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Introduction

This PIP creation Module is the core of the PIP Manual, and it explains step-by-step how to train **a group of Innovative Farmers** (PIs, or Paysans Innovateurs in French) how to create a PIP (the Integrated Farm Plan) with their family members. This Module is written **for project staff or extension workers who are going to train a first group of PIs** or trainees in PIP, guiding them through 9 sessions which are all necessary to create quality PIPs/plans and build a strong and empowered PI group in a village.

The 9 sessions usually take about **6-8 weeks in total**, depending on the time availability of the PI group. It can be done faster, but some sessions require serious homework within the PI family and this usually takes time. It's however up to the PIP trainer and the PI group to decide about the planning, but the experience shows that 6 weeks is the minimum time needed.

This PIP creation Module explains in detail the content of all 9 sessions, with tips and experiences from Burundi and Uganda where this was done most intensively, and following/using the 23 images of the PIP Image Box to guide the PIP trainer through the different steps of this Module. Hence, **the PIP Image Box is an essential tool accompanying this PIP creation Module!**

In each of the sessions the PIP Image Box is used, together with flipcharts on which the trainer can draw and write, taking into account that usually among the trainees some are illiterate. Furthermore, **a leaflet summarizing all 23 images and with short texts in the local language** is used in every session and is given to all participants: this will help them to do the exercises at home!

The 9 sessions are designed as such that **each session takes about 5-6 hours**, hence one training day, starting in the morning for a few hours, then having a break with a shared lunch, and finalizing in the course of the afternoon. **Sharing lunch with the group is very important**, and usually the PIP trainer arranges with the PIs that a lunch is prepared in each village, with the project paying for both lunch and some drinks. Alternatively a lunch (or something to eat and drink) can be brought to the workshop, and be shared during the break or at lunchtime. **Discuss this within the team before starting with this Module 2**, because it's crucial to agree on the best strategy to be used and avoid the use of incentives.

In some villages the PIs suggested to contribute their own food to the training session and receive (a part of) the project budget available for the lunch to pay for the labour that they needed to hire while being in the PIP training. This was however rejected, because even paying PIs this little amount instead of a lunch will be seen as an incentive, a payment in cash to participate in the PIP creation workshops. It's crucial to discuss this with the PIs and achieve that they comprehend and agree with this "no-incentives/payments policy"!

The first three sessions are workshops with the PIs and their partners. This is essential, even though this means that the group will be quite big (40-50 persons). We therefore recommend to organize the trainings **inside in a school or church where there is sufficient space**, which is also favourable for the work in smaller groups. However, depending on the local situation and conditions, conducting these workshops outside is of course also possible. Furthermore, make sure the place is accessible also for persons with a disability!

Remember: always stimulate the PIs to discuss and participate, strengthen them as a group, motivate them and give positive feedback, share the lunch together, emphasize the benefits they will have by creating their PIPs, and in each session give the opportunity to each of them to present the homework or express experiences/opinions.

In all sessions it is **crucial to empower every person and let each participant talk** and express his/her opinion. Next to plenaries with the whole group of PIs it is important to regularly let them discuss in smaller groups, with a short particular assignment or discussion topic, which will trigger also the less talkative persons to open-up. Furthermore, take into account specific needs of persons with a hearing or vision impairment, to enable them to participate fully. How this is exactly done in practice will depend on the experience and training strategy of each PIP trainer, and of course on the PI group and the internal dynamics.

We recommend therefore to (regularly) **discuss and set with the participants in the group some internal rules** that everyone should adhere to during all sessions, regarding e.g. showing-up on time, come prepared (homework done), let each other speak (show respect), use constructive remarks, etc.

All sessions are set-up in more or less the same way, as follows:

- The PIP trainer starts by **introducing the session**, with a wrap-up of the previous session, and giving the overview of what will be done during the day and what are the expected results by the end of the session;

We recommend to **reiterate each session what the purpose is of PIP creation**: “to make a vision and a plan for the household and the farm, with a diversity of practices and activities, as such making the household and the farm more sustainable and resilient”. Make sure to discuss these concepts well with the group, and reach a common understanding, see also later sessions in this Module where this is done more in-depth. Reiterating the purpose of PIP creation and briefly discussing it each session builds common ground among the participants, which is essential for their genuine participation in each session.

- The **homework** given in the previous session is presented or discussed, paying attention to what was done and learned, and what the PIs have done at home, with some of them explaining the homework done and the experiences (this can take between 30 minutes and 2 hours);
- Then the new session starts with the **first image from the PIP Image Box**, with the PIP trainer asking the group: “What do you see on this image ?” Then participants start to tell what they see, discuss together, the PIP trainer encourages that all PIs can talk, and then further facilitates the discussion with own input and explanations;
- At each step the PIP trainer summarizes the answers given by the participants by **highlighting the most important messages** which need to be well understood during this step, and completes this with relevant information which may not have been raised by participants;
- The session is finalized at the end of the day with a **wrap-up of the lessons learned**, asking also the participants what they have learned, responding to final questions that might be raised, and ending the session with the homework for the next session;
- The final activity is **setting the date for the next training session**: as with all activities related to PIP creation, discuss this with the PIs and let them agree on the next training date! As usually this PIP creation Module should be finalized in 6-8 weeks, a next session is planned within one week time, or a few days if the homework is not too much.

Most important:

Never pay the PIs for participating in the PIP creation sessions! Joining these trainings is voluntary, and we only want those PIs in the training who are motivated to learn and become a PIP trainer.

The max that can be given during these workshops in Module 2 are some bites and drinks, or a shared lunch (see above where this is explained).

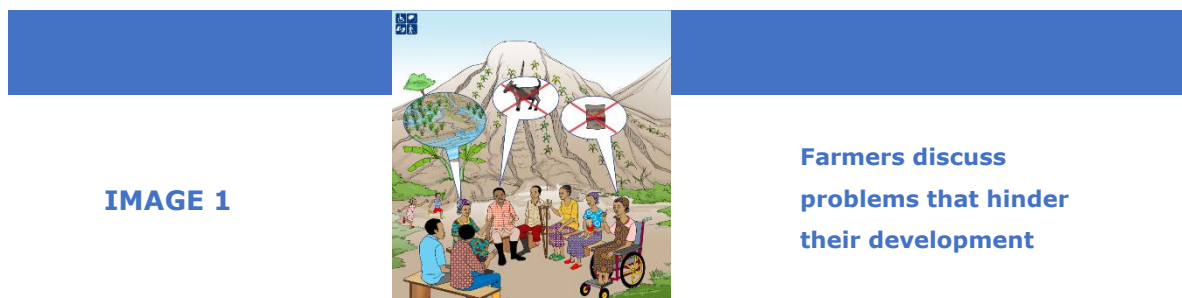
Session 1 – Raising awareness about problems and solutions

During the first 3 sessions both the selected PI and his/her partner are invited, hence usually husband and wife, or in some cases the selected PI with a son, daughter, brother or sister, depending of course on the situation of each family. Having the PI and partner present in these first 3 sessions is essential, because it creates a common understanding about the problems in the community and the urgency to act together, and it will make it much easier to create the PIP at home and do all the homework, as there is already a common idea within the household what will be done, why, and what the PIP is about. Therefore it is also important that at the start of this first session the PIP trainer asks each of the couples (PI and partner) to sit together and to present themselves together, as a family. The introductory question for each couple could be e.g. "What are your expectations of this session or PIP creation workshop?" or "What would you like to learn during this session or PIP creation workshop?". In these introductions the participants will usually mention what they do for a living or what they cultivate.

Building trust

Although building trust and cohesion in the group of trainees is very important, during these first 3 sessions when both husband and wife are present, the group is big and it will be difficult to work on this. Although building trust is always crucial, we suggest to give more emphasis to building trust and cohesion in the PI group from Session 4 onwards, hence when only the PIs remain in the training. Building a strong PI group is however really essential, as they remain together for a long time and will also after PIP creation continue to undertake a lot of activities together.

This first session helps to raise awareness about the current situation, the underlying causes of problems and challenges, and the available resources (labour, tools, and finance). In this first session there are 4 sheets of the PIP Image Box that guide the discussions.



The PIP trainer requests the participants to tell what they see on Image 1 and an exchange starts about current problems and the effects. This can start in a plenary, but work in smaller groups should also be done to allow everyone to participate. For orienting the discussions, the groups can for example be organized around 3 categories (e.g. economic issues, social problems, environmental problems). Very important already at this stage is to pay attention to the "disability symbols" in this drawing, and ask the participants to consider during the discussions the specific problems of persons with a disability in the community, and in their families. Equally important is to emphasize the rights and abilities of persons with a disability to contribute to the wellbeing of the family and the community. Enhancing this awareness and understanding is an essential aspect of inclusiveness, and discussing it with the PIs and their partners is a good opportunity!



In this step it is furthermore important to stress the importance of knowing the real (underlying) causes of their current problems. During the discussions the participants will realize that some problems are

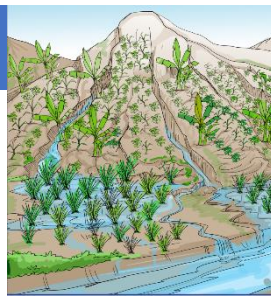
effects, hence caused by another problem, and that there is another cause underlying this particular problem. A trainer can encourage groups to dig deeper. The intention of this groupwork is not to make a complete “problem tree” but to brainstorm and make an inventory, so the participants realize the complexity of problems and cause-effect relations between them.

Root causes

In Burundi, while discussing the village problems, participants at the beginning did not look at the real causes of their problems. “Our main problem is lack of money” they said. Only after analysing the causes and effects of their problems, they concluded “Our main problem is not lack of money, because even if someone should give us all the money we want it will only cause more problems, unless we change our mentality and attack the causes of our problems”.

After group work, further discussions in plenary help to enrich the ideas raised in groups and to make an overview table of the main problems, causes and consequences (effects). Making this table will serve as a basis for discussing the next Images. A conclusion should be that relevant solutions are only found when a problem is well diagnosed! The PIP trainer can emphasize that: *“Only if a good observation of the causes and effects of their problems is done, we can bring relevant and sustainable solutions to these problems”.*

IMAGE 2



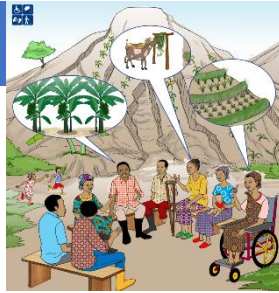
**Problems upstream
relate to problems
downstream**

Raising awareness about upstream-downstream relations and effects is an essential aspect of the PIP approach, and for sustainable land management (soil and water conservation) in general. If conservation practices are taken downstream, then it is crucial to also implement conservation measures upstream; hence: *what is done downstream must be done also upstream*. In this Image 2 the focus is on the problems upstream-downstream, and that when land is managed badly upstream this will have consequences downstream. In Uganda for example the participants realized that *“water coming from the national park is clear, but here in our village the water is already brown”*. This provoked discussion about deforestation and erosion, and resulted in conclusions about soil fertility and food production. Participants also discussed the underlying causes, and identified e.g. population pressure and family planning.

Hence, also with this Image 2 the participants are first asked what they see, reflect on the image and discuss, so they realize that at watershed and slope level many of the problems downstream are caused by what happens upstream. This can be done in a plenary, but if time allows discussions can also take place in smaller groups. Most important here is the awareness, the first realization about the importance of upstream-downstream effects: **in all other sessions this will very often come back as a cross-cutting topic and the PIP trainer should always stress the importance of upstream-downstream relations, problems and effects!**

Note: once downstream problems are identified, common practice is to blame upstream users for these problems. This is however not constructive to the process. It should be stressed that problems and solutions are interrelated, and by understanding the upstream/downstream relation, cooperation can be sought between upstream and downstream users to tackle these problems.

IMAGE 3



Farmers propose potential solutions

Once a common understanding has been reached about problems, now it's time to talk about solutions. This starts with a discussion about what can be observed in this Image 3, and an exchange about potential solutions. The PIP trainer can continue to provoke more discussion by asking the participants to think about their own experiences, what they already do themselves, what innovative ideas they might have, what they have seen elsewhere as solutions, etc. This will empower the participants, and is a good basis for collective and sustainable action at a later stage.

Don't forget to highlight and discuss also solutions for persons with a disability and how to enable them to contribute to development in the household and community, and how to take them into account. Doing this exercise this way also prepares and motivates the participants to contribute, to dare express what they think, and propose solutions.

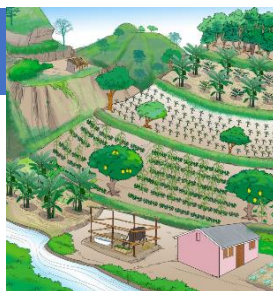


Next, using the table with the overview of problems, causes and effects that was produced with Image 1, the participants are invited to discuss and share their knowledge, experiences on potential solutions. In smaller groups and based on that overview, brainstorming starts about what can be done by the community to solve the problems that were identified. After groupwork, discussions in plenary will help to enrich the ideas raised in the groups, and participants should be encouraged to provide their ideas to enrich the presentations of their fellow farmers / PIs. This helps them to learn and understand that there are solutions for all current problems .

Local knowledge

Given that the PIs have been chosen based on their innovative capacity, there is a lot of local knowledge among the PIs that needs to be exchanged. This will inspire and empower them: "yes, we can change our reality, even better by learning from others". This discussion about potential solutions is the first opportunity to get an idea about the innovative capacity of the PIs and hear from them what they already do to solve their problems. This is also often the first time that these farmers sit together in a group like this and have the opportunity to tell what they do: this motivates them a lot, and builds a foundation for collective learning and action by the PIs.

IMAGE 4



Solutions upstream, downstream, along the whole slope

This Image 4 provides the first opportunity to talk about concrete practices! The Image will generate a lot of discussion about practices that are already known, and for many of the participants it is a chance to explain what they do to conserve their land and manage their crops well. There are a lot of technical issues

(land and crop management topics) that can already be discussed here, but most important is that first participants get the chance to reflect on what they see in the Image. Next and depending on the time available, the PIP trainer can already discuss in more detail some of the practices that are observed in the Image 4 (ploughing and planting on the contour lines, mixed cropping, trenches/bunds on the contour lines, reforestation, etc.), talk about other practices that could be effective in the area, or ask participants to explain how practices that they have implemented work and why these are among the solutions for upstream-downstream problems.

The core issue and message that comes with this Image 4 is that farmers along a slope should collaborate and implement practices together: if one of them doesn't do that it will affect other farmers downstream. Crucial is that participants come to this conclusion themselves, but the PIP trainer can emphasize this and explain it until it is very well understood. **Again: this topic will come back in all of the following session because it's a crucial issue in the PIP approach.**

Family wellbeing and family planning

This Session 1 could be a good opportunity to introduce a discussion about family wellbeing and family planning, especially when the group identifies this as an underlying cause during the discussions on Image 1 or 2. However, talking about family planning can be a sensitive topic, and the PIP trainer should decide if and when this is an appropriate moment (in Uganda for example when family planning was mentioned and a discussion started, some of the participants left the room). To start this discussion you can ask the participants about their children, their health, the food available and their education, and then mention the importance of family planning and joint decision-making between a woman and a man (husband/wife/partners) about the number of children they have. If they want to improve the overall wellbeing of their household, they might want to discuss having fewer children. If a family chooses to keep adding children as their income increases, they will have more mouths to feed and their overall wellbeing will stay the same. If instead, as their income increases, they have 2 or 3 children, they will have more money and food available and everyone will have more energy to work on the farm.

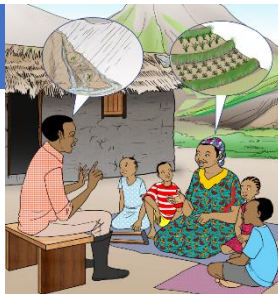
If the issue of family planning is not discussed in the Session 1 it might be discussed in any of the next sessions, for example when drawing the future (dream) farm/PIP, Image 16. **We consider it crucial to discuss family planning at any point during PIP creation, because it is definitely one of the main underlying causes.**

***Homework Session 1:
Discuss about problems and solutions in
your own household***

Session 2 – The Family Tree is explained and discussed

Given that also in this second Session both husband and wife from a household are present (the selected PIP and his/her partner), it is the right moment to discuss gender-issues and inclusion in general. This can be done with the “family tree” exercise, which is discussed and explained during this session, and which at the end of the session each couple/participant should repeat at home (see homework). However, this Session starts by reviewing and discussing the homework given in Session 1.

IMAGE 5



Feedback from the households about problems and solutions

Doing feedback moments with the group of participants at the start of EVERY new session is crucial! This is the reason why this Image 5 is included here, but in fact every next session should start with a feedback moment to talk about the homework done, experiences with the discussions at home, and providing the opportunity to the participants to express themselves.

This particular feedback moment is to refresh about the problems and solutions discussed in Session 1, and ask the participants how this was discussed in their respective families. The key question here is: “did you identify with your family any new problems/solutions that were not yet identified in Session 1?”. Hence, the PIP trainer can show again the Table/Overview made in Session 1 (we suggest to prepare a nicely edited Table/Overview and take this to this Session 2), do the refresher about which problems and solutions were discussed the week before, and then ask the participants to add new problems/solutions.

Given that the group is still big, only a few of the families can present, especially those who really have something different to add to the Table/Overview. **We suggest to take about half an hour for this feedback moment**, because later in the PIP Module (when the families start drawing their current situation and future PIP) the identified problems and solutions will reappear and become relevant again. Furthermore, sufficient time is needed in this Session 2 for the main issue: the Family Tree.

IMAGE 6



Discussing gender-based roles and responsibilities with the Family Tree

The purpose of the Family Tree is to increase DIALOGUE within the family about the functioning of the household (role of men and women), the activities that take place and the expenses that are made. This dialogue will result in more awareness and appreciation about each other’s role in the family, and positive

changes in the relationships between household members, inequalities, their behaviour and occurrence of conflicts and violence. If done well, by using Image 6, **this exercise will lead to commitments of female and male members for concrete actions to change towards a harmonious family situation** and reduce inequalities (both individual actions and actions to do together).

Local knowledge

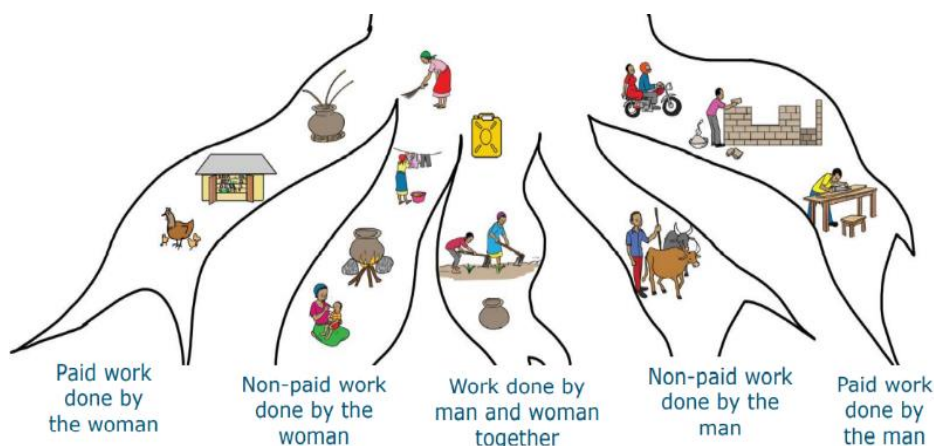
The specific position of access to resources of family members with a disability should also be included in the discussions. This addresses the invisibility of persons with a disability, opens up the discussion on their rights (e.g. access to land) and allows the household to help with their empowerment. Once actively involved, persons with a disability will also be able to define their contribution to the household.

The Family Tree particularly facilitates the family to look at the role of husband and wife, and is therefore extremely important during this PIP creation process: **with more harmonious relationships in a family it will be so much easier to create a PIP** and do all the steps (in the next sessions) together: analysing and drawing the current farm situation together (session 4), the SWOT analysis (session 5), the vision and dream PIP (session 6), and the action plan of the family (session 7).

The Family Tree exercise is a central tool in the PIP creation process described in this Module, and the PIP trainer should encourage the PIs (couples) to really do this exercise at home. It is thereby essential to emphasize to the group that the results of the Family Tree exercise stay private within each family, and that only couples who want can present results to the whole group in the next session.

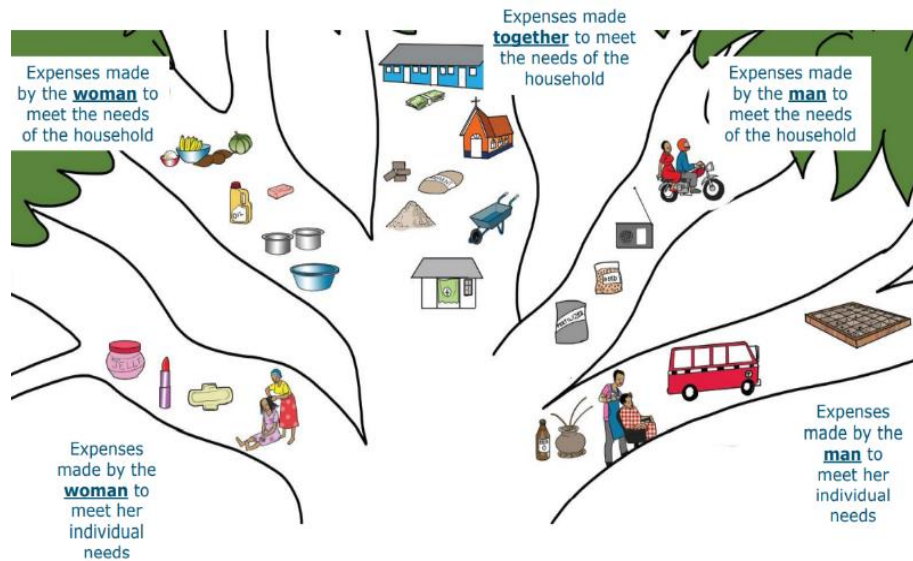
In this session 2 the Family Tree itself is made. First, the reason for doing the Family Tree exercise is explained, followed by an introduction/dialogue with the whole group about the importance of good household relations (collaboration!). Next, an exercise is done with the PIs and partners to see if they have well-understood how to do this at home. Following, related exercises are done in each part with the whole group. We follow these steps:

1. A general explanation of Image 6, explaining that the right-hand side of the tree represents the men in the family and the left-hand side the women, and that in a healthy tree (as in a harmonious family) both sides should be evenly represented, avoiding that the tree bends towards one side, and that if this is the case this shows inequality in a family.
2. Step 1, filling the **trunk of the tree with all the family members**: the men on the right-hand side and the women on the left-hand side.
3. Step 2, filling the **roots of the tree with the division of tasks in the household**, with both paid and non-paid work done by husband and wife (male and female family members), as well as



work done by men and women together in the roots in the middle of the tree. This gives insight in the workload of especially husband and wife who if one is doing (much) more tasks than the other.

- Step 3, filling the **branches of the tree with the expenditures in the family**, made by husband and wife for meeting both individual needs and the needs of the household in general, as well as expenses that they make together for the household (hence expenses on which they have decided together, such as school fees, fertilizer or bricks for the house). Most important in this step is to name the individual expenditures which do not contribute to the wellbeing or development of the household (an often mentioned example here are visits to the local bar to drink beer, which as a result of the Family Tree let to a change in behaviour by the husband).



Family planning (2)

Doing the Family Tree exercise is also an opportunity to talk about how decisions are made in the household and introduce topics of family planning and birth spacing. Farmers need to be supported to understand the link between family size and food (in)security, as well as the burden of responsibility for women that comes with each additional child. This Family Tree exercise can therefore create space to talk about how each child and pregnancy reduces the amount of time and energy women have to spend on the farm.

- Step 4, identifying the **assets in the household**, which is drawn on both sides of the tree trunk, focusing especially on ownership by either the husband or the wife of certain assets and resources. Hence, here it is not necessary to also draw all collective assets (which are many), but only those that are owned by either to the men (husband) or women (wife), and discuss that it is much better to have common belongings in a household.
- Step 5, identifying **specific activities or issues that need to change or be further developed**. This is the final step and starts with a general discussion (dialogue!) about the drawn tree of the family and why the tree bends towards one side (is heavier on one side than the other), showing inequality between husband and wife in either activities, expenditures, assets or in all of them. Next, the family discusses actions, with an open mindset, giving everyone a voice: what would each family member like to change, see changed, or improved?

During the training with the PIs and their partners in this Session, each step described above is first explained with Image 6 and then examples are requested from the group based on their context and what

is common in families that they know including their own family. Hence, an example Family Tree is filled step-by-step with input from the whole group, as such practicing how to make/draw a Family Tree. Very important is of course Step 5: what do they learn from the example tree, is it realistic, why does it bend in some parts to one side, what actions can be undertaken to solve this? Once all of this is discussed, the PIs and their partners should be ready to do this at home!

Facilitating the discussion about inequalities in the household

During the Family Tree exercise in the group you will likely find that in many of the households, the women and girls perform a lot of the reproductive roles, household duties and contribute to income generating activities, but that men and boys benefit from these resources and decide how income is spent. The family tree might also show that men have more freedom and less obligations. It is therefore important to facilitate a discussion about the division of labour and control over resources. Here are some questions that can help you guide this discussion and shine light on the inequalities in the household:

- In your household, who decides how resources are spent? Who makes the decisions about priorities for spending? What roles does each family member play?
- How are activities and tasks that women and men carry out assigned to them? What choice do they have in accepting these tasks or not?
- Do all activities contribute equally to the wellbeing of the household and its members? Which activities are more important than others? Why? (*Lead the discussion to show that all activities in the household are important, and not just activities that generate income*).
- If your household were to pay for some of the activities that are currently free (collecting water and firewood, cooking, washing clothes etc) how much would it cost? (*Lead the discussion to help the group recognise the monetary value women contribute to the household*).

Homework Session 2: Make the Family Tree at home with your household members

Session 3 – The PIP approach is explained and discussed

This session starts with asking feedback on the homework and the Family Tree done at home. Volunteers (couples) are asked to express what they have done at home and present their experiences and results. Given the importance of the Family Tree exercise it is important to take the time needed here to share experiences, which will encourage other couples who haven't made the Family Tree yet to still do it. Sharing experiences also shows that it is good to talk about gender inequalities, and that doing this exercise can really bring a lot of change and benefits to the family, being crucial for all the following steps of PIP creation.

As this is the last session in which **the PIs and their partners** are present, the full focus of this Session 3 is on understanding the PIP approach as good as possible, hence explaining the most important parts and principles of the PIP approach in order to create the motivation and support of both (all) family members to create the PIP at home. Hence, although the practical work with the PIs starts in the next Session 4, in this Session 3 it is crucial to reach a common understanding about the PIP approach and its (guiding) principles, why these are important, and especially about the importance of integration on the farm.



Explaining the PIP approach starts by asking the participants what they see on Image 7: the family members dreaming about an improved farm, with good quality and diverse crops, healthy livestock, land well managed, collaboration in the household, a diversity of activities, etc. After gathering the answers of the participants, the PIP trainer continues by explaining to the participants what is a PIP, focusing on the following key issues:

The Integrated Farm Plan (PIP in French) is a new approach to change the mindset of farmer families, teaching them how to create a common vision of their future and motivating them to achieve that vision in three to five years. Hence, instead of their usual habits of organizing activities day by day or season by season, PIP creates a vision and a plan for the long-term (3-5 years) of the household and the farm. This is done through collaboration between the household members, using their own capacities, their strengths and opportunities, instead of waiting for the assistance of others. Creating the vision and the plan is based on the following categories of actions, which are mostly also visible in Image 7:

- 1) *Agriculture, with a diversity of crops, including vegetables and fruit trees;*
- 2) *Livestock, with a diversity of smaller and bigger livestock, in good health;*
- 3) *Land management practices, soil conservation, keeping the soil healthy for future generations;*
- 4) *Income generating activities, both on-farm and off-farm activities;*
- 5) *Household development activities and improvements;*
- 6) *Trainings demanded in the family and needed to realize the PIP dream;*
- 7) *Other (social or collective) activities and voluntary work.*

Please note that in this Session 3 it is not necessary to explain all 7 categories in detail, because later during PIP creation with the PIs there will be more time to discuss activities in each of these 7 categories! A more detailed explanation is provided of the 7 categories in Annex 1.

Next, and still with Image 7 visible for the participants, the general philosophy and goal of PIP creation are explained: the need to make a plan, based on a vision, knowing where you want to go as a family! This is also the moment to start explaining about the **three PIP guiding principles** in comprehensible terms: empowerment, integration and collaboration. On Image 7 **Integration** is most visible, and this Image will help a lot to explain Integration; however, also **Empowerment** and **Collaboration** can be explained by using Image 7, given that what is visible on Image 7 cannot be achieved without empowerment (the provision of enabling conditions, knowledge, tools and resources) and collaboration (working together through inclusion, appreciation and respect)!

Integration

Explaining what “integration” means is a crucial step, because this is what eventually should be expressed and elaborated on during PIP creation. First, the PIP trainer starts by giving examples of integration visible in Image 7, to make clear what integration means. Here it is very important to find a word in the local language which describes best “integration”. Next, the PIP trainer asks participants to provide other examples of integration that they know, and these are written on a paper (flip chart). This helps the participants to remember “integration examples” during the next steps of PIP creation, hence this overview can be taken to the next sessions by the PIP trainer. However, the PIP trainer can also prepare own examples of integrated (natural resource) management in order to make clear what integration means. It is important to discuss all these different examples of integration with the participants so that in their PIP vision they can use some of these and do not lose any opportunity/asset.

How Integration was explained in Burundi

The PIP trainer explains that by integrating different activities on the farm and within the household, families obtain more benefits, because one activity can support another. Hence, the more diversity on the farm and in the household the better! Then with Image 7 one or more of the following examples are given based on the local reality and conditions, or participants can be asked to come with examples themselves and explain synergies between the activities (i.e. the integration):

- Integration of **livestock and farming**: the livestock gives the farmyard manure for the farming activities which therefore will produce better. In turn, farming completes the livestock activities, for instance when fodder produced on the farm feeds the livestock, or when the farm income is used to buy animal feed.
- **Agroforestry** trees can increase the soil fertility and protect against erosion. Trees can also serve as animal feed, and they provide wood for construction, serve as energy source while others can serve as natural pesticides.
- On a farm field some **crops can be cultivated together** with other crops and in synergy. For instance, some crops can be important to others by providing nitrogen, shade, or by conserving the soil humidity; this is also integration!
- Some farmers already know how to make **compost** and grow crops like passion fruit which provides fruits and serves as compost roofing. However, passion fruit can also grow on fences and it helps the family for their nutrition and for getting an income by selling the fruits. This is a crop that doesn't use a lot of land, which is very important in a context of high land pressure and small plots.

Note: *In Burundi, some farmers are used to mix different kind of crops on small plots which are even competing, instead of being complementary or synergic. Integration should not be confused with this practice. If necessary, the farmers should seek for advices from an agricultural advisor while choosing the kind of profitable associations.*

Other examples of integration!

- Cultivation of food crops to sell them at the market and use the money to invest in livestock so that the manure can be used to increase the fertility of the soil.
- Knowledge gained during trainings on crop production and land management is used to diversify crop production and invest in a kitchen garden, aiming at improving the nutritional- and health status of the family members.
- Implementation of contour lines and soil and water conservation measures, leading to higher production. The additional income can be used to buy improved seeds for next season.
- Building improved stables for livestock, which would enable the farmer to collect manure to be used as fertilizer on the land, leading to higher production rates. The additional income gained could be used to buy bricks to improve the construction of the house.
- Training in new skills – such as in basket making – can be used to diversify and increase family income. The additional income may be used to save for a motorbike, which in a later stage would permit to gain access to a market and sell crops and baskets.

Empowerment

After the participants have well understood the concept of integration, the facilitator continues with empowerment as another PIP Guiding Principle. Again it is very important to find a word in the local language which describes best “empowerment”. In Uganda for example two key words to describe empowerment were “**own abilities and knowledge**”, after which a discussion followed about what participants are able to do by themselves and what they already know. Once done the PIP trainer can then ask “*What do you understand by empowerment? Why is it important?*” and provides papers to the participants so that each one may write what s/he thinks is empowerment and why it is important. After collecting their ideas, the PIP trainer explains and discusses with the participants about what empowerment means in the PIP approach, and that the PIP approach develops farmer’s confidence and awareness about their own capacities to change their current situation into a better future! It is important here to explain that empowerment is a process and that it will continue to be developed throughout the PIP approach.

In **Uganda** “learn to fish” was used as an example to explain empowerment: instead of waiting others to give you fish, it is much better to learn how to fish, be able to fish, have the knowledge where and how to fish, how to prepare fish, and fish yourself, whenever you want! Similarly, in **Burundi**, empowerment was a recurrent theme in most of the sessions, helping farmers to realize “their own ability to change their situation instead of waiting for external assistance”.

During the explanations about empowerment Image 7 can be used to frequently ask the participants which of these activities they can already implement by themselves: are they able to make a compost pit, do they have the knowledge, are they able to improve their house, make a vegetable garden, etc.

Collaboration

Next, and again using Image 7, the PIP trainer explains the participants that collaboration is crucial in the PIP approach, and which examples they see in Image 7 about “good collaboration”. The PIP trainer can also ask the following questions:

- Why collaboration is necessary?
- Are there examples of collaboration which are happening in your communities?
- Can you give proverbs and common sayings about collaboration?
- What activities do you need to do in groups to be more efficient?

This exercise in Session 3 about collaboration creates the awareness in both husband and wife about the importance of collaboration, and will prepare them to create their own PIP together, in good harmony (also with the help of the Family Tree!), and define collective/collaborative activities in which they have to work together, or with other farmers/neighbours, such as: *digging trenches or making bunds on the contour lines for land conservation, planting trees (reforestation), collaborating in farming activities, selling produce together on the market, joining in common savings and loan groups, etc.*

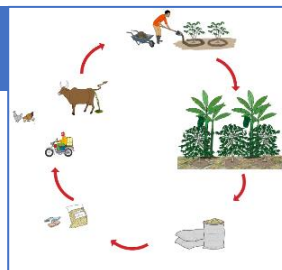
The PIP trainer can conclude here that the principle of collaboration is essential in the whole PIP approach: ***by reflecting, planning and working together on common objectives, in the households, in the communities, we can achieve greater impact and lasting change!***

During the explanation of PIP in this session the PIP trainer can use also examples of PIPs made in other places or projects, just to inspire the participants and show them that each PIP is different, that some PIPs are beautifully drawn and others less, but that this doesn't matter as long as the family understands their own PIP and feels ownership. **It should therefore also be emphasized that making your own PIP in the next sessions (with the PIs) is essential, and that such a PIP doesn't need to be very beautiful or look like one of the examples shown!** (some examples of PIPs are given in Annex X).

Other elements used in Burundi to explain about the PIP approach:

- *The power of a plan: going from the current to the desired future situation*
- *The slogan of PIP: Proud farmers, better soils, more food*
- *The PIP greeting: Let's help each other, let's all develop together!*
- *The quote: do what you can, with what you have, wherever you are!*
- *In Kirundi "PIP" is translated as "Mboniyongana": **I see where I want to go!***

IMAGE 8



Integrated farm management is essential for a resilient farm

This Image 8 is to final one of Session 3, and emphasizes once more the importance of integrated farm management (i.e. PIP) in order to establish a resilient farm. The discussion on Image 8 can start by asking one of the participants to explain what this image is showing and ask the others to add. If previous discussions in this session were conducted well, it will be quite easy for the participants to understand this image and explain it. These discussions and asking farmers to explain are anyway very motivating to start thinking in an integrated way, and therefore directly contribute to the PIP creation process that will start soon at the homes of each of the PIs!

In Uganda with Image 8 the PIP trainers explained how the manure from animals is used to fertilise the soils and improve yields of the bananas and coffee. This increases the income and the money can be used to buy seeds, pay school fees and also pay veterinary services for the animals. Important also to let them present other examples of synergies and circularity, according to their experiences.

Given that “**a resilient farm**” is mentioned in the title of Image 8, it is also with this image that the “PIP foundation principles” can be explained to the PIs. Resilience is one of the foundation principles of the PIP approach, and it is like “the final goal” of PIP creation at household level: to establish a resilient farm! This Image 8 nicely shows how several aspects of a farm are connected (integration, circularity) and together contribute to a more resilient farm. It’s therefore best to first discuss **resilience** with the group, and then the other 2 PIP foundation principles: **motivation** and **stewardship**. The facilitator must ensure that the PIs understand these PIP foundation principles very well in order to include them in their PIPs!

Resilience is “*the ability of a population/system to recover, to continue functioning after a shock*”. To facilitate the discussion on this principle, the PIP trainer asks: What do you understand by resilience? The facilitator can then explain resilience with the example of climate change, which is now a common phenomenon in most rural areas, and explain that the PIP approach builds resilience on the farm and in the household by stimulating households to plan and undertake more diversified activities (diverse crops, other income generating activities), to invest in integrated practices on the farm (good land management practices, conserving soil and water), and to better organize and collaborate to achieve their vision/plan. With diversified activities and protected land the household can better withstand climate disturbances, hence it is **more resilient** to climatic shocks. Finally, through the PIP approach, collaboration and mutual support within families and communities builds social resilience, with increased trust among villagers and stronger social networks.

We define **resilience** in terms of:

- **Robustness**, the capacity of a household and farm to withstand stresses and shocks, such as loss of crops or livestock due to droughts, pest & diseases, or other events, and the related loss of income and enhanced food insecurity. This implies that the farm household should diversify the crops, livestock and activities on the farm, in avoid focusing on only one or few income sources and crops, which is much more risky, especially in view of climate change.
- **Adaptability**, the capacity of a household and farm to change the composition of inputs, production, marketing, risk management; hence, spreading the risk, not being too dependent on only one provider, market, crop commodity or income source. Again, diversification is crucial for each farm and household, allowing that when circumstances change the household can adapt to the new situation.
- **Transformability**, the capacity of a household and farm to change the internal structure in case of severe shocks that make 'business as usual' impossible. This implies that in case of a shock to that makes farming impossible or much more difficult, the household has alternative income sources or can relatively easy transform to another kind of “business”. Investing in learning other skills, and with other household members doing non-farm income generating activities, makes this transformation – if needed – easier.

Motivation is “the inner force that drives people to achieve certain goals”. Motivation comes from the awareness of one's capabilities and can lead to genuine participation: that one really wants to achieve a goal and starts collaborating with others to get there! Motivation is thus like an “engine” of (self) development, especially when this motivation is “intrinsic”, i.e. coming from yourself, because you really want to, and not because of an extrinsic motivator or incentive (e.g. free hand-outs or cash-for-work). The facilitator can then first ask: What do you understand by intrinsic motivation? How is it different from extrinsic motivation (which is based on payments, gifts, etc.)? After gathering the participants' responses, the facilitator can add: “Do you know examples of how donation/incentive-based approaches or other extrinsic motivators have destroyed your intrinsic motivation?” It should become clear in this session that such extrinsic motivators affect sustainability and ownership of (project) activities!

The facilitator should prepare testimonies of PIP farmers that show intrinsic motivation and how it can stimulate (self) development of a family. There are numerous examples, also videos, that show how motivation is stimulated by creating and implementing a PIP.

Stewardship can be defined as “feeling responsible for taking care of the land and its resources, including the common natural resources that form the basis of rural life”. To explain the importance of stewardship, the facilitator can recall the environmental problems and solutions discussed in the first session (problems and solutions upstream with [images 2 and 4](#)), and ask the participants what they see and if it would make sense to invest in e.g. good seeds or fertilizers if the land is not well-managed. Next the trainer can show again [image 7](#) and discusses with participants the importance of considering sustainable land and resource management, such as (visible on image 7) tree plantations, agroforestry, trenches, ploughing on the contour lines, compost pits, good agricultural practices, etc. The facilitator concludes by appealing to the PIs to engage in activities that protect the land (be environmental stewards themselves) and asks the participants: What actions will you develop in your PIPs and do yourself to preserve natural resources?

The facilitator may conclude this Session 3 by explaining that: “During these PIP creation workshops you will learn to design and invest in your own future vision for your households and farms, to use your own capacities, strengths and opportunities, instead of waiting for help from others: **you will become motivated stewards of the land yourself, and with that motivation you can all achieve a resilient farm!**”

Note: *One could say that establishing these PIP Foundation Principles is what the PIP approach is all about: in all PIP activities, we work to transform people into motivated stewards of their land and natural resources, resulting in more resilient farms, households, communities and landscapes.*

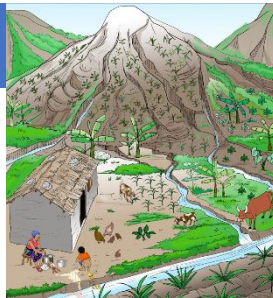
Homework Session 3:
Explain the PIP approach in your own words at home to your other family members: ask the support of your partner.

Session 4 – PIP creation: our current farm situation

This is the first session of the concrete PIP creation process, which will continue in the next sessions 5-8. From this session onward only the PIs are present, now without their partners! This will change the whole dynamic in the group, the group is much smaller, and now you also have to start working seriously on teambuilding in the PI group, because this group will continue to work together for a long time.

As a starter activity: let each of the PIs briefly tell why he or she continues as PI and what is the motivation. You might also ask how this was discussed at home with their respective partners. In exceptional cases the originally selected PI is replaced at this stage by his/her partner, which is okay as long as the new PI can clearly explain why this has been decided.

IMAGE 9



Household members draw current status of the farm

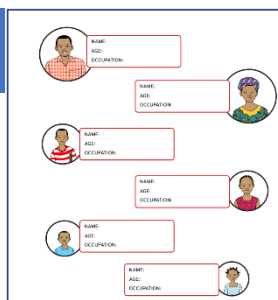
The first exercise in this session is the drawing of the current farm situation. First Image 9 is presented and briefly discussed: what do the PIs see, how realistic is this situation for their own farm and household situation, what do they recognize, what not? What are missing issues which are typical for the farms in their own local conditions? This is a plenary discussion.

Next, groups of about 5 PIs are formed who represent together “a family”. One of the PIs represents the husband (father), one the wife (mother), the others their children or other family members. Then they draw the current situation of “their family”, focusing on the farm of one of the PIs in the group, which they select themselves. Usually this will be a farm that most of them know quite well, which in a small village is often quite easy. These groups take about 1,5 hours to draw the current situation of their farm, using flipchart papers and markers, making sure that all of them draw, while discussing. Of course, each of the members of the group simulates their own role (husband, wife, kids) and tries to draw as much as possible from that perspective. It is therefore essential that in each of the groups there is at least one male and one female PI present!

Usually farmers own several plots which are not located near each other. They can draw these plots all together in one drawing, or just draw their most important plots, as such having an overview of all the plots in the farm. Also land that is rented for a longer time can be put on the drawing.

Once all groups have finalized they present their drawings to the entire group of PIs, **each one taking about 10 minutes, so this will take another hour**, including some discussions. Presenting this in front of the whole group is a great learning exercise, and the PIP trainer should comment on the drawings and give tips how to improve the drawings (especially related to the content of the drawing and the integration of different activities), making sure that all PIs understand well and are able to do this at home!

IMAGE 10



Overview of the family members

Image 10 is to emphasize the importance of working as a family together, and making this overview of the family members is the start of working towards the future vision of the family: what do we want together, what are our inspirations, our talents, etc. which will be the topics of the next exercises and sessions. Important in this session is to refer back to the Family Tree exercise, where roles of male/female household members were discussed, who are of course the same as in this overview, with more details.

During the PI training this sheet with the overview of the family members is practised in the same group of 5 PIs which elaborated the current situation in the previous step, hence simulating that they are a family, each of the PIs in his/her own role. This is a short exercise and can be done in **less than half an hour**, and should of course be done for real back home within the families of each of the PIs.

IMAGE 11



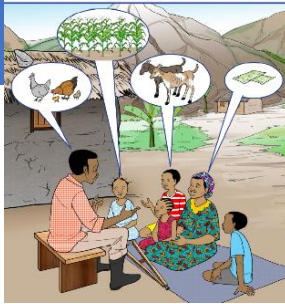
Household members discuss aspirations and plans to achieve them

In Image 11 households discuss their aspirations and how to achieve them. This is a very important step, because family members have to listen to each other, make sure that each family member is free to express his/her (deepest) wishes and outlook to the future, as such providing an opportunity for the family members to discuss in-depth about what they really want as a family.

In the PI workshop at this point, in the same groups, the "family members" practice this, sit together, each one in his/her role, and they make an inventory of their aspirations. Again, it is essential that ALL family members contribute to this exercise to voice their goals and aspirations. This inventory can be done based on the seven categories of activities of a PIP (to be sure that all options are considered, see Session 3), but the other option is to leave the discussion open; this can be decided by the PIP trainer. However, make sure as PIP trainer to walk around and stimulate discussion in the different groups, and stimulate the PIs to also include in the discussion goals for health, nutrition, education from women and girls; if possible even aspirations concerning family size can be discussed, this is a good moment for such discussions!

The concrete exercise with the PIs is that they write down all aspirations as if they were members of the same household. Given that the groups are mixed, this exercise will show that women and men want different things, but that they also have common aspirations and goals! This inventory of aspirations therefore provides the basis for drawing the future PIP in Session 6.

IMAGE 12



**Household members
make an inventory of all
their assets**

In a similar way, again in the same groups during the PI training in PIP creation, the “family members” continue discussing their assets, and make an inventory (Image 12). Given that this exercise follows the inventory of the aspirations, it provides insight into how realistic the aspirations are, and is a first step towards becoming aware of what needs to be done to realize the aspirations.

Also at this Image 12 the PIP trainer can refer back to the Family Tree exercise, where a first discussion on assets (owned by the male/female household members) was already conducted. In this exercise however the participants (and later the household members at home) do this in a more structured way and write down all their assets, a complete inventory.

***Homework Session 4:
Draw the current farm situation, the overview of the family
members, and make an inventory of the aspirations and assets
within your own family!***

Session 5 – PIP creation: a SWOT analysis of our family

This session focuses on the explanation and simulation in small groups of the SWOT analysis (Strength, Weakness, Opportunity and Threats). However, as usual, this session starts with feedback on the “homework” done by the participants and their experiences.

Given that the homework done was a very important step for the PI households, each of the PIs should be given the opportunity to present the drawing of the current farm situation and briefly elaborate on the aspirations of the family. We suggest to take about 5 minutes for each PI, hence **this first part of the Session 5 will take about 2 hours**. It is important to take this time, because for all PIs it is a great learning moment to hear from the others what they have done at home. Especially the PIs who had difficulties in this previous step (drawing their current situation) will learn during this session how to improve, and they can still do this in the upcoming week.

IMAGE 13

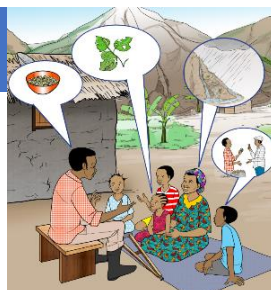


Household members
discuss strengths and
weaknesses

Using Image 13 and building further on the inventory of aspirations and assets done in Session 4, the same groups of PIs are now going to discuss first their strengths and weaknesses: these are the **internal factors or issues** within each family that permit (i.e. strengths) or limit (i.e. weaknesses) achieving the aspirations. Before starting the groupwork the PIP trainer requests the PIs to tell what they see on Image 13 and explains clearly what strengths and weaknesses are, and if the participants can give examples (what they see on the image and other examples). Once this is clear they go back into their groups to practice, using the list of aspirations (made in the previous Session 4), and listing all strengths and weaknesses mentioned in the group. It is important here that strengths and weaknesses are mentioned for both household and farm level!

Once the groupwork is done, the participants come back in a plenary and present/discuss what they have done in their groups, achieving that for all PIs it is clear what strengths and weaknesses are, and what they have to do at home with their families after this session.

IMAGE 14



Household members
discuss opportunities and
threats

Using Image 14 exactly the same is done for opportunities and threats: these are the **external factors or issues** that might permit (i.e. opportunities) or limit (i.e. threats) achieving the aspirations of each family. Again, first the PIP trainer asks the participants to reflect on what they see in Image 14, then

explains clearly and defines opportunities and threats by given some examples, and then groupwork follows to identify opportunities and threats related to each of the listed aspirations, finalized with a plenary.

An experience from Burundi

If the aspiration is to restore and protect his land, the SWOT analysis will show the **strengths** (e.g. enough household labour), **weaknesses** (e.g. insufficient knowledge on land conservation practices), **opportunities** (e.g. skilled fellow farmers in the village who can teach about conservation practices) and **threats** (e.g. Banna grass disease) related to this aspiration.

By doing the SWOT analysis the family will understand if this specific aspiration is realistic or not, and discuss how they can use strengths and opportunities to mitigate the weaknesses and threats. For example, the threat of Banna grass disease can be managed by the opportunity of availability of other grasses (vetiver or Brachiaria) which can be grown on bunds of the contour lines; and the weakness of insufficient knowledge can be managed by seeking advice from skilled fellow farmers or extension workers.

More examples

Pillar	Aspirations	Strengths	Weaknesses	Opportunities	Threats
Agriculture	Growing improved banana	Farmyard manure, labor, fertile land	Insufficient income to buy seedlings	VSLA in which we can save and get a loan	BXW, the banana disease (so we need to look for stems in non-affected zones)
Natural resource management	Protect all the land against erosion	Enough household labor, enough tools	Lack of knowledge on specific best practices	Skilled fellow farmers in the village; availability of Brachiaria and vetiver grass	Banna grass disease
Livestock	Having an improved cow	Knowledge on livestock raising, enough land to grow fodder	Not enough money to buy the cow now	VSLA where we can save and get a loan	Cow disease of "variole du singe" (so we have to buy it from safe zone)

Homework Session 5:
Do the SWOT analysis at home together with your family!

Session 6 – PIP creation: our future “dreamed” farm situation

IMAGE 15



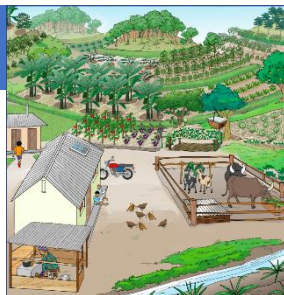
Feedback from the households about strengths, weaknesses, opportunities and threats

This session starts with a reflection on the homework, hence feedback on and experiences of the PIs with the SWOT analysis done at home with their families (Image 15). It is again crucial that all PIs get the opportunity to tell their experiences, giving each of them about 5 minutes, not only to hear about specific (or new) strengths, weaknesses, opportunities and threats in each family, but also to understand about the process itself, hence how the SWOT analysis was done at home and who was involved. Some examples of guiding questions to stimulate the PIs to explain this are the following:

- How were the strengths, weaknesses, opportunities and threats identified?
- Was each member of the family able to express own strengths and weaknesses?
- Which strengths, weaknesses, opportunities and threats provoked discussion in the family?
- How easy or difficult was it to agree on all the strengths, weaknesses, opportunities and threats?
- What differences did you notice among the family members concerning strengths, weaknesses, opportunities and threats?

This first activity of this Session 6 will take about 2 hours, but it is very important input for the next part of the session, where one of the core elements of the PIP approach is drawn: the vision for the farm and the household.

IMAGE 16



Households members draw their vision for 3-5 years

Now it's time to start drawing the desired future situation, what is often called the “dream PIP”, using Image 16. In general a time horizon of between 3 to 5 years is chosen for this vision of the farm and household. The current situation (made in Session 4) and this future vision together show clearly the desired changes over the period of time chosen, and provide the motivation and energy to start implementing the planned activities in the PIP (see Session 9). As an exercise, again the participants work in the same small groups as in the previous sessions (simulating a household), and start drawing the future vision on a sheet of paper, based on all their aspirations.

During this exercise it is of course important for the participants to think (‘dream’) about the farm itself, each one in his/her own role (hence the role-play continues in this session!). However, you also want them to think about the household wellbeing and activities they can undertake (together) to improve the household and the relationships. Most of these discussions have already taken place in the previous

sessions, when the family members did the SWOT analysis and expressed their aspirations, which is all essential input for the drawing of the farm vision. As this is still fresh in their mind, they will remember and there is no need to repeat such discussions, but what is essential while drawing is to agree on the goals: **without goals, the members of a household will not be able to work together to achieve success!** Hence, the PIP trainer should explain about the importance of goal-setting in the family, which requires that all voices are heard, as a basis for establishing a shared vision to which all family members feel committed.

The PIP trainer should emphasize that making a farm vision is essential for the household development. If you have a vision you can always see where you want to go to and where you are right now. Without a vision, you have no direction and wherever you go or whatever you invest in seems good for you. Discuss this with the participants, and ask them why it is important to have a vision in a household.

Furthermore, it is essential that each of the family members (i.e. each PI in his/her own role) can draw, has a marker/pencil, and that within the family they stimulate each other to draw whatever comes in their mind concerning the future vision for the farm. This participation in the drawing of the vision fosters the future collaboration in implementing activities of the PIP: emphasize here the PIP principles, that also in a family "empowerment, integration and collaboration" are crucial to take into account, and that the drawing of the future farm vision is an excellent opportunity to strengthen social cohesion in the family.

The goals are formulated based on the realistic aspirations of the family members and the SWOT analysis. While setting their goals and vision, encourage the participants to think in an integrated way, and remember them about the PIP pillars. Integration is crucial in the PIP vision, and will continue to be further developed and strengthened in next versions of the vision/PIP.

Usually "the family" will draw several versions of the future vision. Encourage them to dream big first, but emphasize also that eventually making a realistic (achievable) vision is very important. Hence, on the first version of the vision usually more elements (issues, activities) will be included and drawn than in later versions, and this first version is the rough "brainstorming" in which each family member should feel free to contribute and draw whatever he/she wants. This will provoke discussion, because if someone draws something this should be explained when it is not clear to the other members of the family. Hence, drawing the future vision is a process, going through several versions, from a rough "messy" draft to a nicely drawn kind of "end version" in which elements are included to which each family member agrees.

The aim of this Session 6 is that all participants feel confident to replicate the exercise at home with their families. Most important is therefore that all participants already get the chance to draw and practice how this works during this session, even if they think that they are not good at drawing!

What is helpful again in his session is to help remember the participants about the 7 categories of PIP activities (as explained in Session 3, and also used to draw the current situation of the farm). This will make sure that everything is taken into account, and that whatever can be drawn in this future vision is actually drawn. Given that the 'how' can be worked out afterwards (in Session 8 when the action plan is defined), it is not a problem if this version still contains some "dream" elements which might be difficult

to achieve: remember that this is a future vision, and even though it should be as realistic and achievable as possible, it is only “a vision” of the desired future situation, and not everything that is drawn in this vision will actually be achieved within the 3-5 years.

***Homework Session 6:
Make the future dream PIP for your farm and household at home
with your family members.***

Session 7 – PIP creation: our own Action Plan

This session starts again with a reflection on the homework and experiences, and giving feedback on the PIP visions made at home.

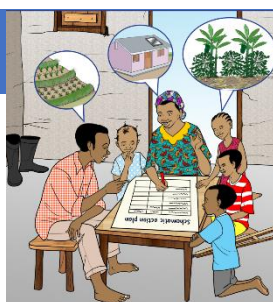
First there should be a reflection on the **process** of vision drawing done at home, to understand which PIs had difficulties to make their PIP vision, why, and differences between the PIs. The following questions can be used to guide this reflection moment:

- What kind of discussions took place when setting common goals in your family for your PIP vision?
- What differences did you notice in the priorities/goals of the other family members?
- Did all family members participate in the drawing, if not why not?

Next there should be a discussion on the **content** of the PIP vision, with the aim to provide feedback and learn from what was done at home. Most of the PIs will usually have finalized their visions and have taken it to the workshop, but some of them might still be working on it. The PIP trainer can therefore decide here what to do, but we suggest that some of the PIs can be asked to present their PIP vision, first some volunteers, or if time allows all PIs who would like to can present.

Giving feedback to some farm visions is very important at this stage, because it allows the PIs to continue improving their visions in the next week, together with making their action plan. In Uganda all PIs presented their vision at the start of this Session 7, which took the whole morning. Given that in Session 8 farm visions and action plans of all PIs will also be discussed, we suggest that in this Session 7 only some present their vision, but it is up to the PIP trainer to decide what to do, depending also on time availability.

IMAGE 17



Households members make their action plans

Planning is crucial to the PIP approach: *everything starts with a plan!* It is important that farmers learn HOW to plan, and therefore this exercise on “making an action plan” is done with the PIs during this session, using Image 17.

Explaining how an action plan is made is **first done in the plenary with all the PIs**, taking one of the presented farm visions as an example, or the PIP trainer can prepare an example at home before coming to the workshop. First the different columns of an action plan should be explained, based on the example given on the next page:

- **Goal:** a specific achievable goal or target;
- **Activities:** defining what needs to be done to achieve the goal, if needed divided with a division of specific activities over several years;
- **Where:** the field, plot or place where this activity takes place;

- **Means:** what is needed to conduct the activity, the materials, the labour, etc.
- **Source of the means:** where to get the means, the materials, be specific here;
- **Costs:** the expected costs of the whole activity, or parts (means) of the activity;
- **Whom:** the family member(s) who is/are responsible for the activity;
- **When:** the specific year, month or season when the activity is to be conducted.

Goal	Activities	Where	Means	Source of the means	Costs	Whom	When
50 improved bananas	Grow 20 stems in year 1	The plot close to the house	<ul style="list-style-type: none"> - Stems, - Fertilizers - Compost - Manpower 	<ul style="list-style-type: none"> - Money from selling tomatoes, buy them from a neighbour - Make 2 compost piles, collaborate to dig holes for growing banana 	20,000 BIF	Sarah and Ben	November 2019
	Grow 30 stems in year 2	The plot further away	<ul style="list-style-type: none"> - Stems, - Fertilizers - Compost - Manpower 	<ul style="list-style-type: none"> - Find good stem in my field for reproduction - Increase compost piles, collaborate with our VSLA members to dig holes 		Sarah and Ben	November 2020

Supporting the PIs at home

During this Session 7 the PIP trainer will see clearly which PIs have difficulties to make a farm vision and action plan at their homes. Especially now it is important to visit these somehow "weaker" PIs at their homes and help them and their family members. Even some of the "better" PIs can be requested to help the others if needed, by just giving them the basic necessary support, explaining once more some of the more difficult parts, because especially making the action plan can be quite difficult for some PIs.

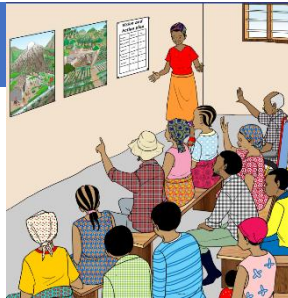
Such home visits can also start earlier in the process of PIP creation, e.g. during sessions 4 or 5, or whenever considered necessary.

When the PIs have well understood how an action plan looks like, next **the PIs return to their groups** to practice together on making an action plan for the farm vision of their simulated farm. Most important is that each participant can practice with making a detailed planning of activities, and that the PIs well understand the essence of making an action plan, as much as possible using again the seven categories of activities of a PIP. After this session the PIs return home to work on their own action plan, based on their vision (dream) PIP.

Homework Session 7:
Make the action plan for your farm and household at home with your family members.

Session 8 – PIP creation: feedback and discussions on our PIPs

IMAGE 18



Farmers visions and action plans discussed in PIP groups for improvement

This whole session is dedicated to presentations by ALL the PIs, providing feedback, discussions, and making sure that all of them have understood and can explain the PIP creation process (Image 18). Usually each PI will get 10-15 minutes to present and receive feedback from the PI group and the PIP trainer. Hence, in this Session 8 each of the PIs is requested to present his/her “current farm situation”, “the farm vision or dream farm”, and “the action plan”.

This whole session is a great learning opportunity for all the PIs, as they will see the work done by their fellow PIs, compare drawings and action plans, discover that other might have a richer (more integrated) drawing, understand how to improve their own drawing, take an example from the most motivated PIs who have dedicated more time to their drawing, etc. Furthermore, new ideas (also innovative practices and activities) will emerge in some of the farm visions, as well as activities which require collective actions or (entrepreneurial) groups of farmers to collaborate, which will also stimulate discussions and (future) collaborations.

During these reflections the PIs can therefore be encouraged to start working together on certain activities (for instance in buying quality seeds and fertilizers together, or collective investments in sustainable land management) and to support each other in realising their PIPs.

After this session the PIs therefore still have the opportunity to improve their drawings and action plans, hence make final versions which will be taken to the final Session 9.

***Homework Session 8:
Finalize your PIP at home with your family members.***

Session 9 – Starting to implement PIP activities

IMAGE 19



Final PIPs are presented and discussed

This final session starts with the presentation and discussion on some of the final PIPs and action plans made by the PIs (Image 19). Given that in Session 8 all PIPs were already presented and discussed, in this session there is no need to repeat all discussions, but mainly see the results and final PIPs, or invite specifically those PIs who had not yet finalized in Session 8 or had difficulties to draw or make an action plan. Furthermore, some PIs can still present what they have changed, so some volunteers can be asked to present, but no need that all PIs present again. The main goal of this first activity is to make sure that all PIs are more or less at the same level, as such increasing the motivation among the PIs to continue improving their PIPs.

The PIPs made during the PIP creation workshops of the PIs are usually of a high quality, given that PIs receive intensive training. However, even the PIPs made in these workshops and presented in this Session 9 can still be improved and updated over the next months and years. This is something that must be emphasized also during the training: a PIP is dynamic, it is a plan, and plans can always change and be improved, as conditions will also change and PIs will continue to learn about new activities that they can include in their PIP.

IMAGE 20



Training needs for implementation of PIP actions are discussed

Next, follow-up activities to be done with the PI group are discussed, specifically Module 3 and the Integrated Plot Plans (IPPs)! Module 3 follows directly after finalizing this Module 2 with the PIs, and covers another 4 sessions in which the PIs are trained how to design an IPP for one of their plots, where they can directly apply what they have learned: which practices are needed to stabilize this plot and manage it in the most sustainable way. **Hence this is the moment to introduce the IPP and explain the PIs that there will be a follow-up training on IPP design and “best practices”, right after this session 9.**

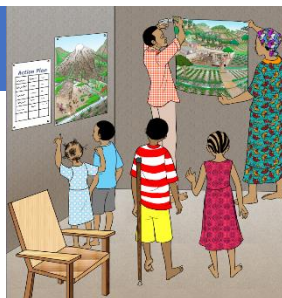
Furthermore, with this Image 20 the PIP trainer makes an inventory among the PIs about their training needs, which mainly concerns agricultural/technical aspects of certain crops and practices planned to be implemented on their farm in the next growing season. This will also be further discussed in Module 3, but it is important to already inquire which of the planned activities and practices can be implemented without any technical assistance, and for which (new) practices trainings are needed (which can be either provided by the project or through farmer-to-farming learning/training). This will give the PIs the assurance that they will be able to implement the practices that they have planned in their PIPs. Furthermore, implementing some of these improved "technologies" or practices at the short term will lead to 'quick wins', i.e. motivate the PIs and stimulate them to proceed with the implementation of their PIP and IPP.

Given that learning is an important goal in the PIP approach, workshops with the PI group to discuss and share experiences remain necessary after PIP and IPP creation. These trainings must be both theoretical and practical and use a participatory approach in which local knowledge is highly valued. During the trainings, discussions between PIs are very important, since this exchange of information can enrich the knowledge provided in the trainings with specific knowledge about what works best in the local context. Experience shows that farmers trust one another and inspire each other when they talk about good practices they have experienced/seen. More details about the IPPs and technical trainings are provided in Module 3!

With Image 20 all PIs can one by one express what they need, based of course on their knowledge, and what they would like to learn concerning especially crop and land management practices that they would like to implement in the upcoming growing season. A more detailed inventory will be made during the IPP trainings in Module 3 when it will become clear for everyone with which practices they would like to start and which are most demanded by the PI group. These technical or agronomic trainings for the PIs will usually be provided by the project, but can also be provided by external consultants.

<p>Land management</p> <p>Priority have trainings on soil conservation (soil restoration, soil fertility management, etc.) in order to raise more awareness on the importance of <u>healthy land</u>. The main collective activities on land management are scheduled in the dry season, enabling the farmers to directly put in practice what is learned, preferably in group work. However, practices on soil fertility management (mulching, continuous ridges, contour-lines, trenches, stone and/or soil bunds, intercropping, green fertilizers, liming etc.) should be done soon after PIP creation in order to raise awareness on the importance of land management before doing any other improvement. A training given in land management can for example entail the following:</p> <ul style="list-style-type: none"> ✓ Recycling organic waste (avoid burning, make compost, utilising farm manure); ✓ Sustainable / better crop rotations ✓ Liming of acid soils / soil nutrient issues ✓ Soil coverage (green manure, cover crops, mulch) ✓ Agroforestry; ✓ Erosion control measures; ✓ Other Integrated Soil fertility Management practices 	<p>Crop management</p> <p>Trainings on crop management are best scheduled according to the growing seasons. Depending on the type and content of the training, either before, during or after the crops are planted in the field. During the trainings on crop management the following topics can be discussed:</p> <ul style="list-style-type: none"> ✓ Importance of growing particular crops; ✓ Agro-ecological preferences; ✓ Cultivation techniques e.g. choice of soil, plant density, crop rotations, seed/planting material; ✓ Sowing/planting techniques; nurseries for vegetables and trees; ✓ Organic and mineral fertilization; ✓ Crop maintenance (e.g. weeding, hoeing, mulching, irrigation, pest & disease management, etc.); ✓ Grafting for fruits ✓ Harvest and storage & conservation mechanisms.
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IMAGE 21



Action 1: Hang the PIP for the farm on the wall in the house

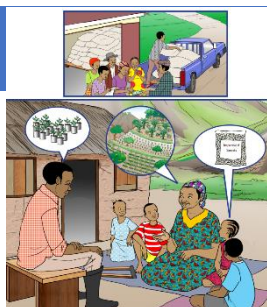
With this Image 21 the PIP-trainer can discuss the first ACTION with the PIs after finalizing the PIP creation workshop, namely hanging the PIP drawings (current and future situation, family sheet and action plan) on a visible place on the wall of the house. This allows all the PIs and their family members, as well as visitors, to always have the PIP visibly present and remember what needs to be done, and is a trigger to pursue with the realisation of their dream PIP, especially within the household itself.

We recommend to laminate the PIPs with a plastic coating or cover to avoid that these become wet. If this is needed depends on the conditions of the house and the attitude of the PIs, with some of them being more careful than others, and having better protected houses. This can be provided or offered by the project, and assures that the PIPs are kept intact.

Updating the PIPs

As we have already emphasized, the PIP is dynamic and can/should be updated regularly, but for sure after 1-2 years when most of the planned activities have already been implemented. In Uganda quite a number of the PIs bought their own materials (sheets and markers) to draw a new PIP (especially the vision and action plan) after 1-2 years, while in Burundi the project provided a PIP-kit for 1 US\$ to the PIP farmers (including the PIs) with a A3 sheet and some markers so they could make an update of their PIP.

IMAGE 22



Action 2: Start implementing your own PIP action plan!

Now it is time to motivate the PIs to implement their PIP action plan, by asking each of them first what concrete actions they see in Image 22, and then with what actions they will start themselves, i.e. **what is their concrete action after this session?** Usually they will start with those activities that they can implement with their own means, without waiting for external assistance or trainings, such as improvements of their house or digging trenches, hence with things that don't need direct investments, hence the quick wins from the action plan, as well as activities related to hygiene and sanitation.

Furthermore, the PIP trainer should emphasize again that activities related to soil restoration and conservation should be given priority, given that a healthy soil is the foundation for all other farming activities: do whatever you can to manage your land well, as a good land steward, investing in your land. This is of course further discussed and designed in Module 3, when the Integrated Plot Plans are created with the PIs. Besides, it is also good to start with an activity that can finance other planned activities in the future, hence something that generates income or improves the production of a certain crop in the next growing season. If there is a specific demand from the PI group for training in a better crop production practice that they would directly like to start with, then this was already identified with Image 20 and will of course also be included in the IPP creation that follows soon!

IMAGE 23



Our goal: we will have more resilient farms and households

Now it is time to conclude the PIP creation Module and **agree on the training schedule for Module 3 which should start as soon as possible.** When this is done, Image 23 can be discussed and what the PIs see in this image. It will remind them of the goal of the PIP approach, that they will establish more resilient farms and households, with a better production, more diversity in their crops, good practices, some income generating activities, etc. To guide this final discussion some questions like the following can be asked:

- What did you learn about the PIP approach?
- What is the main lesson learned in these workshops?
- Now you are going to start as a family, where do you see yourself in the next 3-5 years?
- When do you hope to start? And with what?

Conclude with a final message or saying on which the PIs can reflect, like these examples from Burundi:

- "Do what you can, with what you have, where you are" (by Theodore Roosevelt, the 26th president of the US);
- "Akababaje umutima kazindura amaguru" (a Burundian proverb which means: "when the heart is touched, even the legs wake up early to accomplish the heart's desire");
- "You don't become a champion in a gym, you become one because of what you feel, a desire, a passion!» (Mohamed Ali, world champion boxing).

Another example from Burundi is to reflect on the 4 D's, which are very much related to the PIP creation process and mindset change of the PIs through the trainings:

Desire, Decision-taking, Discipline and Determination.

- Desire relates to the aspirations of each family, the SWOT analysis and the PIP vision building;
- Decision-taking relates to the planning and the empowerment of a family, being able to change;
- Discipline relates to the collaboration, following the action plan, each one with a responsibility;
- Determination relates to learning, overcoming threats, seeing opportunities, realize the dream PIP.

Annex 1 – The 7 categories of activities in a PIP

While explaining, it should be stressed that **a PIP covers 7 categories of activities**, covering all agricultural plots of the household, livestock, as well as other aspects inherent and important to the household. Planning activities in all 7 categories, and integrating them on the farm will lead to increased production and more resilient farming systems: this should be the main message of integration!

The following seven **categories of activities** are all considered in a PIP, and ideally each household member has to be involved in one or more activities in each of these categories. It is important to encourage discussion about who does what tasks in a household and strive for a balance in workload (you don't want all activities added to be the responsibility of one member, likely to be the women and girls if these are reproductive roles, weeding, livestock care etc).

1. **Crop production:** aiming at producing more and better quality crops (including horticulture), improved planting patterns, improved seeds and new crops (market-driven), pest management, etc. More nutritious and diversified crops are essential to satisfy the nutritional needs of the household members (especially small children). However, within PIP farmers are also encouraged to specialise in at least one cash crop for the market, which should be explicitly mentioned in the PIP (their individual Integrated Farm Plan). For some, this will be too difficult when they create their first PIP, and focus is on securing basic food security for the households; however, emphasising that this is important and can be included also at a later stage in the PIP, is essential. Note that women and men may have different preferences for crops: women may, for instance, be more interested in growing vegetables to feed their households and/or to sell them at nearby markets while men may be more inclined towards (industrial) cash crops.
2. **Land management:** aiming at protection of the land and maintaining its productive capacity. This includes Integrated Soil Fertility Management (ISFM), i.e. the combination of improved organic, green and chemical fertilizer, construction of contour lines, soil and water conservation measures, vegetative measures, (agro)forestry, rainwater harvesting, mulching, compost pits, etc. *Good seeds will only produce on good soils!* The physical land management practices (more labour intensive) might require the collaboration of several families (e.g. on a slope); already planning for this in a PIP – and expressing the need to collaborate - is very good! Other agronomic and vegetative measures, as well as the soil management practices, are generally planned with priority and can most often be undertaken on a very short-term.
3. **Livestock rearing:** aiming at an optimal number and mix of animals with emphasis on health and nutrition (fodder availability and quality) aspects, value of the animals, production and use of manure, construction of reservoirs, fodder production, improved stables, improved breeds, etc.
4. **Additional income generation activities:** aiming to derive income from either new activities (e.g. farmers become non-farm related entrepreneurs such as tailor, civil servants, teacher, carpenter, pottery/baskets making, etc.) or from doing additional activities that turn farmers into farmer-entrepreneurs by e.g. obtaining better market access and prices, brokering for transporting to the market, bricks fabrication, construction works, bee-keeping, and collective activities that allow to get loans to allow to purchase agricultural inputs and permanent structures like stables, etc.
5. **Farm household activities:** aiming at fulfilling basic needs (drinking water, improved housing, hygiene), childcare, household duties, caring for the sick and elderly, as well as creating a healthy environment (improved stoves, etc.), roof water harvesting, fencing, etc.
6. **Training activities:** aiming at learning specific skills for the above listed activities. Other examples are sewing, food processing, book keeping, and inputs/outputs recording which is crucial for optimising resource use efficiencies.
7. **Other activities:** aiming at public or society, e.g. land and nature conservation, and voluntary work such as involvement in a Village Saving Loans Association (VSLA).

Annex 3 - Testimonies from PIs

By PI Nzeyimana Jados, Buraza commune in Gitega

Before being trained in PIP, we were in miserable conditions. We had no vision for our future. I had a bad habit of laziness and did not help my wife in farming activities. I spent a lot of time in the bar. We had only one cow and my main activity in the household was to take care of that cow, the whole day.

In the field we used to cultivate in disorder, mixing our beans, maize, cassava, sweet potatoes and banana on small plots, all of them competing. We did not use good seeds and while sowing, each of us was busy without consulting one another.

After being trained in PIP, we understood that the foundation of a household is trust and collaboration with the household members. Then we learned to plan together according to our resources and I learned to collaborate with my wife. We planned diverse activities and now we have achieved a lot of what we have planned.

Instead of mixing our crops in disorder like we did before, we now practice a good integration in our field and we use good seeds. We have planted banana, mulched it and integrated it with tree tomato on one side. On another side, we integrated banana with pumpkins and eggplants.

We have 3 compost pits to produce organic manure for our field. We have protected all our field against erosion by making trenches on the contour lines, and we do mulching especially on our banana.

Thanks to the changes we made in the PIP approach, now our production has increased.

Our beans production has doubled from 200 to 400 kg; our maize increased from 120 to 300 kg. While our banana produced only 8, max 10kg of bunch, we can now harvest up to 20 to 30 kg of each banana bunch. Besides, we now grow cabbages, eggplants, amaranths, carrots, beet and leek the whole year because we practice irrigation. We consume a part and sell the surplus at the market. Now, I train the others how to produce vegetables.

Concerning livestock, it has improved as well. Our cow is now kept in improved stable conditions. We have also diversified livestock, with 5 rabbits, 4 hens and one goat.

We appreciate that we manage the harvest better than before. Most of the family needs are fulfilled, thanks to the PIP approach. We can estimate having achieved 80% of our planned activities.