CANALLS
AGROECOLOGICAL PRACTICES FOR SUSTAINABLE TRANSITION

D6.2 – Report on capacity building activities for advisory and extension services - initial version

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Executive Summary

To support the adoption of agroecological practices by building capacity and facilitating knowledge exchange among multi-actor communities, a combination of capacity-building activities and communication and engagement actions were carried out through Work Package 6 (WP6). Task 6.1 builds the capacity of advisors, including farm advisors, extension services and innovation support organizations, to provide better support for agroecological transitions. This task uses a Training of the Trainer (ToT) approach and adapt the Qualitative Assessment Tool for Innovations (OCATI). Additionally, Task 6.2 will focus on scaling up the use of DSTs (Decision Support Tools) across advisory and extension services in Africa.

Deliverable 6.2 presents the activities and results obtained in Tasks 6.1 and 6.2 up to the 30-month project milestone. The Training of Trainers (ToT) program took the form of an interactive event in which participants shared, learnt and practiced participatory tools to support the adoption of agroecological practices in Central and Eastern Africa. This document outlines the detailed planning for each of the five days of the program. The ToT includes the Training of Trainers in extension approach (Task 6.1) and the scaling up of the Decision Support Tool (Task 6.2), as well as mutual learning between different Living Labs (Task 3.5) and capacity building to support farmers (Task 3.4).

The ToT was joined by: a) 28 members of project partners involved in the replication efforts and learning exchange events (Task 6.3); and b) 4 AFAAS contact persons selected by AFAAS to form part of its advisory networks in Cameroon, the Democratic Republic of the Congo (DRC), Rwanda and Burundi. With an online session and a five-day training session, 12 women and 20 men were trained in the client-centred extension approach, the cross-visit methodology, the decision support tool and OCATI.

Overall, participants were highly satisfied with the topics covered, the methodology used and the outcomes in terms of the acquired skills and competencies. This initial phase laid the groundwork for scaling out agroecological practices. The replication phase, which will strengthen institutional knowledge and disseminate project results, will begin in July 2025 and conclude in month 48.

Table of Contents

List of Tables

List of Figures

List of Terms and Definitions

Table 1: Terms and Definitions

Abbreviation	Definition
AGRECO	Agroecology Decision Support Tool CANALLS
AFAAS	African Forum for Agricultural Advisory Services
ALL	Agroecological Living Lab
APDIK	Association Paysanne Pour le Developpement Integre au Sud-Kivu
API	Application Programming Interface
CAMFAAS	Cameroon Forum for Agricultural Advisory Services
CANALLS	Driving agroecological transitions in the humid tropics of Central and Eastern Africa through traNsdisciplinary Agroecology Living LabS
CIRAD	Centre de Cooperation Internationale en Recherche Agronomique pour Le Developpement
DST	Decision Support Tool
ETHz	Eidgenoessische Technische Hochschule Zuerich
IITA	International Institute of Tropical Agriculture
INERA	Institut National pour l'Etude et la Recherche Agronomiques
ISABU	Institut des Sciences Agronomiques du Burundi
IRAD	Institut de Recherche Agricole pour le Developpement
Naturland	Naturland - Verband fuer Oekologischen Landbau e.V.
OCATI	Organizational Capacity Assessment Tool for Innovation
ODK	Open Data Kit
RAB	Rwanda Agriculture and Animal Resources Development Board
RIKOLTO	Rikolto International
TAPE	Tool for Agroecology Performance Evaluation
ToT	Training of the Trainers
UCB	Universite Catholique de Bukavu
UHOH	University of Hohenheim

1. Introduction

The CANALLS project aims to promote agroecological transitions in the humid tropics of Central and Eastern Africa by setting up transdisciplinary, multi-actor Agroecology Living Labs (ALLs). Eight of these ALL have been set up in the Democratic Republic of Congo, Burundi, Cameroon and Rwanda. Each ALL collaborates with farmers and value chain stakeholders to facilitate the collective development and implementation of optimal combinations of agroecological practices. The focus will be on vital crops, such as cocoa, coffee, cassava, rice and maize.

The fifth objective of the project is to support the adoption of such practices by building capacity and facilitating knowledge exchange among multi-actor communities. The goal is to create the conditions necessary for agroecological transitions. This will be achieved through a combination of capacity-building activities, communication and engagement initiatives, and collaboration with key networks and projects. Specifically, Work Package 6 (WP6) aims to build the capacity of advisors to support agroecology by training them to use tailored skills and tools.

Within Work Package 6 (WP6), Task 6.1 aims to build the capacity of advisors, including farm advisors, extension services and innovation support organizations, to provide better support for agroecological transitions. This involves a Training of the Trainers (ToT) approach and the use of a Qualitative Assessment Tool for Innovations (OCATI) for a self-assessment of capacity competences of advisory organizations in supporting and accompanying farmers in the agroecological transition process. The partners involved in this task are RIKOLTO, APDIK, CAMFAAS, RAB, AATF, AFAAS and CAPAD. Additionally, Task 6.2 focuses on scaling up the use of DSTs (Decision Support Tools) across advisory and extension services in Africa. This task is led by AFAAS, with support from CIRAD, IITA, UHOH, RIKOLTO, APDIK, RAB, AATF, CAMFAAS, and CAPAD. Hands-on training on using the DSTs is offered alongside the workshops organized in Task 6.1, and the results of these activities are summarized in D6.2 (M30) and D6.6 (M48).

Deliverable 6.2 presents the activities and results obtained in Tasks 6.1 and 6.2 up to month 30 of the project. The document is divided into six main sections. The first section outlines the conceptual framework and rationale behind the activities, as well as the development and testing processes. The second section describes the implementation of the Training of Trainers (ToT), highlighting the main results and challenges. The third section provides a qualitative and quantitative assessment of the first capacity-building cycle. The fourth section presents the planning and replication plan. Finally, the last chapter presents the main lessons learned and conclusions.

2. Concept and planning process

2.1 Background and objectives

Extension workers' main learning sources are very varied. Empirical evidence on the outcomes of different methods of acquiring skills and competences is relatively scarce (Landini and Brites 2018). Previous experience of implementing the Training of Trainer (ToT) for extension methods has proved an effective way for learners to gain practical experience, leading to an increase in knowledge, skills and self-confidence in training others (Gerster-Bentaya et al., 2022).

The experiential learning cycle consists in a continuum of perceiving and processing experiences through feeling, watching, thinking and doing (Kolb,1984) as depicted in Figure 1. Experiential learning can be defined as a cyclical process that requires an initial focus on the learner, followed by interaction with the phenomenon under study, the reflection on the experience, the development of generalizations, and the testing of those generalizations (Roberts, 2006).

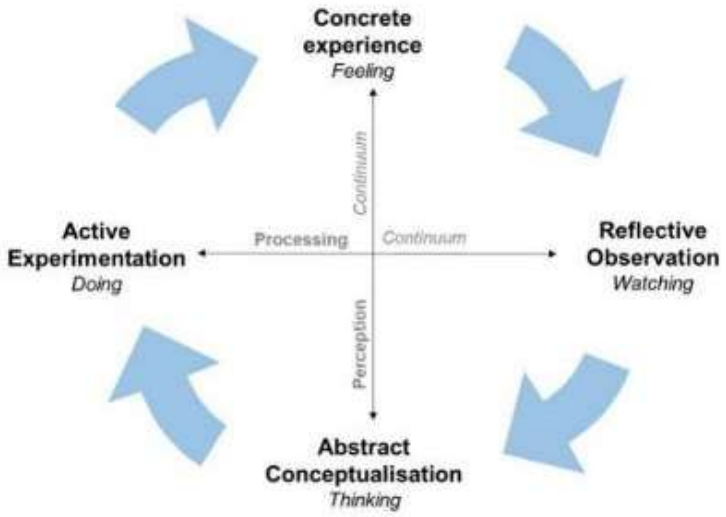

Figure 1: Experiential learning cycle (Kolb, 1984)

As argued by Roberts (2006), the process of experiential learning for extension services is significantly influenced by the context: in order to effectively design this particular type of learning, it is essential to take into consideration the level, duration, intended outcome and setting in which it will be conducted.

The objective of the ToTin CANALLS is to enable staff from advisory organizations to train extension agents in the use of participatory methods to promote agroecological practices, identifying five levels of competences: remember, understand, apply, analyze, assess and synthetize (Table 2).

Table 2: Learning objectives of the ToT

Learning Objectives	What objectives do we want to achieve with the TOT?
Synthetize *design, develop, capture, combine, construct, propose, plan, work out*	Participants are able to train others in extension methodologies and the application of agroecological principles.
Assess *evaluate, assess, measure, decide, select*	Participants are able to assess, train, and guide extension agents in the application of tools for agroecology.
Analyze *derive, analyze, differentiate, determine, uncover, structure, determine, identify, compare, assign*	Participants can compare different agroecological diagnostics derived from farms and search for ways to provide advice.
Apply *solve, perform, use, calculate, apply*	Participants are able to apply and use agroecology principles and elements in their daily work.
Understand *describe, paraphrase, explain, interpret, translate, discuss, clarify*	Participants know and are able to use the different components of the DST. Participants are able to explain how adults learn.
Remember *reproduce, enumerate, name*	Participants can remember and apply the OCATI tool in their organization.

To conceptualize the ToT we followed the principles of experiential learning applied to the client-centered extension approach. Within this approach, the participants are both trained and also act as trainers. This methodology allows the participants to (a) experience client-centered methods, (b) reflect upon their effects and impacts, and (c) provide a safe space for practicing and increase levels of self-confidence in applying the methods (Gerster-Bentaya et al., 2022).

2.2 Designing the modules

The process of designing the modules for the ToT started in July 2024 within WP6 team. The development process was conducted in several steps, of reviewing, discussing and adapting.

Step 1. The first step was the presentation of a preliminary concept and plan (July 2024). The first concept was discussed within WP6 proposing three main objectives of the ToT and five modules: (i) Client centered extension approach; (ii) Agroecology principles and elements; (iii) Planning of training sessions, (iv) Decision Support Tools and (v) Improving capacity to provide advisory services.

Step 2. As a second step we identify participants' characteristics and interests (September 2024). The characteristics of the participants were profiled to design the training modules according to their needs. The general objective is that each country team can replicate the training to 20 extension agents. The initial group of trainers would be from the different Living Labs (mostly officials or researchers) interested in CANALLS topics. We identified heterogeneous knowledge and experience in agroecology and extension services.

Step 3. In a third step, we conducted the **refinement of the general objectives of the training** (September 2024). With the identified profile of the participants, a refinement of the modules was done, considering introducing the methodologies expected in the tasks of CANALLS e.g., cross-visits. Learning objectives were planned according to the hierarchy of skills (Table 2).

Step 4. This was followed by the concrete definition of the concept and the content of the modules. (November 2024). The learning objectives were determined for each of the modules (Table 3).

Table 3: Learning objectives of the ToT, by module

Module	Learning objectives First level remember/understand	Learning objectives Second level -apply/analyse	Learning objectives Third level assess/synthesize
Module 1 Client-centred extension approach	Participants have the knowledge on how to plan, conduct, and evaluate a training session for farmers.		Participants are able to train advisors on how to train farmers in agroecological practice
Module 2 Agroecology principles and elements	Participants have knowledge of the principles and elements of agroecology.	Participants are able to assess the agroecological condition of a farm and propose a plan for improvement.	
Module 3 Using a Decision Support Tool	Participants know how to use and collect data.	Participants are able to conduct an agroecological diagnostic using the digital tools.	Participants are able to analyse data and create reports based on data about agroecological practices.
Module 4 Planning, implementing and assessing cross-visits between Living Labs	Participants experience and follow cross-visit steps.	Participants are ably to apply the tools for conducting a cross-visit	Participants are able to plan a cross-visit to exchange with peers agroecological innovation
Module 5 Assessing advisory services organizations	Participants have the knowledge of the criteria for improving advisory service organizations.	Participants are able to conduct an OCATI workshop in their organizations.	

Step 5. Sharing with WP leads to identifying synergies and activities aligned to the project (WP3, WP6, WP2). Based on the project's activities, it was agreed with the Work Package leaders that time and activities should be coordinated to make an efficient use of time and resources.

Step 6. Validation of content in Cameroon (December 2024). In December 2024, a testing of the OCATI tool was carried out in which advantages and disadvantages were identified. Recommendations were taken for the final design of the module.

Step 7. **Invitation to CANALLS partners** (March 2025). An invitation was distributed to the partners who should participate in the ToT and organize their own country replication plan.

Step 8. Preparation of the detailed plan by each module (January/ February/March 2025). A final, detailed plan was developed and shared with the team and co-facilitators.

Step 9. Online session and collection of participants' expectations (April 2025). During the training session, the main content and objectives of the ToT were explained. Additionally, a list of expectations was collected. Final adjustments according to the profile and expectations was made.

Step 10. Preparation, organization with local partners (May 2025). With the support of local partners, the logistics of the event were organized one week before the CANALLS General Assembly. We identified potential co-facilitators and the expected responsibility.

Step 11. Training of Trainers 21-25 May 2025. The ToT was conducted from May 21st to May 25th. The first three days were organized in Ntui ALL, while during the fourth and fifth days, the activities were conducted in Yaoundé. A detailed report of those activities is found in Chapter 3 of this document.

Step 12. Compilation of activities, results, and deliverables (Jun 2025). After the activities in Cameroon, the main activities and results were compiled in Deliverable 6.2, and the preparation of the guidelines for the replication activities in each country began.

The following section focuses on the implementation of step 10 and 12, namely the steps in which participants participated in the training event.

3. Implementing the ToT

The ToT program was carried on as an interactive event where participants shared, learned, and practiced participatory tools to support the adoption of agroecological practices in Central and Eastern Africa. The detailed planning for each of the 5 days of the program is outlined in this document, providing a comprehensive guide for participants to make the most of this valuable training experience.

To enhance collaboration and efficiency within the CANALLS project, we intended to establish synergies between several activities. This includes integrating the Training of Trainers (Task 6.1) and the Scaling of the Decision Support Tool (Task 6.2), mutual learning between different Living Labs (Task 3.5), and support capacity building for farmers (Task 3.4). The timing of the ToT was done on purpose, one week before the General Assembly, to optimize travel and time resources while conveying a consistent message.

By the end of the training, participants were expected to be able to

- effectively train extension agents in agroecology tools,
- conduct and analyze agroecological diagnostics,
- apply the OCATI tool in their advisory organizations,
- co-design strategies for disseminating and using extension methods,
- and develop a community of practice for future reference and experience sharing.

The ToT was facilitated by two facilitators from University of Hohenheim (UHOH) and the support of the Centre de Cooperation Internationale en Recherche Agronomique pour Le Developpement (CIRAD). One central aspect was the high level of engagement of the co-facilitators from the local team from IRAD, CAMFAAS, IITA, SCOOPMAN and AFAAS. The group of cofacilitators participated in the planning and/or execution of the tasks included in the the program of the week. In the following sections, a detailed description of the activities conducted in the ToT is presented.

3.1 Overview of the Training of Trainers

The ToT was conducted by UHOHand Cameroon CANALLS partners involved in Tasks 6.1, 6.2, 3.5 and 3.4 as a joint effort with the aim to equip participants with the skills necessary to train extension agents in agroecology.

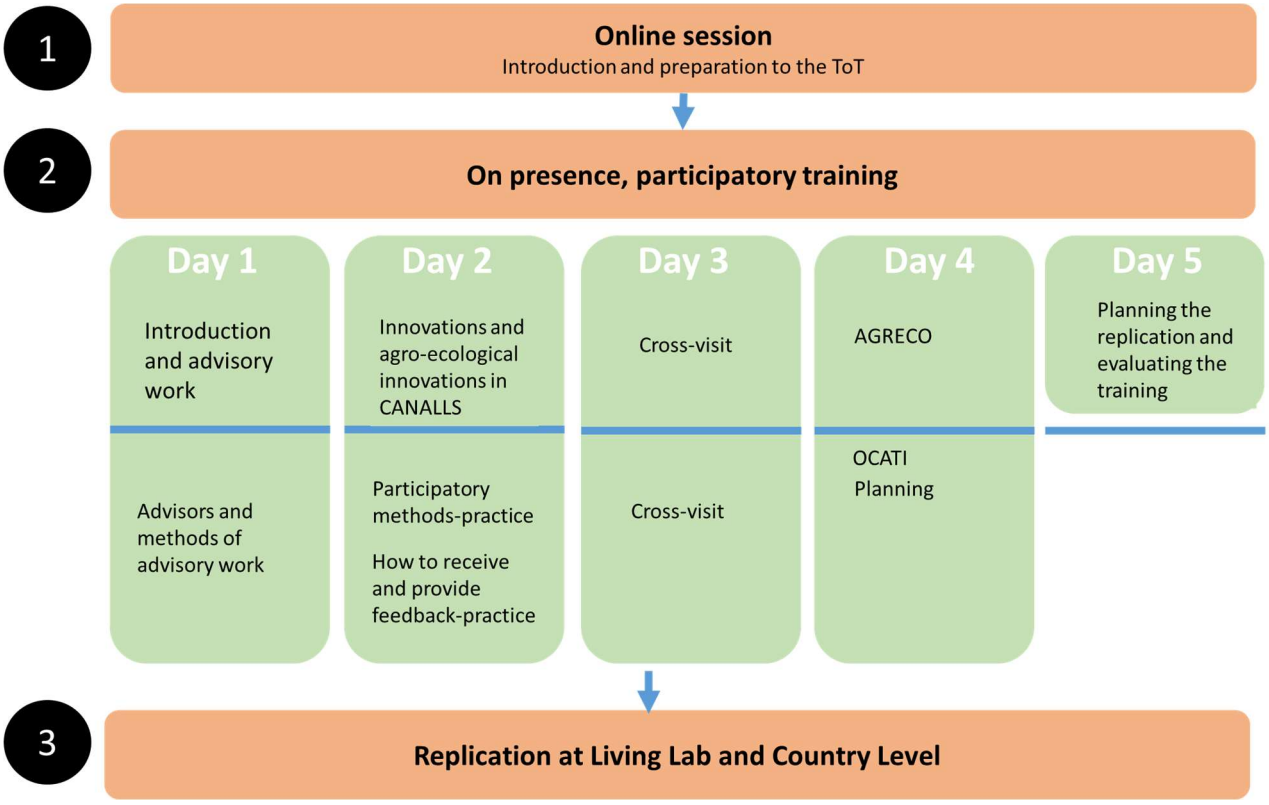

Figure 2: Overview of the ToT

Table 4 gives a detailed overview of the activities conducted during the five core days of the training (21st to 25th of May). The table also shows the introduction workshop on the 22th of April and the Welcome session on the 20th of May.

Table 4: Content of the Training of Trainers by day

	Online Session	In person, interactive sessions					
	Tuesday 22nd of April	**Tuesday 20th May**	**Wednesday 21th May**	**Thursday 22th May**	**Friday 23th May**	**Saturday 24th May**	**Sunday 25th May**
Morning 9:00-13:00 *Break: 11:00-11:15*			*Arrival in Ntui* Introduction to the week	Agroecological innovations	Cross-visit: Travel to the field site	Use of CANALLS decision support tool: theory and practice	Presentation of the replication plan for different countries and ALLs Feedback from the week Agreement on next steps
			Tea break	*Tea break*	Field-visit: exchange with the farmer (s)	*Tea break*	
	Introduction to the ToT 10:00-12:00		Sharing experiences in advisory services for agroecology	Selecting and planning methods for agroecological innovations		OCATI Tool introduction	
Lunch Break 13:00-14:00							
Afternoon 14:00-17:00 *Break: 15:30-15:50*		Welcome to Yaoundé	Adults learning and participatory methods	Practice method and feedback	Cross-visit: Agroecological Innovation analysis and symposium	OCATI Tool practice (AFAAS) / Planning the replication plan in the countries (ALLs)	
			Tea break	*Tea break*	*Tea break*		
			Practice method I	Preparation for the cross-visit	Travel To Yaoundé		
			Reflection day 1	Reflection day 2	Travel to Ntui		

3.2 Participants

The training of the trainers was aimed at two different groups of participants. First, project partners involved in the replication efforts and learning exchange events (Task 6.3). Second, AFAAS contact person selected by AFAAS and form part of its advisory networks in Cameroon, the Democratic Republic of the Congo (DRC), Rwanda, and Burundi. Participants were selected according to their experience, roles and potential to replicate the training in their own countries. In total, participants from 12 African partners engaged with the activity. Table 5 shows a summary of the number of participants.

Table 5: Participants in the ToT, by country and gender

	Female	Male	Total
Burundi	**2**	**2**	**4**
AFAAS Advisers		1	1
CAPAD	1		1
IITA		1	1
ISABU	1		1
Cameroon	**9**	**10**	**19**
AFAAS		1	1
AFAAS Advisers	1	1	2
CAMFAAS		4	4
IITA	2	1	3
IRAD	5	2	7
SCOOP	1	1	2
DRC	**1**	**5**	**6**
AFAAS Advisers	1		1
APDIK		1	1
GASD		1	1
RIK		2	2
UCB		1	1
Rwanda		**2**	**2**
AFAAS Advisers		1	1
IITA		1	1
Ugandan		**1**	**1**
AFAAS		1	1
Total	**12**	**20**	**32**

3.3 Preparatory- Online Session

The objective of the online session was threefold: i) to gather feedback from potential participants in the Training of Trainers (ToT); ii) to introduce and familiarize participants with the methodology and content of the ToT; and iii) to collect requirements and expectations to adapt and prepare the ToT. The program of the preparatory online session can be found in Table 6.

Table 6: Program Preparatory Online Session

Time	Section	Activity
10:00-10:15	Who are we?	Introduction of UHOH and AFAAS team
10:15-10:25	Who are you?	Write your name, location, and organization in the chat.
10:25-10:45	Presentation of objectives	Presentation of three objectives
10:45-11:15	What are we going to do in the Training of the Trainers?	Objective 1: Interactive group work regarding: *What are your experiences in advisory work?*
11:15-11:30		Objective 2: Presentation on the Training of the Trainer & Agroecology
11:30-11:50		Interactive group work regarding: *What are your expectations of the ToT?*
11:50-12:00	Preparation for the ToT	How do you prepare for the Training of the Trainers

Twenty-fourth participants attended the online session and provided comments and feedback. From the participants' interaction, it was evident that most of them have a stronger research and academic background. The identification of this aspect was used to develop the content of the ToT.

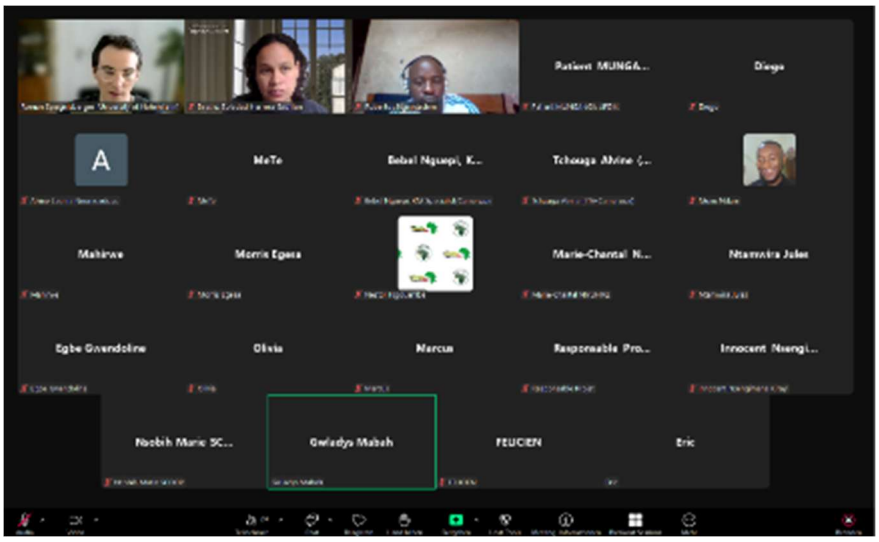

Figure 2: Participants of the ToT online training

3.4 Day 1 - Client-centered extension approach

The first day of the Training of Trainers (ToT) was designed to set the stage for the entire program. Here the project lead and the partners from IRAD set the scene with their opening remarks. The primary objectives of the day were

- that participants had a clear understanding of the program's objectives, methods, and how they related to their expectations and experiences.
- that the participants are able to identify participatory approaches for extension, especially adult learning principles and methodologies. By the end of the day, participants gained an understanding of methods for participatory approaches and were able to articulate their applications in real-world contexts.

The program and activities are described in Table 7.

Table 7: Program Day 1 - Client-centered extension approach

Time	Activity	Methodology
6:00-9:00	Travel to Ntui	
9:30-9:9:40	Opening ToT	
9:00-9:30	Introduction of participants	Sociogram (making a line) *Where do you come from?* *How many years of experience do you have?*
10:00-10:20	Presentation of the program, objectives, and methodology	Cards and topics.
10:20-10:40	Organisational issues (rules, assignment of roles)	Questions *-What are the rules that we have to follow?* *-Distribution of tasks: reporter, timekeeper, documentation*
10:40-11:00	*Tea break*	
11:00-11:40	Exercise “Guiding the Blind”	Exercise, debriefing
11:40-12:10	Debriefing the exercise “Guiding the Blind” and its relation with extension services	Plenary
12:10-12:30	Successfully advisory situation	Presentation 2-4-8 work
12:30-13:00	Role and characteristics of an advisor	Presentation
13:00-14:00	*Lunch break*	
14:00-14:15	Energizer	
14:15-14:30	How do I learn best? Adult learning principles	Cards and paper
14:35-15:15	Inventory of participatory extension methods	Cards
15:15-15:30	*Tea break*	
15:30-16:40	Methods and criteria for selecting participatory methods	Group work: Inputs from Handouts
16:40-17:00	Reflection on methods used during the day	Brainstorming all the methods that were used during the day
17:00-18:00	Preparation for the next day	

3.4.1 Objectives, rules, and roles

After starting the training, participants agreed on the rules and the different roles that they would take during the training. Co-facilitators of the training were allocated among the different tasks and agreed on the logistics and main organisational issues. Figure 3 shows the different rules and roles defined in the ToT.

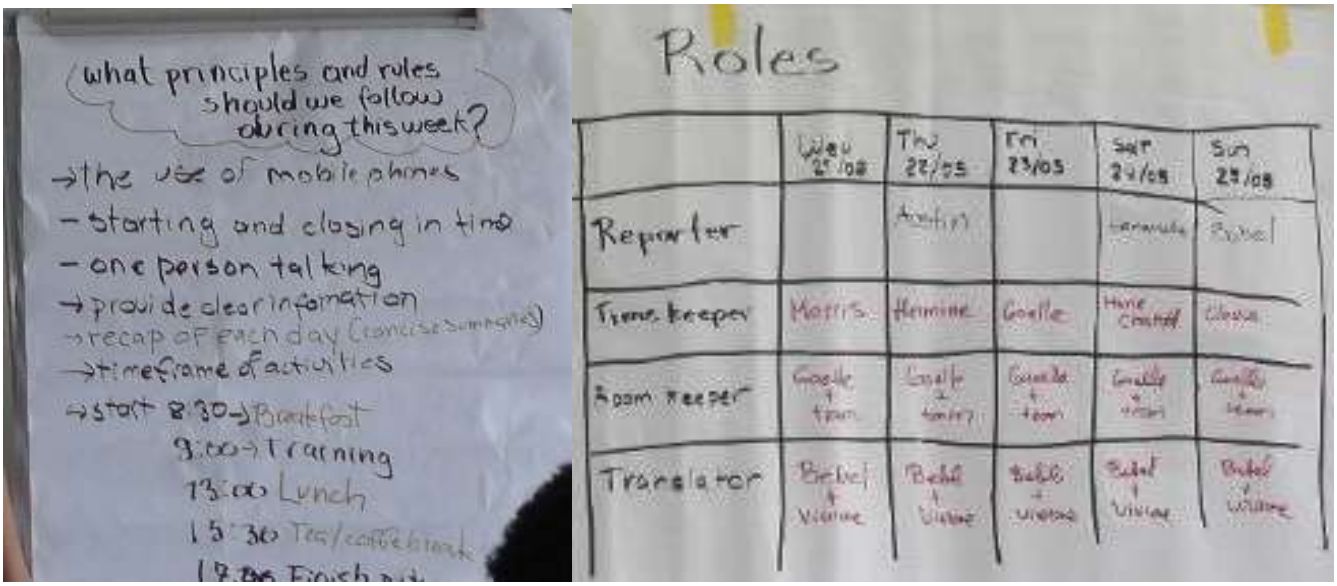

Figure 3: Rules and roles followed during the execution of the training

3.4.2 Client-centered advisory work

To introduce the topic of client-centered extension to the participants, an andragogic exercise/game called “Guiding the blind” was used. The game consists of experiencing both being guided and guiding another person in a given situation. From the experience shared through the game, differences and similarities with advisory work can be deduced through the debriefing session.

Figure 4: Participants executing and debriefing the game "Guiding the Blind"

From the debriefing of the game, a conceptualization was made about differences and similarities with extension or advisory work. The analysis of differences and similarities is the foundation for introducing the concept of client-centered extension approach. A short presentation was made about the meaning, objectives, means, and responsibilities (Figure 5).

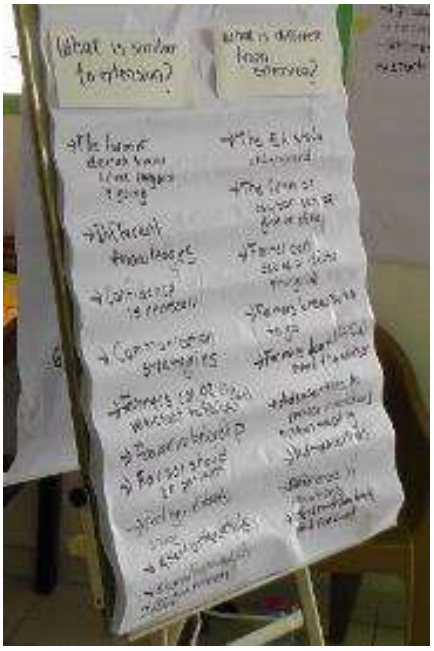

Figure 5: Abstract conceptualization about client-centered extension approach based on inputs of" Guiding the Blind"

After finalizing the conceptualization, participants were asked about one successful advisory situation they have experienced. The objective was to identify and share individual experiences that can be replicated and to identify the ideal competences of an advisor. Groups discussed and presented the results, identifying successful advisory situations and the factors that influence them. One of the factors of successful advisory situations are the competences of an advisor. A short presentation about competences of an advisor was done. Figure 6 shows the results of the identification of successful advisory situations and the competences of and advisor.

Figure 6: Identification of successful advisory situations (description, indications and factors) and the competences of an advisor

3.4.3 Methodological approaches for advisory work

The second part of the first day focused on engaging participants to recall adult learning principles. Participants were asked *what motivates farmers and extension agents to learn?* The purpose was that participants identifies the main causes of motivation of both farmers and extension agents. Participants wrote the answers in cards, which were collected and clustered. Figure 7 shows the result of this exercise. Key conclusions were drawn from their responses, leading to a brief presentation on adult learning principles.

Figure 7: What motivates farmers and extension agents to learn according to the participants

Recalling the principles of adult learning prompted the analysis of methodologies on how farmers and extension agents should be approached. In plenary, participants were asked to name all the methods that can be used to transmit messages to farmers. Finally, a reflection on the criteria to select the methods was presented (Figure 8) and the day was called off.

Figure 8: Methods and criteria of selection of methods.

At the end of the day, a debriefing session with the co-facilitators was held. Major learnings were concerned to the importance of the preparation, logistics aspects, importance of motivate participants. A planning and distribution of tasks were made for the next day.

3.5 Day 2 - Agroecological innovation, planning, executing, and receiving feedback

During the second day of the ToT, the first objective was that participants were are able to describe the concepts of innovation, its characteristics and its application to agroecology principles and to the innovations supported in CANALLS. Using the innovation analysis as a basis, participants developed an example of the main messages to be transmitted, select one method, plan a training session, execute the training session, and provide feedback to peers. The main activities of the second day are described in Table 8.

Table 8: Program Day 2 -Agroecological innovation, planning, executing, and receiving feedback

Time	Activity	Methodology
9:00-9:15	Recall on the learning of the previous day	Reporter
9:15-9:30	Program of the day	
9:30-9:45	Innovations	Input on what is an innovation and what type of innovations (theoretical input)
9:45-9:55	Identifying innovation in CANALLS in their countries	Brainstorming and prioritization of CANALLS innovations
10:00-10:50	Analysis of innovation	Group work-6 Analysis according to characteristics (using the handout) 25 Analysis of farmers' behaviour? 25

10:50-11:10	*Tea break*	
11:10-12:30	Presentation of the analysis of different innovations	20 minutes per group
12:30-13:30	Planning of an extension situation for a group of farmers for 30 minutes, or a field day	6 groups with 7 persons work in different methodologies for different innovations
13:30-14:00	Instructions for the execution (including feedback and selection for observers	
Lunch		
15:00-15:20	Inputs on how to provide feedback-coaching	How to give provide feedback
15:20-16:10	Execution of the plan 30'-round (3 observers) 10'	
16:10-17:00	Execution of the plan-round 2 (3 observers) 10'	
17:00-17:15	Individual reflection on the main learnings of the day	One card per participant
Break and energizer		
17:30-18:00	Introduction of the cross-visit, agenda and Plan for the next day	Agenda of the following day
18:00-18:30	Reflection on the day	

3.5.1 Innovations and their characteristics

During the first segment of the day, participants explored the concept of innovation. For this, an interactive presentation was given to the plenary on the nature and different specifics of an innovation. A special emphasis was made to identify innovations that are not only technological but also social, organizational, or from the market. After identifying innovations, the characteristics of the innovations were described: complexity, observability of results, testability, comparative advantage, and compatibility. The results of this session are shown in Figure 9.

Figure 9: Innovation, examples of innovations and characteristics of innovations

3.5.2 Agroecology innovations in CANALLS

With the concepts of innovation in mind, participants were asked to mention the innovations that were supported and enhanced by CANALLS. After the participants identified a long list of innovations, they were asked to vote for those innovations that they wanted to analyze deeper. Participants voted for six types of innovations:

1. Agroforestry
2. Water management for rice intensification (Smart Valley)
3. Integrated Soil Fertility Management (optimal combination of fertilizers)
4. Integrated Soil Fertility Management (use of human urine for crop production)
5. Biopesticides
6. The use of TAPE to measure agroecology in CANALLS Living Labs

Figure 10: Identifying agroecological innovations in CANALLS, analyzing the characteristics of the innovation and identifying the main message to transmit to the farmer.

After selecting the six types of innovation, participants analysed: 1) *the characteristics of each innovation*; 2) *what the farmers know about the innovation*; 3) *what the farmers doesn't know about the innovation*. After the analysis, the participants presented and discussed the results in the plenary.

3.5.3 Planning messages, methods, and a training session

With the results generated from the previous analysis on the characteristics of innovation and the gap in farmers knowledge, participants prepared a message to be conveyed to a group of 10 farmers in a session of 30 minutes. For this, the participants worked in the same groups. Each group had to plan and prepare the training session, considering the methods that they already knew or had learned in the previous days.

Figure 11: Planning a training session for farmer

3.5.4 Executing and providing feedback

Each group executed the training session that they have planned during 30 minutes. After 30 minutes, one observer and the other group provided feedback based on the different aspects of the training. The feedback session after the execution of the plan was provided following the guideline about preparation, during and after.

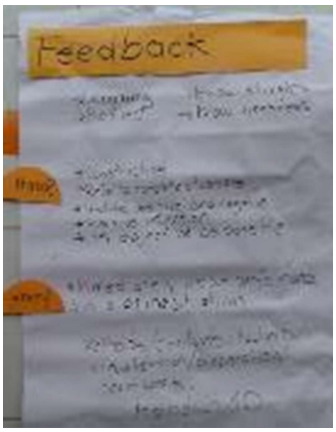

Figure 12: Executing and providing feedback about the elements of a training session.

After the exercise, a plenary was held to collect the insights of the exercise. Participants were also asked to describe what the main learning was of the first two days of the training.

3.5.5 Introduction of the cross-visit, agenda, and plan for the next day

To introduce the participants to the next day of the ToT, the cross-visit, and to get them started on the preparation, a half-hour slot was dedicated to explain the agenda and process of the next day.

Facilitators presented the cross-visit agenda to the participants. This included the methodology, objectives, timetable, and expected outcomes for the following day.

Furthermore, the observation cards to be used during the field visits were presented. The observation cards focused on six questions regarding the innovation case in general: the innovation process, the supporting factors and stakeholders, and the role of networks.

Figure 13: Presentation of the cross-visit agenda and planning for the next day

3.6 Day 3 - Cross-visits in Ntui Living Lab

The third day of the training, the 23rd of May, focused on the CANALLS international cross-visits. The University of Hohenheim developed the concept and combined the training module with the first international cross-visit of the CANALLS project. The cross-visit in Ntui was the first knowledge sharing event between the ALLs and also a hands-on training for the replication of in different countries. The present description focuses only on the training part of the methodology of the cross-visits, as the produced results regarding the agroecological innovations will be the content of the D3.4 "Report on knowledge sharing and mutual learning"

CAMFAAS, together with IITA, as the leaders of the Ntui ALL, hosted this knowledge-sharing event with three expected results:

- First, the Ntui ALL shared their innovation process related to the agroecological principles (AE-principles) that have been co-created and implemented in the scope of CANALLS.
- Second, the partners have experienced the elements of the CANALLs cross-visit and are now able to describe the steps for planning and conducting a CANALLS cross-visit at their specific countries.
- Third, the partners have agreed on how to organize the next round of the cross-visits.

The cross-visit took place from 8:30 am to 5:20 pm and included five different areas: the field visits, the analysis, the feedback, and the reflection. Within each of these specific areas, different methods were used, based on the AgriSpin and the I2Connect cross-visit methodology (Proietti et al., 2021; Wielinga & Paree, 2016). A detailed plan for the cross-visit can be found in Table 9.

Table 9: Program Day 3 – First cross-visit- Ntui Living Lab

Time	Activity	Methodology
8:30-9:30	Presentation of the co-creation process and activities conducted in Ntui	The LL coordinator and the researchers in charge of the experimental plots presented the methodology followed in Ntui Living Lab
9:30 – 10:30	Travel to the field	Participants split up into 3 groups of 12 according to the tree agroecological visiting the cocoa production of the ALL
10:30 – 12:00	Field Visit and questioning	Each group will visit the cocoa production and receive a tour of the implementation of the AE practices. Here, the observation cards were used
12:00-12:40	Travel back from the field	Travel back to the meeting room
12:40 – 13:40	Analysis "Spiral of Innovation"	Groupwork: „Spiral of Innovation "(three groups)
13:40 – 14:30	Analysis "Pearls, Puzzle, Proposals"	Groupwork: "Pearls, Puzzle, Proposals (three groups)
14:30 – 15:30	Lunch break	
15:30 – 17:00	Symposium	"Symposium" was held in the plenary room. The groups presented their findings from the "Spiral of Innovation" and "Pearls, Puzzle, Proposals" (15 minutes each group) and discussion (15-minute discussion each)
17:00-17:10	Individual reflection	Participants were provided with a link to provide their individual reflections.
17:10-17:20	Travel to Yaoundé	

3.6.1 Presentation of the co-creation process and activities conducted in Ntui

The ALL coordinator and the researchers in charge of the experimental plots presented the methodology used for the co-creation and implementation of the agroecological innovations within the CANALLS project (Figure 14).

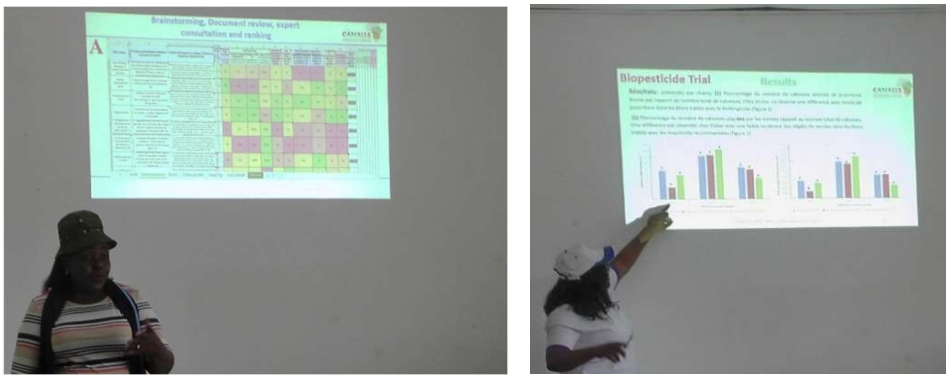

Figure 14: Presentation of the methodology followed in the Ntui living lab at the start of the Third day of the ToT.

This provided the participants with an initial overview of, and baseline knowledge on, the agroecological practices they would observe and analyse during the cross-visit.

3.6.2 Field Visit

Following the introduction of the innovation case, the participants engaged in field visits to the cocoa production site of the Ntui ALL. Divided into three groups of 12 participants, they received a one-hour guided tour offering first-hand insights into the implementation of the agroecological innovation case within the local cocoa production system, according to the three relevant agroecological zones in cocoa production: forest, transition, and savannah. The tour lasted approximately one hour.

Overall, the field visit provided participants with a comprehensive and hands-on understanding of the implementation of the agroecological innovation case in the Ntui ALL. The data collected through observation and questions serves as a valuable basis for the subsequent analysis phase.

Figure 15: Guided tour to the cocoa production system in the Ntui living lab, as part of the cross visits.

3.6.3 Analysis, reflection, and sharing observations

After returning from the field visit to the plenary room, the second phase of the cross-visits began: the analysis, reflection, and sharing of observations. In this phase, two specific methods were introduced and applied by the participants: the “Spiral of Innovations” and “Pearls, Puzzlings & Proposals” (Wielinga et al., 2008; Wielinga & Paree, 2016). Both methods served as visual tools to support participants in processing and making sense of the information gathered during the field visit and in focusing on the content of the Ntui innovation case.

Figure 16: Use and results of the Spiral of Innovation.

Participants were divided into three groups of 12 participants each. Participants used pre-prepared flipcharts and were guided by a facilitator.

The participants started with the Spiral of Innovations. Here, they discussed and visualized their observations concerning the innovation case, presented in the field visits. The analysis is structured around seven stages of innovation: Initial Idea, Inspiration, Planning, Development, Realization, Dissemination, and Embedding. The focus was placed on identifying the current stage of the innovation, the actors involved, and the steps needed to advance the innovation. The different phases of the innovation were described in relation to developments in the cocoa sector (Figure 16).

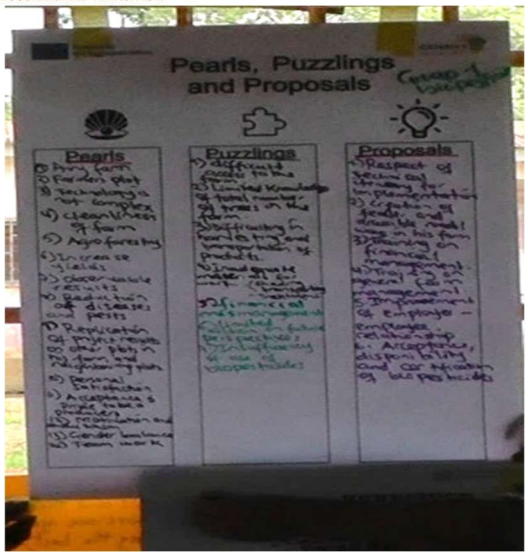

Figure 17: Results of the Pearls, Puzzlings & Proposals

In the second part of the analysis, the groups engaged in the the Pearls, Puzzlings & Proposals method. This method helps to structure and express observations from the field visit via three categories (Wielinga & Paree, 2016):

- Pearls: Inspiring observations, appreciations, and lessons learned;
- Puzzlings: Open questions, points needing clarification, and doubts;
- Proposals: Constructive feedback for the host and suggestions for future action.

The reflection process was guided by a facilitator. Results from the Pearls, Puzzlings and Proposals session of one of the groups are presented in Figure 17.

3.6.4 Symposium

At the symposium, the findings of the Spiral of Innovation and the Pearls, Puzzles and Proposals exercises were presented by each of the groups. The aim was to share the findings with the participants and encourage constructive discussion. The symposium took place in the plenary room, with all participants present. Each group presented their findings using the flipcharts produced in the analysis session within a 15-minute slot. This was followed by a 15-minute discussion on the content presented. Figure 18 shows the symposium session.

Figure 18: Symposium session.

3.7 Day 4 - Decision Support Tool and OCATI

The focus of the fourth day of the ToT was on two different topics: the CANALLS Agroecology Decision Support Tool (AGRECO) as well as the Organizational Capacity Assessment Tool for Innovation (OCATI). The first half of the day, from 9 am to 12:30 pm, was dedicated to the training regarding the AGRECO, and the second half was the training regarding the OCATI tool (Table 10).

The AGRECO enables farm advisors to facilitate advice tailored to agroecological transitions in different farming systems. More specifically, it was developed to train and guide extension agents, carry out an agroecological diagnosis, and have the skills to use the different tools developed in CANALLS.

The OCATI tool helps advisory organizations evaluate their ability to support innovation processes. It assesses key capacities such as staff skills, learning culture, networking, and strategic focus, identifying strengths and areas for improvement. Strengthening these capacities enables advisory services to better support multi-actor innovation networks and knowledge exchange within AKIS. Repeated assessments allow for continuous monitoring and benchmarking of organizational development.

Table 10: Program Day 4- Decision Support Tool and OCATI

Time	Activity	Methodology
9:00-9:30	Recall on the learning of the previous day	
9:30-9:45	Program of the day	
9:45-10:00	Presentation of AGRECO	Explanation of how it works
10:00-10:30	Initiating AGRECO	Installing the app, getting acquainted with the formulars
10:30-11:00	Advise a farmer group with AGRECO	Add an advisor, add a farmer, make a training, make a diagnostic
11:00-11:10	Generating reports and analysing data and get familiar with the printed material	Plenary: presentation of web-based tool and printed material
11:10-11:30	Tea break	
11:30-12:30	Analysis “Pearls, Puzzle, Proposals” for AGRECO	The group split into three main groups
12:30-13:00	Presentation of the analysis by the three groups	
13:00-14:00	Introduction to OCATI	
14:00-15:00	Lunchbreak	
15:00 – 16:00	Explanation of OCATI	Plenary
16:00-17:00	Planning the first round of cross-visits to be conducted from June 2025 to April 2026	Country groups Discussion on the Clustering and next steps

3.7.1 Presentation of AGRECO

After a recap of the previous day's learning, the training on the AGRECO tool started. The first session was a presentation on the tool itself, its functionalities, and its components. This 15-minute session aimed to provide participants with a brief understanding of the functionality and concept. This laid the ground for the next hands-on sessions, in which participants will learn to use the AGRECO tool.

Particular focus was placed on using the app version of the tool and giving an overview of the other components, the app-based too, the web-based tool, and the printed material, and how they are connected. This included farmer/group advice, report creation, data collection, analysis, and familiarisation with the printed materials. This brief introduction aimed to encourage participants to familiarize themselves with the tool in the next session.

3.7.2 Initiating AGRECO

The AGRECO consists of three parts: the web-based tool, the app-based data collection tool, and the printed material. Participants were first trained to use the app-based data collection, which enables users to create and keep track of advice sessions, collect data from farmers, and transfer this data to the web-based tool, where data is processed to generate reports and agroecological farm analysis. A 30-minute hands-on training session on the function and the use of the app-based toolwas conducted.

Figure 19: Participants accessing the AGRECO data collection formulars by scanning the provided QR code via the ODK app

First, the participants used their smartphones to download the ODKCOLLECT mobile application , which is used to access the forms for the data collection. Participants were able to scan a provided QR code and access the specific AGRECO space in the app (Figure 19). This enabled the participants to access the data collection forms. These forms were developed by UHOH and are used to collect data from farmers for the AGRECO agroecological farm diagnostic and the creation of reports. Secondly, the participants began filling in the data collection forms on their phones with values to familiarise themselves with the questions and possible answers. The facilitators were there to support the process.

3.7.3 Advise a farmer group with AGRECO

AGRECO aims to support advisers in their daily work. It helps advisers collect data on specific advice sessions, tracking the farmer, and collect information for an agroecological farm diagnosis. Training participants in the use of the tool involved simulating its use in an adviser's daily routine. During a 30-minute session, participants set up the app-based tool and practiced using it in a typical scenario. To do this, they followed four steps on their smartphones, guided by the facilitators (Figure 20):

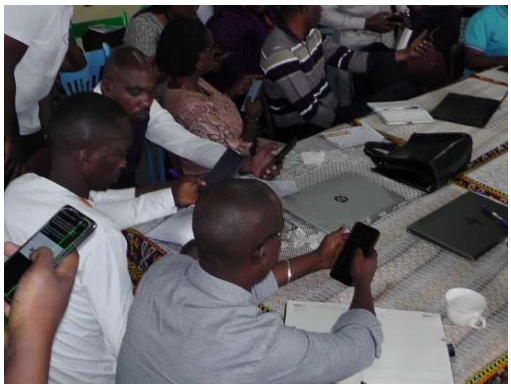

Figure 20: Participants filling in the diagnostic form for their adviser profile

- First, each participant created a personal advisor profile in the AGRECO space via the ODK mobile application.
- Second, via their personal advisor profile, they added farmers and arranged an advisory session.
- Third, each participant filled in the diagnostic form for a specific group

- Fourth, each participant filled in the diagnostic form for a specific farmer individually

The facilitators guided the participants through the process answering questions and taking note from oral feedback provided by participants.

3.7.4 Generating reports, analyzing data, and familiarizing with the printed material

After engaging with the app-based tool of AGRECO, the participants were provided with a brief overview of the web-based functions, as well as the printed version of AGRECO. This was presented in the plenary session and lasted about 15 minutes. The automatic generation of reports and the analysis of the data for the agroecological farm diagnosis based on the data collected via the app-based tool were explained.

The participants were also shown the first drafts of the printed material. This included a flipchart with scales representing the different scores in the farm diagnostic, which advisers can use to visualise their outcomes, as well as calendars with useful tips for farmers. This session is intended to give participants a broader and more complete view of AGRECO, strengthen their understanding, and engage them in the next session where they provided systematic feedback.

3.7.5 Analysis “Pearls, Puzzle, Proposals” for AGRECO

As part of the final session on the AGRECO training, an analysis was conducted. For this, the participants were split into three groups. Each group engaged with the Pearls, Puzzles and Proposals methodology for one hour, guided by a facilitator.The groups discussed what they thought was positive, what was missing, and raised questions regarding the AGRECO. The results of each group were noted on a flipchart for later use. The findings were then presented by each group within the plenary session (Figure 21).

Figure 21: Participants’ analysis of the AGRECO based on their experiences during the training.

3.7.6 Introduction and explanation of OCATI

The training of OCATI was conducted in two one-hour sessions in the plenary. In both sessions, presentations were used to explain the concept, functionality, and use of the OCATI.

In the first session, a brief introduction to the OCATI was given to the participants. The OCATI provides the participants with the ability to facilitate a self-assessment of capacities for organizations supporting innovations in agriculture. Participants learn how to evaluate the capacity strengths and weaknesses of the organisation with reference to: technical, functional, and organisational competence needs & skills as well as influencing structural conditions (enabling environment). OCATI enables the participants to effectively support and accompany innovations in agriculture and the agri-food sector. Benefits of the OCATI assessment were explained to the participants, encouraging them to use the tool for their own organisations. This includes:

- enabling support organizations to reflect on their role and visibility in fostering interactive innovation
- highlighting the diversity of existing innovation support services (ISS) in agriculture
- emphasizing the importance of supporting multi-actor innovation in the agro-food sector
- identifying ways to strengthen this support.

In the second part of the OCATI training, the structure, procedure for use, and the composition of an OCATI workshop were presented to the participants. Due to time constraints, this practical element was also delivered as a theoretical presentation. First, the participants learned about the five thematic blocks, within which the OCATI is structured: the organisational positioning, the capacity to internally organise, the capacity to deliver innovation support services, the capacity to relate, and the enabling environment/context. This was followed by an in-depth presentation on the six stages of the OCATI assessment process. Especially the latter provided the participants with the knowledge to replicate the OCATI in their specific organisations.

Figure 22: Presentation of OCATI to the participants.

3.8 Day 5 - Assessment and planning next steps

During day five of the training, participants agreed on how to carry on the cross-visits and the replication plans with the advisory services organisation. A second activity was the assessment of the achievement of objectives and the results achieved during the week. Finally, upon successful completion of the training, participants were awarded a certificate. The program is detailed in

Table 11.

Table 11: Program Day 5 - Assessment and planning next steps

Time	Activitiy	Methodology
8:30-8:45	Recall on the learning of the previous day	
8:45-9:00	Program of the day	
9:00-11:00	Presentation and discussion of country plans, including replication plan and cross-visits	The participants discuss in plenary
11:00-11:30	Evaluation of the training	The participants vote in a separate room
12:40-13:00	Certificates	Call the people one by one
13:00-14:00	Lunchbreak	

3.8.1 Planning the first round of cross-visits

The planning of the first round of replication of the cross-visit within the ALLs was done to fulfil the objectives of T3.5 “Knowledge sharing and mutual learning across and beyond agroecology living labs”. It states, that the country groups must replicate the cross-visit methodology, and each of the ALLs must organise two mutual learning events and missions.

The following country partners are responsible for replicating the trained cross-visit methodology in their specific ALLs: RIK (DRC), APDIK (DRC), RAB (Rwanda), CAMF (Cameroon) and CAPAD (Burundi) NATURLAND (Burundi).

The country teams set up a schedule based on the location of the ALLs. ALLs will participate in cross-visits based on their geographical location. The next cross-visit will be hosted by Kamony in Rwanda in September 2025. This will be followed by the ALLs in Burundi, hosted by Bujumbura and Giheta in January and, according to the situation, by the DRC ALLs in February 2026.

To this end, a one-hour session was held to discuss the clustering and the next steps for replicating the cross-visit methodology. The outcome of the discussion can be seen in Figure 23.

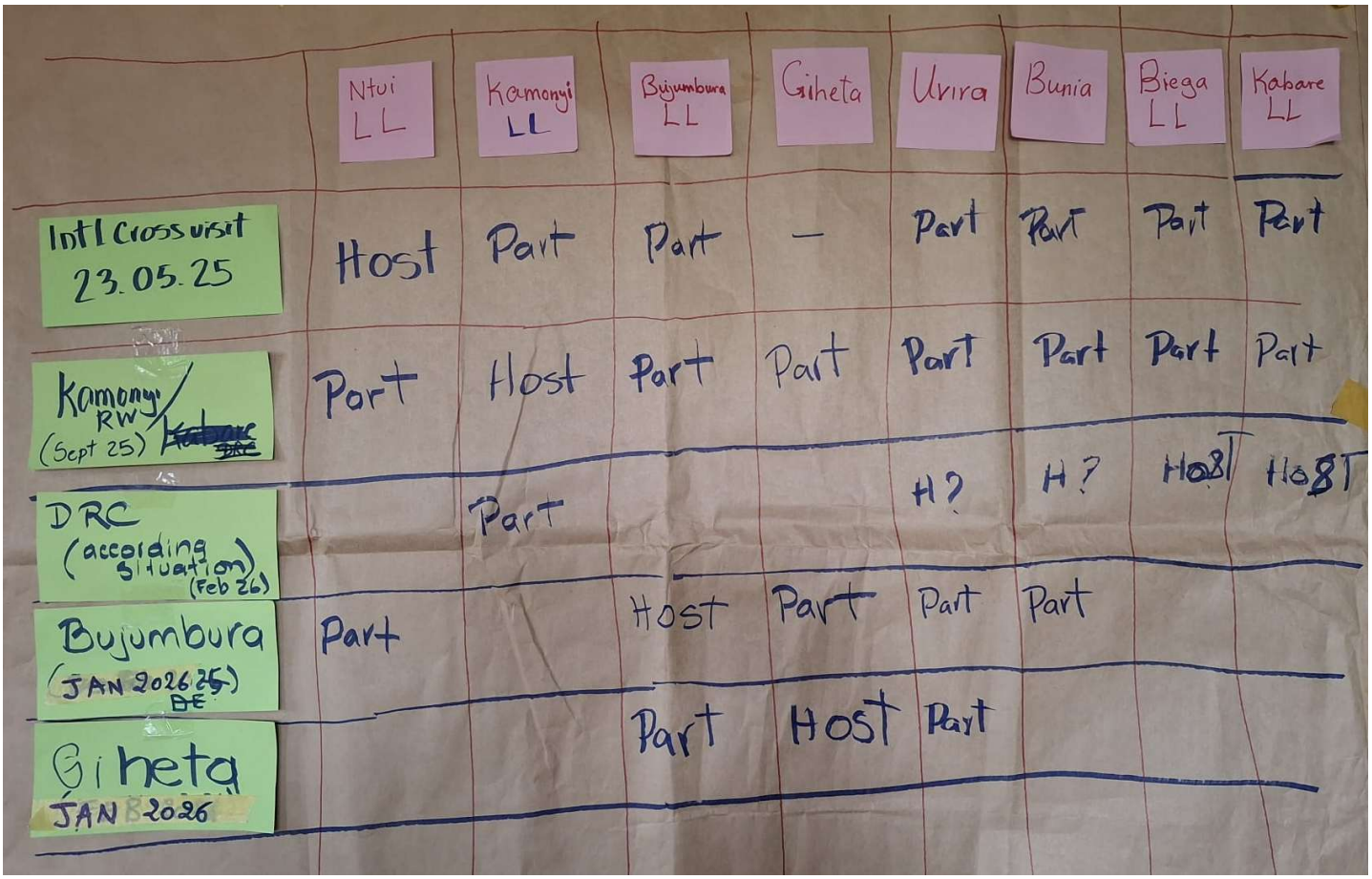

Figure 23: Plan for the replication of the cross visit.

3.8.2 Planning the ToT and OCATI

Specifically for ToT and OCATI, the replication plan was developed during the ToT to foresee the scaling of the ToT which consists in two different components:

1) A workshop with national advisory organisations
2) The application of the OCATI in one organization in each country

The former will be organised in collaboration between the AFAAS contact person and the CANALLS country partners, while the latter will be organised by the AFAAS contact person alone. The replication will take place between October and December 2025, as shown in Figure 24.

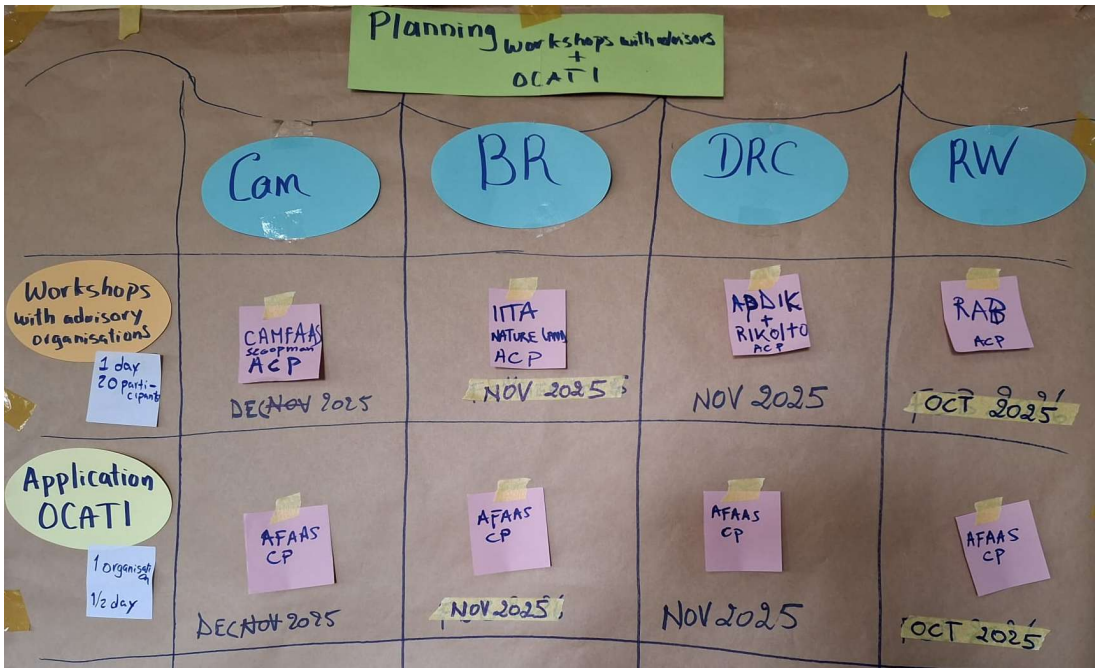

Figure 24: Plan for the replication of ToT and application of OCATI in the focal countries.

3.8.3 Certificates

At the end of the training, participants received their certificates of participation. The project coordinator of CANALLS handed the certificates to the participants one by one. The certificate details the different learning goals and modules and shows that the participant is able to replicate the ToT in their own country.

Figure 25: Awarding of the certificate to the participants

4. Assessment

This section presents the results of the assessments that were conducted in the scope of the ToT. Two types of assessments were conducted: qualitative (assessment of the main important learning) and quantitative (assessment of knowledge, skills, and competences acquired).

4.1 Qualitative assessment

4.1.1 Main learnings of the Client-centered extension methods

After the first two days of the training, participants were asked to write in cards what were their key learnings. The cards were collected, and the results were grouped. According to the participants' answers, the main learning can be classified into six types (Figure 26).

The first three types are related to pedagogical or methodological aspects.

- **What are advisory skills**, for example, the ability to facilitate, to listen, to distribute tasks, time management, and the importance of interaction when providing advice
- **Planning and preparing a training session**: how to prepare, plan, consider the constraints and attitudes of the farmer, and steps to follow during the training session
- **Knowledge of attitudes and emotions**: dealing with people, patience, preparation, how to collaborate, how to behave in front of a group

The last two types of main learnings are related to the content of the innovations:

- **Innovations supported by CANALLS**: for example, specific content in the use of urine for crop fertilization, specific knowledge acquired on the content of TAPE
- **Knowledge about characteristics of an innovation** that seem to be important to select innovations to disseminate?

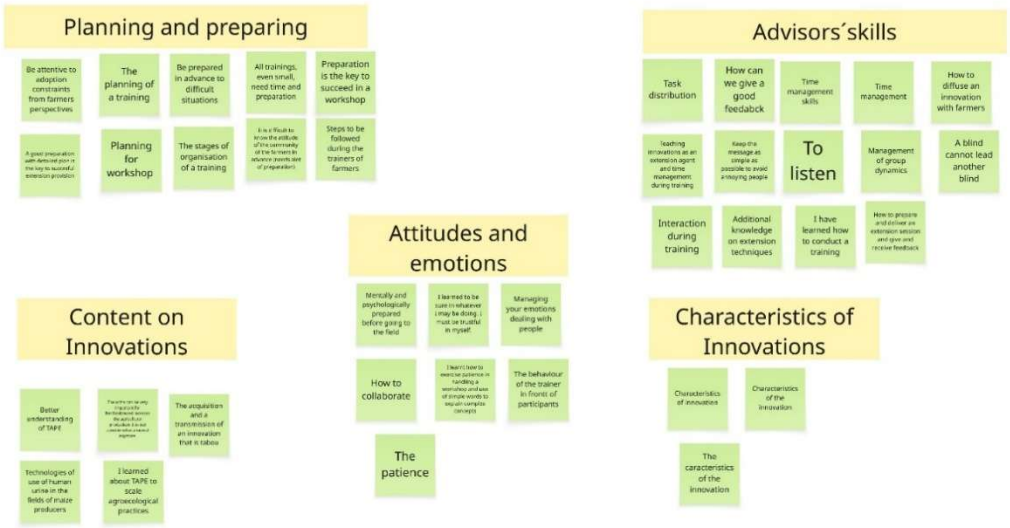

Figure 26: Main learnings of the training according to participants opinions, grouped by topics.

4.1.2 Overall qualitative assessment of the ToT

The second qualitative assessment was made after the last day, when comparing the five initial objectives of the training against the expected result. **Erreur ! Source du renvoi introuvable.** shows the satisfaction of the participants with the achievement of the objectives from the training.

The figure shows that the objectives about training extension agents and developing a community of practice were mostly rated good and very good.

Objectives related to the use of AGRECO, making an agroecological diagnostic and planning a strategy were rated between good and very good, but more frequently with some median answers.

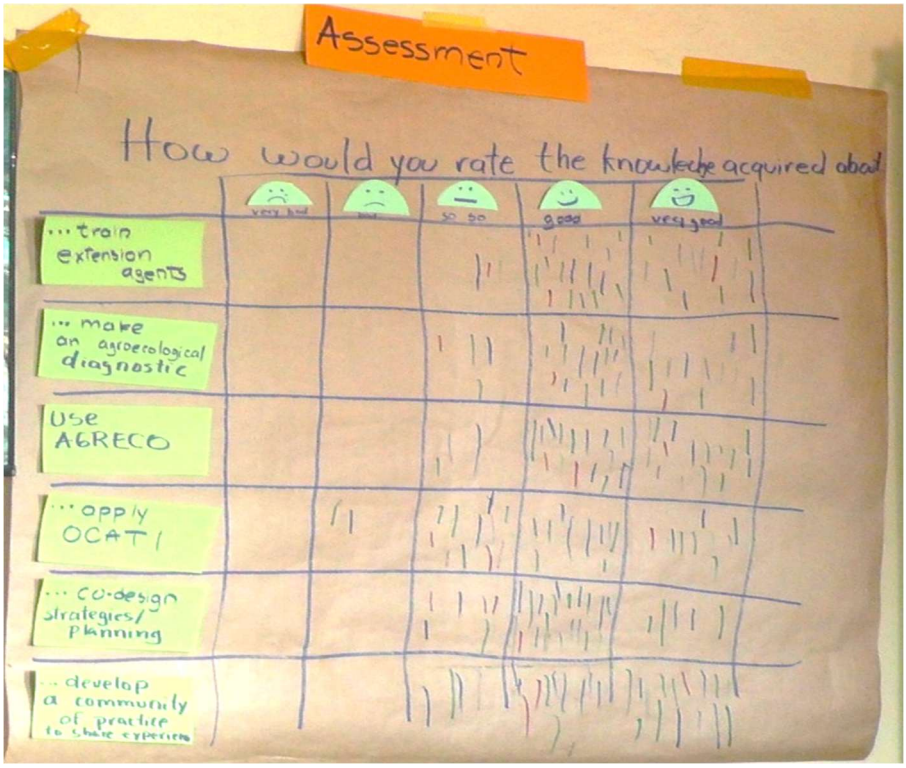

Figure 27: Assessment of satisfaction with the knowledge acquired according to the five objectives of the training.

Finally, the application of OCATI was mostly rated between median and good. Part of the answer was the lack of time to apply OCATI in a practical form.

4.2 Quantitative assessment

Following the ToT, a survey was sent to the all participants, with 23 out of 32 of them responding. The survey was designed to track the perceived increase in knowledge, improvement in skills, and increase in confidence experienced by the participants through their participation in the ToT. A scale from 1 to 5 was used with 1 meaning very low and 5 meaning very high. Figure 28 shows the results of the survey. Overall, the participants reported a high increase in all three categories.

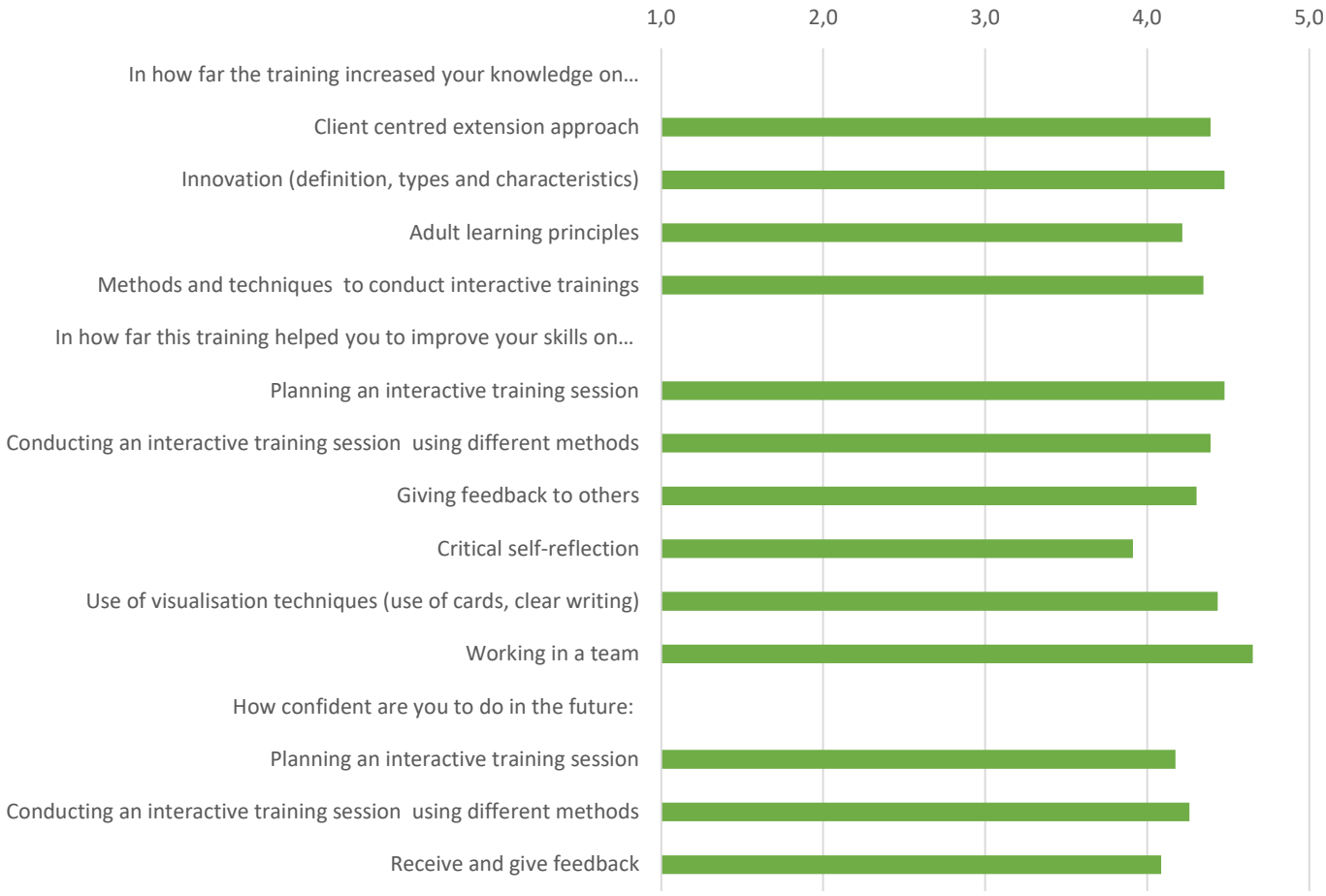

Figure 28: Perceived increase in knowledge, improvement in skills, and gain in confidence experienced by the participants through their participation in the ToT.

In the category tracking the increase in knowledge, the figures show that, in all fields, participants perceived a high to very high increase in knowledge regarding the client-centered extension approach, innovations, adult learning principles and methods, and techniques for conducting interactive training.

In the second category, 'improvement of skills', the scores for 'planning and conducting interactive training sessions', 'giving feedback to others' and 'using visualization techniques' were high to very high. The ability to work in teams improved significantly. However, critical self-reflection scored lower than the rest.

Finally, in the third category, the increase in confidence, the participants stated that their confidence in planning, conducting, and receiving feedback on training sessions had increased significantly.

4.3 Feedback on the ToT

Based on the feedback received in the individual anonymous survey from participants, the following key insights and recommendations emerged across the four guiding questions:

What were the three most interesting learnings for you?

- Effective methods and techniques for interactive training;
- The importance of critical self-reflection and teamwork in educational settings;
- Application and purpose of tools such as OCATI, AGRECO, and ODK;
- Strategies for planning training sessions tailored to specific audiences and conditions.

What was most difficult for you?

- Language barriers, especially for participants with limited English knowledge.
- The intensive nature of interactive training formats, which demanded high levels of energy and focus.
- Time constraints
- The learning curve of new digital tools such as OCATI and AGRECO.

What do you still need to learn in order to become a better trainer?

- Enhance skills in interactive training through practical experiences;
- Improve English skills;
- Deepen understanding of training tools and methodologies;
- Gain access to practical materials, manuals, and regular refresher sessions.

Any other recommendations for future training sessions included:

- Prioritize hands-on and group exercises and reduce reliance on PowerPoint presentations;
- Provide training guides and supporting materials for self-study;
- Ensure better time management and scheduling (e.g., meals, breaks, session endings);
- Enable remote support or follow-up discussions (e.g., chat groups for questions);
- Share documentation (e.g., videos, manuals)

Table 12 shows the answers of participants with respect of their experience in the ToT.

Table 12: Comments of participants about the ToT.

What were the three most interesting learnings for you?	What was the most difficult for you? Why?	What do you still need to learn in order to become a better trainer?	Any other recommendations
Methods and techniques to conduct interactive training Critical self-reflection Working in a team	Time keeping. Stay on track with the time allocated to an activity, because there was much to learn	More practical exercises on how to plan a training session (choose a method for a specific audience, purpose of the training, environment, resources, and time allocated for the training)	
Use of ODK, first time in cacao farm, work in group with different LL		Need to know different tools to use on the field that help collect data	It could be better to give trainers the Tool for ODK to be distributed to the field people after they get trained.
			Training using cards is more useful than using the PowerPoint presentation. Trainers were very skilled. If possible, those who need it may receive additional professional training
The AGRECO tool The adult learning and, most importantly, the advisors' training	The most difficult for me was conducting interactive training because it required so much energy and focus	I would like to learn more interactive ways of training and also enhance my capacities in manipulating the various decision support tools	
1. Preparation and adequate support materials are important for training 2. Farmers have valuable knowledge 3. Tools must be as simple as possible	1. language barrier. sometimes the translation did not seem accurate 2. learn in a very short time to use OCATI tool	I also think that when we begin to implement this in our ALLs we will also learn more	Keep in interactive chat where we can still ask questions when one comes across an obstacle
Planning an interactive training Give feedback to other Innovation	Methods and techniques to conduct interactive training. Because of the constraints of time, capture the attention of the participants to deliver the key message.	Do many practical exercises. Have a guide for all the training received for regular refreshments	The facilitators should prepare a guide to assist the trainers in better preparing their training sessions.
I learned about: . Different training methods and approaches. . Strategies for training farmers in agro-ecological innovations; . How to use the AGRECO platform to monitor and evaluate the extension of agroecological innovations to farmers, and OCATI, which enables a structure to self-assess its level of innovation.	The most difficult thing for me was the language (English) used for the training. Because of my very low level of English, it didn't allow me to be at the same level of understanding as the others.	I really need to learn English to become a better trainer because a lot of the best documents are in English.	
Innovations How to train an agent The use of AGRICO	OCATI tool New tool to me	Read more and get more equipped in preparation and delivering innovations	Sharing training material
AGRECO tool application and OCATI Criteria for selecting methods Guiding the blind, especially its outcome, the importance of the responsibilities and competences of an advisor	The assimilation of the OCATI tool		

Group dynamics management Methods of identifying an issue for advisory work and address it Giving and receiving feedback Co-creation	Full understanding of OCATI	Management of a multicultural team	The use of digital screens should be less than the use of cards and boards. The latter are far better than PP presentation
Train extension agents Use AGRECO Make an agroecological diagnostic	Understanding is not the same for everyone Because the tools you use are in English, even though they are used by partners in French- and English-speaking countries.	Benefit from further training on other tools or train-the-trainer methods.	Setting up a system for interpreting meetings, whether online or face-to-face
Approached OCATI , AGRECO and assessment organization	- support the tools to implement this trainer is very good for organisations, farmers and research	Field School to assist the living Labs to implement effectively	- Continue to accompany to living Labs to canalize - Monitoring this training for the trainer - support tools to facilitate training of trainers
Conducting an interactive training session, use of tools and methods developed by CANALLS team	Application of OCATI	Assimilation exercise: how to use OCATI	The time was not respect, particularly lunch dinner and the closing time
Innovation, client-cantered extension approach, training session using different methods	critical self-reflection because I was not used to the method while giving training	Critical self reflection and receiving and giving feedback	we would suggest next time to think about access to internet for foreigners and time was so tight
Teamwork, planning, and teaching AGRECO and OCATI.	The working environment	Continuing and evaluating knowledge of OCATI	Provision of training materials
Train extension agents Co-design strategies planning Community practice to share experience	OCATI AGRECO Community practice	How to run the OCATI workshop, how to plan a table of activities, more documents and manuals should be shared	More manuals, how to co design, proper training on use of tools,
Guiding the blind Co-creation learning if an adult			Need a guidance question for OCATI
Training of trainers on how to work with producers Using the OCATI application			
-Techniques and methods of extension -Diagnose and analyse agroecology -co-design strategies for dissemination		Documentations OR GUIDE in innovation, Agroecology OCATI, AGRECO...	Give the videos, documents, and other supports to Trainers of Trainers conduct the assessment
		I want to learn more about OCATI	

4.4 Scaling the Decision Support Tool

During the Africa-wide Agricultural Extension Week, a continental event organised by AFAAS every two years, more than 500 delegates from various countries, partners and beyond the African continent gathered. AFAAS presented the first results of the CANALLS project and shared the objectives and usefulness of AGRECO. Those present showed interest in the tool, and those in the AFAAS continental network will conduct tests. A total of 22 AFAAS country contacts were reached directly during this extension week. These were from the following countries: Benin, Burkina Faso, Ghana, Nigeria, Liberia, Senegal, Guinea Conakry, Zambia, Zimbabwe, Malawi, South Africa, Madagascar, Mozambique, Botswana, Ethiopia, Kenya, Uganda, Rwanda, DRC and Cameroon.

The following organisations working on agroecology also expressed an interest in the tools:

- The Agricultural Green Revolution in Africa (AGRA) is conducting several projects on agroecological transition in Africa, with a main focus on digitalisation.

- The FAO, especially the Department of Extension and Knowledge Management, has also expressed an interest in exploring the website to understand how the tool functions and how collaboration can be established to disseminate it among FAO actors involved in farmer field school projects in Africa and beyond.

Figure 29: AFFAS scaling the AGRECO on the Africa-wide Agricultural Extension Week in Malawi.

5. Outlook and next steps

The next step after conducting the ToT is to scale it in the focal countries. For this, AFAAS contact points and country partners, who participated in the ToT will organise its replication, train further participants and multiply the outcomes of the training. The scaling will be conducted in the ALLs but also beyond by targeting actors in the agricultural extension and advisory services country networks. The replication will follow the replication plan developed in the ToT

The AFAAS contact persons from AFAAS Rwanda will collaborate with the Rwanda Agricultural Board in the scaling efforts among agricultural extension and advisory services. Meanwhile, AFAAS contact person from CODAS-CARITAS will replicate the ToT tools to private agricultural extension and advisory services in Rwanda. Representatives from the Directorate of Agricultural Extension at the Ministry of Agriculture and Rural Development in Cameroon also benefited from this training and will be able to design a specific replication plan at a national level in Cameroon, in collaboration with local implementing partners. Furthermore, AFAAS contact person from DRC and Burundi will replicate the ToT in their respective countries. CAMFAAS and Scoopman for Cameroon, IITA and Naturland for Burundi, Rikolto and APDIK for DRC and RAB for Rwanda will collaborate with the AFAAS in the replication plan.

5.1 Replication of capacity building for extension agents

The replication plan, developed in chapter 3.8.2, foresees that the ToT models will be replicated at the ALL level. The AFAAS contact person will collaborate with the country partners to conduct the ToTs. The target group here is advisory organisations. In each country, a one-day workshop with 20 participants will be hosted. As mentioned in Table 13, the following organisations are responsible for organising the training of trainers: In November, partners in Burundi (with IITA, Naturland, and the AFAAS contact person), and DRC (with APDIK, RIKOLTO, and the AFAAS contact person) will start conducting the workshops. In December, partners in Cameroon (with CAMFASS, Scoopman, and the AFAAS Contact Person) and Rwanda (RAB and the AFAAS Contact Person) will follow.

Table 13: Replication plan for the ToT in the four countries.

	Cameroon	Burundi	DRC	Rwanda
Organizations in charge of the replication of the ToT	Cameroon AFAAS Contact Person	Burundi AFAAS Contact Person	DRC AFAAS Contact Person	Rwanda AFAAS Contact Person
Planned date	December 2025	November 2025	November 2025	October 2025
Support	CAMFAAS, Scoopman	IITA, Naturland	Rikolto, APDIK	RAB

5.2 OCATI

OCATI is singled out from the ToT replication as it targets organisations rather than individuals. Therefore, the OCATI application will be carried out by the AFAAS contact person in their respective countries, using the tool on one organisation in each of the CANALLS focus countries. This will be carried out during a half-day workshop (Table 14).

Table 14: Replication plan for the OCATI in the four countries

	Burundi	Cameroon	DRCongo	Rwanda
Organization	Cameroon AFAAS Contact Person	Burundi AFAAS Contact Person	DRC AFAAS Contact Person	Rwanda AFAAS Contact Person
Planned date	December 2025	November 2025	November 2025	October 2025

5.3 Scaling the Decision Support Tool AGRECO

While the scaling of the AGRECO will be part of the ToT workshops with advisors, elaborated on in chapter 5.1, there will be further scaling efforts undertaken. The replication guide, which will be produced at the end of this project, is a tool that will be used by actors on the field to scale up AGRECO. The current and upcoming practice abstracts will also serve as guide for replicating some agroecological principles. The current action is to provide back-to-back support to the AFAAS contact person in each country to help them use the AGRECO platform to register advisors and farmers, providing them with better information before they decide to advise on agroecology. This tool is also expected to be shared with the AFAAS contact person in each African country for the same purpose.

6. Lessons learned and conclusions

We conducted a training aiming to make synergies and support activities in Task 6.1, 6.2, and Task 3.5. Several aspects of the training session were particularly successful and worth repeating in future to have similar positive outcomes:

- The active involvement of the Cameroon team and co-facilitators contributed significantly to the session's success. Their engagement helped to create a dynamic and interactive learning environment, which was beneficial for all participants.
- Having a detailed guideline facilitated that the session was well-organized and that all key points were covered.
- The flexibility in managing time and methodologies allowed the session to adapt to the needs and pace of the participants to better suit the group's dynamics.
- Allocating sufficient time for participants to agree on plans and strategies was key to achieving the objective of creating a sense of teamwork and shared responsibility among the participants.
- Finally, the emphasis on learning by doing and the experiential learning approach was effective. Hands-on activities and practical exercises helped participants to apply what they learned and reinforced their understanding.

There were a few areas that should be addressed in future sessions.

- One issue was the allocation of time for certain sections. Specifically, the time allocated for AGRECO and OCATI was insufficient to fully achieve the objectives. This suggests that in future sessions, more time should be dedicated to this area so participants can engage with practical exercises.
- Additionally, it would be beneficial to prepare training materials in advance and distribute them to participants before the training. Providing materials in advance also ensures that everyone has access to the necessary resources and can follow along more easily during the session.

For the next months, specific guidelines for replication will be established to provide clear instructions and ensure consistency in the replication. Additionally, a reliable means of communication, such as a chat or forum, was recommended to be set up to allow participants to ask questions and overcome any challenges they face during the replication process. UHOH and AFAAS will closely follow up on replication dates, needs, and support requirements.

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