA PEDAGOGIE, ORGANISATION DE CETTE FORMATION

**10- Lors des différentes sessions, les modalités de discussion (interventions, rapport) vous ont-elles paru favorables....**

**A l'expression du plus grand nombre ?**

Tout à fait	Plutôt oui	Pas vraiment	Pas du tout	Ne se prononce pas

**A l'émergence de questions intéressantes et en lien avec les préoccupations scientifiques des participants ?**

Tout à fait	Plutôt oui	Pas vraiment	Pas du tout	Ne se prononce pas

**A l'appropriation des concepts, des méthodes et des projets présentés lors des conférences ?**

Tout à fait	Plutôt oui	Pas vraiment	Pas du tout	Ne se prononce pas

**11 - L'articulation globale et l'ordre des différentes séquences (présentations, ateliers, temps libres.... ) vous ont-t-elles paru ?**

Pertinent	A revoir

**12 - Les interventions vous ont-elles semblé satisfaisantes en termes de pédagogie ?**

(qualité des exposés, qualités des animations, réponses aux questions, adaptation en fonction des participants, durée, ...)

Totalement	Partiellement	Insuffisamment	Pas du tout	Ne se prononce pas

**13- La documentation qui vous a été remise était-elle...**

Claire	Suffisante	Adaptée	Autre	Ne se prononce pas

**De quel type d'information auriez-vous besoin aujourd'hui ?**

**14 - La durée de cette formation était-elle adaptée ?**

Oui	Non (trop courte, trop longue ?)	Ne se prononce pas

**15 – L'appui logistique que vous avez reçu pour cette formation (réservations d'hôtel, invitations, etc..) a-t-il été bon ?**

Excellent	Bon	Moyen	Insuffisant	Ne se prononce pas

***Nom des Personnes qui vous ont donné cet appui :***

***Commentaires, suggestions pour améliorer l'appui logistique :***

#### **IV- COMMENTAIRES ET SUGGESTIONS**

**15 - Quels commentaires et suggestions feriez-vous pour améliorer et prolonger ce type d'initiatives ?**