

Building Learning Systems for Honduran Development ANNUAL REPORT TO CIDA 2003-04



**International Development Research Centre
(IDRC)**

Building Learning Systems for Honduran Development
Annual Report
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LIST OF ACRONYMS

ANAFAE: (*Asociacion Nacional para el Fomento de Agricultura Ecologica*) National Association for the Promotion of Ecological Agriculture

CIDA: Canadian International Development Agency

CIAL: (*Centro de Investigacion Agricultura Local*) Local Centre for Agriculture Research

CIAT: (*Centro Internacional de Agricultura Tropical*) International Centre for Tropical Agriculture

COSUDE: Swiss International Cooperation Agency

CURLA: Regional branch of the National University of Honduras in Atlantida

DINADERS: (*Direccion Nacional de Desarrollo Rural Sostenible*) Government of Honduras Rural Development Agency

ECA: (*Escuelas de Campo para Agricultores*) Agriculture Field Schools

Eco-Health: “Ecosystem Approaches to Human Health” Program Initiative of IDRC

FIDSER: (*Proyecto de Fortalecimiento a la Investigacion y Sistematizacion para el Desarrollo Rural*) Strengthening Research and Systematization for Rural Development Project

FIPAH: (*Fondacion de Investigacion Participativa de Honduras*) The Honduran Foundation for Participatory Research

FLACSO: (*Facultad Latinamericana de Ciencias Sociales*) Latin American Faculty of Social Sciences

FOPRIDEH: (*Federacion de Organizaciones Privadas de Desarrollo de Honduras*) Federation of Honduran Development Organizations

GTZ: German international cooperation agency

IDRC: International Development Research Centre

IMFNS: International Model Forest Network Secretariat

KS: Knowledge Sharing

LED: Local Economic Development

MAMUCA: (*Mancomunidad de los Municipios de Centro Atlantida*) Federation of Municipalities of Central Atlantida

M & E: Monitoring and Evaluation

MANMO: (*Mancomunidad de los Municipios del Norte de Olancho*) Federation of Municipalities of Northern Olancho

MANRECUR: (*Proyecto Manejo de Recursos Naturales en Carchi, Ecuador*) Project: Natural Resource Management in Carchi, Ecuador

MINGA: “Alternative Approaches to Natural Resource Management in Latin America and the Caribbean” Program Initiative of IDRC

OM: Outcome Mapping

PRSP: Poverty Reduction Strategy Plan

REMBLAH: Broad-leafed Forest Management Network

RDS: (*Red de Desarrollo Sostenible*) Honduran Sustainable Development Network

SAS: Social Analysis Systems

TEC: Trade, Employment and Competitiveness Program Initiative of IDRC

UNA: (*Universidad Nacional de Agricultura*) National Agriculture University

UNAH: (*Universidad Nacional de Honduras*) National University of Honduras

UNDP: United National Development Program

EXECUTIVE SUMMARY

The IDRC Program “Building Learning Systems for Honduran Development” began in June of 2002 as part of CIDA’s Pro-Mesas pilot programme. Known within Pro-Mesas as the IDRC Learning Systems Program Initiative, it is now entering into its third year of operations. This Report covers program activities for the fiscal year 2003-2004 (from June 2003 to May of 2004).

The **goal** of the program is to help Hondurans to create and apply relevant knowledge to improve the planning and implementation of development projects and policies that address the needs of the poor and other vulnerable populations such as women, children and indigenous peoples. The specific **program objectives** are: i) to facilitate broad-based, efficient and equitable dialogue and power sharing in fora on national development problems, priorities and options; ii) to support project and policy planning and implementation processes that are enriched by, and apply information and knowledge from, Learning Systems; iii) to promote monitoring and evaluation processes that enable responsive implementation and cumulative learning by stakeholders; iv) to support Learning Systems that enhance the capacity of Honduran society to plan and implement projects and policies in the area of environment, health and education.

The IDRC Program complements the activities of the CIDA Pro-Mesas Program by building research into development projects and by enhancing the capacities of Hondurans to learn from doing.

Program Activities

Program activities over the past year have focused on helping partners build mechanisms and practices to make learning a systematic part of their work (i.e. helping partners to build learning systems). The Program has engaged in active collaboration with CIDA Pro-Mesas in joint projects for the purpose of integrating research into development. The Program has invested significant energy to develop strategic partnerships, structures and processes that will contribute to the sustainability of the Program’s efforts beyond the lifespan of the IDRC Learning Systems Program Initiative.

The Program has:

- Delivered or provided technical support for the delivery of **workshops**, including: four (4) workshops on the Outcome Mapping participatory M & E methodology to 56 participants from 26 institutions; two (2) full (three-day) workshops on Social Analysis Systems (SAS) methodology to 20 participants from 6 institutions; six (6) ‘mini’ workshops on SAS led by our partner REMBLAH (Broad-leaf Forest Management Network); and one (1) workshop on Local Economic Development to 20 participants from 14 institutions, including local government, local producers, the local Chamber of Commerce and the National Agriculture University (resulting in multi-stakeholder dialogue and decision-making).

- Provided technical assistance for application of these methodologies to four key partner organizations (ANAF AE, CIAT, UNA, and Coddeffagolf).
- Developed and funded six projects: Participatory research for ecological agriculture (ANAF AE), Development of a national systematization initiative (GTZ/ DINADERS), Learning for improved agro-enterprise development (CIAT/UNA), Prevention and control of Chagas (World Vision), Umbrella project for capacity building of partners (IDRC), and a Case study of knowledge sharing practices of the Collaborative Water Group (RDS). (**Note:** See Annex III for details of our projects.)
- Actively collaborated with CIDA on a joint CIDA-IDRC-World Vision project to address Chagas disease in Honduras.
- Pro-actively encouraged strategic alliances and partnerships between national universities and local development actors (CIAT/UNA; UNA-UNAH; REMBLAH-CURLA; World Vision-UNA), government and local universities (DINADERS-UNA-Pedagogica-Zamorano); between government and other donors (DINADERS-GTZ); and between municipalities and local development actors (REMBLAH-MAMUCA; MANMO-FLACSO);
- Contributed to the creation of a Research Committee within the National Rural Development Agency (DINADERS)

Key Outcomes (to date) include:

- Development of a **national program of systematization**, led by government in collaboration with the GTZ (German cooperation) and IDRC, for training of organizations and institutions in the methodology of ‘systematization’ to capture lessons learned from past development projects to improve the design of future projects.
- **Lessons learned** from the systematisation of rural development projects on hillside agriculture are being used by the National Rural Development Agency (DINADERS) to **inform the development of a national policy on hillside agriculture.**
- **Development of a ‘Learning Alliance’** between the International Centre for Tropical Agriculture (CIAT) and the National Agriculture University to **improve agro-enterprise development** in Honduras.
- **Participatory research** is planned to **improve sustainable agriculture practices** among small farmers in Honduras (to be carried out by members of the National Association for the Promoting of Ecological Agriculture- ANAF AE).
- A **joint project** developed between World Vision, IDRC and CIDA to **address the wide-spread problem of Chagas** disease among the indigenous Lenca population in Honduras.
- **Development of local capacity** (a lead Honduran trainer) to **train partners in participatory Outcome Mapping monitoring and evaluation** methodologies.

Leveraging IDRC knowledge and experience

Over the past year, the IDRC Learning Systems Program Initiative has actively engaged in **leveraging the knowledge and experience of other IDRC programs to the benefit of CIDA programming in Honduras**. This has included: i) drawing extensively on the expertise of IDRC's Eco-Health Program for development of the Chagas project which will address how to control and prevent Chagas among the Lenca population in Honduras; ii) development of the Honduras component of CIAT/UNA 'Learning Alliance' project, which builds on over a decade of experience of IDRC's MINGA program in agro-enterprise; and iii) contributions of the International Model Forest Network Secretariat (housed at IDRC) in the joint IDRC-CIDA (Pro-Mesas) exploration of the development of a Model Forest in the North Coast of Honduras. Exchanges are planned for the coming year with IDRC partners in watershed management, community forestry and local economic development, in order to enhance the design of research and development projects in Olancho and on the North Coast.

During the 2002-03 fiscal year, **dollar contributions of other IDRC programs** to the programming of the IDRC Learning Systems Program Initiative totalled over \$400,000 for research projects in Honduras. This amount is equal to 50% of the total research project appropriations made by the IDRC Learning Systems Program in FY 2002-2003 (\$800,000). Current pipelined projections of contributions from other IDRC programs for FY 2003-2004 total \$650,000.

Future activities

For the 2004-2005 fiscal year the project will:

- Continue to build the capacity of key Pro-Mesas' partners to apply learning and research methods to particular development projects;
- Strengthen collaboration in joint 'research in development' projects with CIDA Pro-Mesas. These will include active collaboration in the development of the San Juan River watershed project for integrated watershed management in the North Coast of Honduras, the testing of the Model Forest concept in the North Coast, and collaboration with CIDA in its work with the Pech indigenous population in Olancho.
- Initiate activities towards the establishment of permanent structures within Honduras for the application of learning and research to development practice. Two key activities planned for next year include: i) The Program's active participation in and close monitoring of the Research Committee created within the Government of Honduras' National Rural Development Agency (DINADERS) to administer a Research Fund that will support research that addresses specific issues of rural development applicable to the work of DINADERS; and ii) the creation of a national, multi-donor, Research Fund to support Applied Research in Honduras.

1.0 Introduction

The IDRC Program “Building Learning Systems for Honduran Development” is one of five “Program Initiatives” of the CIDA Pro-Mesas pilot program. The Program is funded by a CIDA grant of \$5 million over a period of five years. The Program began in June of 2002, and is now entering into its third year of operations. This Report is the second Annual Report of the IDRC Program to CIDA, and covers program activities for the fiscal year 2003-2004 (from June 2003 to May of 2004).

1.1 The IDRC Learning Systems Program Initiative

Within the Pro-Mesas Program, the IDRC Program is known as the Learning Systems Program Initiative. It is both a distinct Initiative of the Pro-Mesas program, having defined its own partners, strategy and initiatives, at the same time as being fully integrated with the other four Initiatives of the Pro-Mesas program. It complements the activities of the CIDA Pro-Mesas Program by building research into development projects and by enhancing the capacities of Hondurans to learn from doing, especially in relation to sector-wide discussion and regional forums.

The Learning Systems Program Initiative has defined its activities in keeping with the main **operating principles of the Pro-Mesas program**: the promotion of local ownership and multi-stakeholder processes, and the implementation of an integrated approach to programming. These two key principles are defining features of how the IDRC Program operates (through a focus on partner collaboration, and support to multi-stakeholder dialogue forums, for example), and are cross-cutting aspects of all its activities.

The IDRC Learning Systems Program Initiative contributes to the general objective of Pro-Mesas and its different initiatives through:

- **Capacity Building:** Activities that create or strengthen specific capacities in our partners to understand and implement methods, processes and activities to generate, organize and share knowledge relevant to development practice (building learning systems).
- **Learning:** Activities that nurture our own actions (as the IDRC Learning System Program Initiative and within the Pro-Mesas Program) to improve our own understanding of how our Honduran partners understand and incorporate Learning Systems in their own sphere of action.
- **Research in Development:** Activities and projects where applied research, on the one hand, and development interventions, on the other, are integrated and are examples of good learning practices applied to development projects.
- **Building Sustainability:** Creation of self-sustaining structures in Honduras that will support Learning Systems in the future, once the Program Initiative ends.

1.2 Program Goals and Objectives

The **goal** of the IDRC Learning Systems Program Initiative is to strengthen the capacity of people and institutions in Honduras to create and use sound and relevant knowledge to improve the planning and implementation of development projects and policies that address the needs of the poor and other vulnerable populations such as women, children and indigenous peoples.

The specific **program objectives** are:

1. To facilitate broad-based, efficient and equitable dialogue and power sharing in fora on national development problems, priorities and options;
2. To support project and policy planning and implementation processes that are enriched by, and apply information and knowledge from, Learning Systems;
3. To promote monitoring and evaluation processes that enable responsive implementation and cumulative learning by stakeholders;
4. To support Learning Systems that enhance the capacity of Honduran society to plan and implement projects and policies in the area of environment, health and education.

The Program's Expected Outcomes (outlined below) define the main direction of the Learning Systems Program Initiative, and are phrased in terms of desired changes in behaviour that we expect our partners to achieve as the Program Initiative progresses. Advances toward the Expected Outcomes are measured in terms of Expected Results (see Annex I). The concrete results of the Program Initiative help us measure and understand the Program's evolution toward specific Outcomes.

EXPECTED OUTCOMES OF THE IDRC LEARNING SYSTEMS PROGRAM INITIATIVE

1. Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options.
2. Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.
3. Partners actively identify, share and map out their learning priorities, make course adjustments and disseminate the cumulative learning emerging from projects and policies.
4. Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.

1.3 Who are our Partners?

The Program's partners are Honduran NGOs and NGO networks (ANAFAE, Foprیده, REMBLAH, RDS), universities (UNA, UNAH, Zamorano), government agencies (DINADERS), municipalities (MAMUCA, MANMO), other donors (GTZ, COSUDE), as well as local, regional and national dialogue forums (National Sector Tables, Collaborative Water Group).

1.4 Link with the PRSP

The Program's goal of building capacity among Honduran institutions speaks directly to a key goal of the Honduras Poverty Reduction Strategy Plan (PRSP): that of the development of "social capital". The PRSP clearly recognizes and values the need for capacity building and strengthening of organizations, institutions and the people that conform them.

2.0 Building Learning Systems

2.1 Problematique

In Honduras, professionals working in the field of development highlight the lack of information or relevant data needed for the design and implementation of their development interventions. In the few cases where information exists, this is not readily accessible or not in a format readily useable given the needs of the potential users. As a result, development projects and policy in Honduras are not benefiting from lessons learned from past development experiences to inform future development interventions.

It is also the case that the majority of development initiatives lack proper mechanisms that allow them to learn as they progress. Development projects rarely compile, analyse and accumulate knowledge during their life, or capture lessons learned to apply to future projects. The general sense is that there is a need to "reinvent the wheel" with each new development initiative or project. There is a sense among many development practitioners that when development projects are implemented, it is common to repeat mistakes of similar projects implemented before. As a result, important learning and knowledge that should be the basis of development practice, is being lost.

With regards to learning and research for development in Honduras, there is:

- A lack of comprehensive and relevant research feeding into development planning;
- Difficult access to existing data and relevant information;
- Little application of appropriate methodologies for analysis of development practice; and
- A lack of systematic data collection about project development to inform learning during the project cycle.

These are some of the key elements particular to the Honduran context that contribute to the problem of a lack of generation and application of relevant knowledge for development practice, rendering yet more elusive the goal of sustainable development.

In response to this reality of the lack of learning and knowledge feeding development practice in Honduras, the IDRC Learning Systems Program Initiative is working to strengthen the capacity of institutions and people in Honduras to learn, create and apply knowledge that can improve development practice.

The Program is doing this by helping partners (Honduran organizations, institutions, and networks) to build learning systems (systems for learning) within their organizations and networks that encourage people to systematically learn and share learning with each other about past development experiences, and to apply this new knowledge to the planning of future development projects.

2.2 What are Learning Systems?

Learning Systems are methods, processes and activities that enable people to create, organize and share knowledge that can be used to help make better institutional decisions and more appropriate development interventions. The development of Learning Systems within an organization, institution or network establishes practices and mechanisms that facilitate this learning and collective generation of knowledge.

Exchanging experiences and learning from each other on a project field trip

Practices for systematic learning within an organization or network can be as simple as regular brown-bag lunches among colleagues to learn about a particular project or experience, or as sophisticated as an applied research program integrated into program planning and development.

Examples of methods, processes and activities that can help people systematically create, organize and share knowledge are:

- Specific methods of data collection and analysis, such as Social Analysis and Participatory Action Research.
- Monitoring and evaluation methodologies, such as Outcome Mapping and other M & E tools;



- Specific practices for creating and sharing knowledge, such as knowledge circles, list serves for electronic discussion, and “*conversatorios*” (round table discussions on selected issues);
- Applied research activities (research carried out to address a particular problem).

Our work in assisting partners to develop and strengthen Learning Systems (systems for learning) within their organizations, institutions and networks **has involved four key areas of activity:**

1. The identification of methods, processes and activities for learning that are widely accepted by Honduran institutions and people (identification of appropriate entry points for building Learning Systems);
2. Building up and strengthening the capacity of people and institutions to apply these methods, processes and activities;
3. Encouraging the use (application) of the learning and knowledge generated from these processes, to make better institutional decisions leading to improved present and future development programming; and
4. Building sustainability of these efforts through the promotion of appropriate processes and creation of structures for the institutionalization of learning systems.

2.3 Structure of the Report

In what follows, each of these four key areas of activity are taken up in turn (Identification of Entry Points; Capacity Building; Research in Development; and Building Sustainability; sections 3.0 to 6.0). This is followed by a discussion of our efforts to date in leveraging IDRC knowledge and experience to contribute to Pro-Mesas programming (section 7.0), and of how we are integrating a gender perspective into our work (8.0). The Report closes with a discussion of our objectives and planned activities for the next reporting period (2004-2005).

3.0 Identification of appropriate entry points for building Learning Systems in Honduras

The first critical step in moving forward with building Learning Systems for development in Honduras has been that of identifying appropriate ‘entry points’ through which to assist partners in developing practices and processes for generating, sharing and applying knowledge to development interventions.

It has been a key challenge to identify and define appropriate methods, processes and activities that build on existing interest and practices for learning, and that are widely and easily acceptable to development organizations in Honduras. Through an intensive process of assessing the state of learning within organizations, institutions and networks in Honduras, we have identified six key entry points for promoting the development of Learning Systems among development actors in Honduras.

These six entry points are: i) Systematization, ii) Outcome Mapping as a learning approach to M & E (OM), iii) Social Analysis Systems (SAS), iv) Local Economic Development analysis (LED), v) Knowledge Sharing (KS), and Organizational Strengthening (OS).

What immediately follows is an explanation of each of these methods and processes. The next section of the Report outlines the outcomes we have achieved to date working with partners to apply these processes and methods for building Learning Systems.

i) Systematization: Systematization refers to the “analysis of the implementation of development initiatives as they unfold and the documentation of lessons as the project progresses.” The concept of “systematization” is well known in Latin America, and is a popular practice. In Honduras, systematization is strongly associated with learning processes. As such, systematization is an appropriate tool through which to strengthen organizations’ capacity to learn from development activities. To date, however, the practice of systematization as a tool for learning in Honduras has fallen short of its potential. There is a tendency for systematization practices to lack the rigor necessary to be considered a reliable learning tool. There is also a need to standardize the application and use of systematization in a context where systematization means many different things to different people. The IDRC Program is working with partners to enhance existing systematization practices and processes in order to meet the potential of systematization as a tool for learning.

ii) A learning approach to M & E-- Outcome Mapping (OM): In Honduras, M & E has tended to be dominated by a traditional, negatively-regarded, non-participatory, and highly judgemental approach. Outcome Mapping is a participatory monitoring and evaluation methodology developed by IDRC that explicitly focuses on **outcomes** (rather than outputs or impacts) and defines desired outcomes in terms of desired **behavioural changes** in specific actors. The methodology is based on a recognition that changes in attitudes, behaviour and relationships are vital to creating the ownership needed to make

technical solutions sustainable over time. The Program has been working with partners to introduce OM as a learning approach to M & E.

iii) Social Analysis System (SAS): A priority area for the IDRC Learning Systems Program Initiative is the promotion of analysis of the social actors engaged in particular development processes, either in the context of planning groups such as the national and regional sector tables or in the context of development projects and particular communities. Social Analysis Systems is a user-friendly methodology which advocates the application of participatory methodologies for analyzing the interests and power relations among different groups of actors involved in a development process or intervention (stakeholder analysis) and the predicted impact thereof. Our promotion of social analysis rests on the assumption that sustainable and equitable development do not depend only on technical solutions: when addressing development problems related to poverty, environmental vulnerability, integrated management of natural resources, etc. the relations of power and dependency as well as the various competing interests of multiple actors from an area need to be considered in order to ensure long term development results. Development practitioners as well as beneficiaries (community associations, municipal authorities, networks, etc) are increasingly aware of this limitation and feel a need for tools to help address the social relations that are affected by or affect particular development problems.

iv) Local Economic Development analysis (LED): The IDRC Program is promoting LED analysis as an effective mechanism to raise awareness among local actors of the nature of the economic crisis in the country and the potential for solutions as per local economic development, particularly in the region of Olancho. LED is an inductive process that motivates actual and potential partners to engage in Learning Systems that will support local economic development processes.

v) Knowledge Sharing (KS): When the knowledge is created, it is not automatically shared. As a matter of fact, the ownership of a certain body of knowledge is considered an asset (“knowledge is power”) that needs to be protected. KS promotes the idea that knowledge is valuable to the degree that it is shared and converted into a “community of practice” where the knowledge is validated. The purpose of the Program’s support for KS activities is to complement the creation of new knowledge by promoting the sharing of experiences among groups of people working on specific development themes and issues, leading to the development of on-going “communities of practice” for learning and sharing of knowledge.

vi) Organizational Strengthening (OS): This is an area of activity which the IDRC Program will develop over the next reporting period. These activities will contribute to the sustainability of Learning Systems by strengthening the organizational practices of networks and forums.

The next section outlines the IDRC Learning System Program Initiative’s capacity building efforts and outcomes to date, as per each of these entry points. The Program’s capacity building activities have focused on promoting and assisting our partners to integrate these methods and processes for learning within their organizations, institutions and networks.

4.0 Capacity Building

4.1 Introduction

The IDRC Learning Systems Program Initiative's capacity building efforts have focused on creating and/or strengthening the specific capacities of our partners to understand and carry-out methods, processes and activities that generate, organize and share knowledge, as the basis for building relevant and viable learning systems within their organizations and networks.

A primary goal with regards to the Program's capacity building efforts over the last reporting period was to raise awareness among direct and indirect partners about the existence of specific methods and processes that can help capture, organize and share knowledge.

Partners of the Pro-Mesas program, and more specifically the IDRC Learning Systems Program Initiative, include both 'traditional' as well as 'non-traditional' IDRC research partners. While the IDRC Program continues to work with universities (traditional research partners for IDRC), the vast majority of our partners are 'non-traditional' partners with little research experience: they are federations, associations, networks, dialogue forums and municipal associations not directly associated with research experiences. The lack of research experience among our partners has entailed that from the start of the Program, there has been a clear and important need for building research capacity. This reflects a more general problem of weak research capacity in the country, even within organizations with a research mandate.

Given the importance of research to building a systematic approach to learning for development, IDRC has considered it necessary to include a strong research capacity building component within its intervention strategy.

4.2 Capacity Building Strategy

From discussions by Program Staff with local actors about the issues at stake in Honduras with regards to current research, learning practices and collective capacities, we have identified specific needs or limitations. In response to these limitations the IDRC Learning Systems Program Initiative has been offering capacity building workshops in different methodologies and areas of interest (ex. Systematization, Social analysis, M&E, Local economic development, Knowledge sharing). These workshops are to be considered as



Capacity Building Workshop in Tegucigalpa

“entry points”, that is: as the very first step for capacity building in order to enhance the capacity of actors to intervene more efficiently in their area of work.

Each of these entry points addresses a specific issue or need (as described in the previous section under each “entry point”). It is understood that a learning cycle goes beyond capacity building workshops and involves the application –of learning- in concrete scenarios. In other words, learning in a vacuum is less effective than a combination of field interventions with appropriate learning support. Hence, the strategy adopted by the IDRC Learning Systems Program Initiative has been to offer workshop participants support to practice the methods learned and apply these methods by integrating them into a specific intervention of their own. It was expected that from this initial step, the participants would then develop and propose more ambitious development projects in which the methods learned would be fully applied. This capacity building strategy (a progressive strategy) is actually proving to be effective: as a result, to date we have four projects developed or under negotiation that include the incorporation of these methods. These projects are: CIAT/UNA (incorporating Outcome Mapping); UNA/UNAH (incorporating Social Analysis Systems); ANAFAE (incorporating Outcome Mapping); REMBLAH (exploring the incorporation of Social Analysis Systems), and the DINADERS & GTZ/Rio+ partnership (implementing systematization processes).

The Program’s capacity building strategy includes the promotion of partnerships between research-oriented or academic organizations (primarily universities) that can link with other, methodologically weaker, non-traditional research partners, to enhance the capacity of a group or network interested in a particular methodology or process. Examples of such partnerships to date include the collaboration between the Broad-leaf Forest Management Network (REMBLAH) and the regional branch of the National University (CURLA), and the partnership between World Vision and the National University of Honduras (UNAH).

4.3 Capacity Building Activities

As noted above, the IDRC Learning Systems Program Initiative’s capacity building activities have focused on the promotion of appropriate methods and processes that can help partners build mechanisms and practices (systems) for regular learning for application to their work (i.e. helping partners to build learning systems). The Program has done this by carrying-out capacity building efforts related to five of six of the Program’s identified entry points described in the previous section. (Note: Activities for the sixth entry point of ‘Organizational Strengthening’ will begin in the next reporting period). Various activities have been carried out to strengthen the capacity of partners in: i) Systematization, ii) Outcome Mapping M & E, iii) Social Analysis Systems, iv) Local Economic Development analysis, and v) Knowledge Sharing (KS).

The principle activities undertaken during this reporting period, as per each ‘entry point’, are:

i) Systematization:

- The development of a project with the Government of Honduras' National Rural Development Agency (DINADERS) and the German Cooperation (GTZ) for the creation of a National Systematization Initiative. To date, this Project has carried out two 'cycles' of systematization training to 80 people from over 20 institutions, including government as well as NGO personnel. The training process involves field work application of class-room learning for the systematization of development experiences to capture lessons learned from these experiences.
- The development of a project with the National Association for the Promotion of Ecological Agriculture (ANAFAE) for participatory research on ecological alternatives for agriculture production among small farmers in Honduras. The Project includes a component for the systematization of experiences with participatory 'agriculture field school' methodologies, in order to learn how best to apply these methodologies to support farmer innovation for viable ecological agriculture practices.
- The Program has provided technical support to World Vision to design and begin the systematization of a joint IDRC-CIDA-World Vision Chagas project.

ii) Outcome Mapping (OM):

- Technical and financial support was provided for the delivery of four Outcome Mapping workshops, delivered to 56 participants from 26 institutions.
- Support was provided for 'mini-workshops' for the German Cooperation (as per GTZ's collaboration on M & E with Zamorano University), and for Coddeffagolf (an environment justice organization working with fishing communities in the Golf of Fonseca).
- The Program provided technical support for the application of OM concepts in the M & E of the CIAT/UNA project (International Centre for Tropical Agriculture and the National Agriculture University) on improving agro-enterprise development in Honduras, and to the National Association for the Promotion of Ecological Agriculture (ANAFAE) for the implementation of OM as a monitoring tool for the network.

iii) Social Analysis Systems (SAS):

- Technical and financial support was provided for the delivery of two SAS workshops by Professor Jacques Chevalier of Carleton University to 20 participants from six institutions.
- Support was provided to REMBLAH (the Broad-leaf Forest Management Network) to carry out six 'mini' workshops for the application of SAS tools in the work of members and the Federation of Municipalities of Central Altantida (MAMUCA).
- The IDRC Program conducted a workshop for teaching staff of the National Agriculture University. Faculty are interested in integrating SAS tools for social analysis into the student curricula.

iv) Local Economic Development (LED):

- Technical and financial support was provided for a workshop on LED, in collaboration with the Latin American Faculty for Social Sciences (FLACSO), to 20 participants from 14 institutions. Participants included local government, local producers, the local Chamber of Commerce and the National Agriculture University (UNA). The workshop provided a key forum for multi-stakeholder dialogue and priority-setting for local economic development among relevant actors in the Olancho municipalities of Catacamas and Juticalpa.
- The Program has undertaken follow-up activities with the Chamber of Commerce, UNA and the Catacamas and Juticalpa municipalities.

vi) Knowledge Sharing (KS):

- Development of a joint project between the Honduran Sustainable Development Network (RDS), the Acceso Foundation of Costa Rica, and the Collaborative Water Group of Honduras (a water policy forum) to carry out a participatory assessment of knowledge sharing practices within the Collaborative Water Group. On the basis of the findings, recommendations will be made to the Collaborative Water Group for how they can strengthen the ways that they share knowledge, and, in so doing, strengthen their organization.
- The IDRC Program has developed a partnership with the knowledge management Bellanet Secretariat housed at IDRC, to explore and promote appropriate practices among organizations and networks in Honduras for sharing knowledge and learning from each other. To date, a series of round table dialogues have taken place with various Honduran development actors to assess their interests and needs for “knowledge sharing” and “information and knowledge management”.

4.4 Key Outcomes Resulting from Capacity Building Activities to date

Note: For a complete list of outcomes and outputs for the Program’s capacity building activities to date, see Annex II.

i) Systematization

- ✓ ***Development of a national program of systematization:*** A strategic alliance between GTZ, IDRC and the Rural Development Agency of the Government of Honduras (DINADERS) has led to development of a national program of systematization called the “National Systematization Initiative”. The Program, housed within the government agency DINADERS, is providing training and technical assistance to Honduran organizations and government projects to build up their capacity to learn from past development projects through the application of systematization as a tool for learning. The training process involves the application of classroom learning to processes undertaken in the field, applied to existing projects of the participating institutions. Through the implementation of this National Initiative, Learning Systems are being institutionalized within the National Rural Development Agency, and capacity is being built up for the

integration of learning systems into rural development practice in Honduras. The fact that this program is housed within a key Government agency for rural development implies enormous potential for large-scale application of learning for improved rural development initiatives.

- ✓ ***The design of rural development projects are being informed by lessons learned from past projects:*** Lessons learned from the systematization of DINADERS (government of Honduras’ rural development agency) rural project experiences are informing the improved design of second phases of rural development projects. For example, as a result of the systematization of a project in Tocoa, a local NGO has decided to re-orient their second phase of a farmer produce marketing project to include capacity building activities that address the lack of diversity in crop production among the local farmers. (See Box 1 for details.) Lessons learned from systematization processes are being applied to contribute to better rural development projects.

- ✓ ***The formulation of a national policy on Hillside Agriculture is being informed by lessons learned from systematization processes:*** Lessons learned from the systematisation of DINADERS (government rural development agency) projects on hillside agriculture are being used by DINADERS as input to inform the development of a national policy on hillside agriculture.

- ✓ ***A strategic alliance has developed between GTZ, IDRC and the rural development agency of the Government of Honduras (DINADERS), which has resulted in successful donor and government coordination:*** A strategic partnership has developed between IDRC, GTZ and DINADERS for the implementation of the National Systematization Initiative. The coordination and partnership among these three actors (two international donors and the Government of Honduras) has led to the pooling of efforts for implementation of this program. It is expected that this will result in larger impact of the resources invested. The partnership is an example of putting into practice the **aid effectiveness principle of donor and government coordination** for greater development impact of limited resources.

Box 1: Applying lessons learned from systematization for better development projects

A local Honduran NGO, “COLON”, has participated in the systematization training delivered by the National Systematization Initiative, housed in the National Rural Development Agency of the Government of Honduras. As a result of their systematization of a project in Tocoa, this NGO has decided to re-orient the second phase of their farmer marketing project. Initially, the project (in its first phase) was focusing on supporting improved sales (‘comercializacion’) of local produce through "Agricultural Fairs". Through the systematization process of documenting and analyzing what had happened during the first phase of the project, NGO personnel discovered that the real problem limiting the sale of local production was that the farmers did not have the capacity and knowledge to produce the varieties of produce presented at this fair. To compensate for this, the farmers had been importing products from other areas. As a result of this discovery, in the second phase of the project, COLON will include activities to develop local farmer’s capacity for diversified production, so that local farmers are indeed able to produce and supply the agriculture products and varieties promoted at the Fair.

- ✓ ***Research is planned to improve sustainable agriculture practices among small farmers in Honduras:*** The National Association for the Promotion of Ecological Agriculture (ANAF AE) has defined a research agenda and corresponding activities to strengthen its work in promoting ecologically viable agriculture among small farmers in Honduras. This definition of a research agenda is a key step in the development of a learning system for this important NGO network in Honduras. Research will be undertaken by ANAF AE's members to identify ecologically viable alternatives to the use of agrochemicals for potato and vegetable production in Western Honduras, and to identify how best to adapt alternative technologies for viable agriculture production in drought-affected Southern Honduras. The research activities undertaken by the network will result in the generation of relevant and important knowledge about farmer innovation, leading, in turn, to better practices and wider promotion of ecological agriculture, and hence contributing to greater sustainable rural development in Honduras.
- ✓ ***There is closer collaboration and stronger collective capacity among the 30 NGO's of the National Association for the Promotion of Ecological Agriculture (ANAF AE):*** As a result of the IDRC Program's investment in promoting multi-stakeholder dialogue and collaboration among partners as part of the project proposal development process, there is closer collaboration among the thirty (30) NGO members of the ANAF AE network. This, in turn, contributes to a stronger network and greater collective capacity for promoting ecological agriculture in Honduras.

ii) Social Analysis Systems (SAS)

- ✓ ***A decision has been taken by the National Agriculture University of Honduras (UNA) to integrate participatory Social Analysis methodologies into its Rural Development Program.*** This decision to integrate Social Analysis methodologies into what has traditionally been a science-based and technical-focused program is of critical importance, given that it will result in the promotion of an *inter-disciplinary* understanding of agriculture through the integration of social and technical aspects of agriculture issues. Given that the UNA is training students who will become future development professionals in Honduras, this training will ultimately contribute significantly to the development of more effective, holistic interventions in agriculture.

iii) Local Economic Development (LED)

- ✓ ***Identification of a number of key areas of potential for local economic development in communities of Olancho:*** Key local actors in Olancho were involved in a local economic development workshop to explore the economic crisis currently affecting the Olancho communities of Catacamas and Juticalpa. As a key outcome of the workshop, a number of potential areas for local economic development were identified, including a focus on dairy production, rural tourism, marketing alternatives for coffee production, remittances and value added for wood products. The analysis will serve as input into CIDA Pro-

Mesas current exploration of potential for dairy production, processing and marketing.

- ✓ ***Multi-stakeholder discussion and dialogue among key local actors for local economic development:*** A key outcome of our activities focusing on local economic development analysis has been the engagement in dialogue about local economic development among two municipalities of Olancho (local government), local producers, the local Chamber of Commerce (private sector), and the National Agriculture University (academic sector). This is an all-too-rare case in Honduras of diverse groups of relevant stakeholders coming together to discuss and plan around key development issues.

iv) Outcome Mapping (OM)

- ✓ ***Existence of local capacity to train partners in Outcome Mapping M & E methodologies (where none existed previously):*** As a result of capacity building efforts of the Program in Outcome Mapping, there is now a lead Honduran trainer (Judith Contreras) with the capacity to train partners and other trainers in this M & E methodology. This entails the availability of local human resources to train and support partners in the application of OM to their work, and contributes to the sustainability of these efforts beyond the lifespan of the IDRC Program.

v) Knowledge Sharing (KS)

- ✓ ***The development of the RDS/ Acceso Foundation/ Collaborative Water Group Project:*** A collaboration between the Honduran Sustainable Development Network (RDS), the Acceso Foundation of Costa Rica, and the Honduran Collaborative Water Group (a water policy forum) has led to the development of a project which will implement a participatory assessment of current knowledge sharing practices of the Water Group, with the purpose of strengthening these practices so that information and knowledge among the different actors of the Water Group can more effectively be used to address issues of water governance in Honduras. This is an example of an activity contributing to the sustainability of Learning Systems in Honduras by strengthening the organizational practices of networks and forums.

Illustrative Case: Capacity Building



To address this need for tools to help partners undertake social analysis of complex development problems, IDRC has offered capacity building workshops to a number of actual and potential partners, providing simple methods for social analysis.

Among the participants, the **National University of Agriculture** (from Olancho) has demonstrated a determination to further develop capacity in social analysis among its professorate and to integrate these methods within the student curricula. The project proposed by the UNA will benefit from the active support and collaboration of the National Autonomous University of Honduras (UNAH) and of professor Jacques Chevalier from Carleton University (of Canada) who conducted the capacity building workshop and introduced these methods of social analysis.

Two main outcomes of this capacity building project are:

- **The Alliance between two local universities**, one relatively stronger (National University) supporting another (Agricultural University) on the development on new curricula that includes specific tools and concepts drawn from Social Analysis Systems (SAS), with specific technical and financial support from IDRC.
- **Initial linkages between two new models of intervention and development research**; one focusing on multi-stakeholder and social analysis and a second one on Local Economic Development (LED); both initiatives of the National Agricultural University (UNA).

Observation: Olancho is one of the geographic focus areas of CIDA (Pro-Mesas), and the National University of Agriculture (UNA) is considered as one of the main partners of CIDA and IDRC. Furthermore, it is foreseen that the department of “Environment and Natural Resources Management” of the UNA will participate in the implementation of a project of integrated watershed management (a project to be supported by CIDA/Pro-Mesas).

5.0 Research in Development

5.1 Introduction

Ultimately, the over-riding goal motivating the efforts of the IDRC Learning Systems Program Initiative is that development practice be informed by sound knowledge based on relevant research and learning from a diversity of perspectives that takes into account all relevant stakeholders.

Program efforts towards this goal include both **a)** promoting the *application* by partners of learning and knowledge generated from learning processes promoted by the Program, and **b)** working directly with development projects to integrate learning and research into the planning and implementation of development interventions.

a) With regards to promoting the application by partners of learning the Government of Honduras is applying the lessons captured from the systematization of hillside agriculture projects to the development of a national policy for hillside agriculture. Within the CIAT/UNA (International Centre for Tropical Agriculture / National Agriculture University) project being funded by the Program, a ‘Learning Alliance’ is being developed among various actors working on issues of rural agro-enterprise in Honduras, for the purpose of creating new knowledge from each other’s experiences and applying lessons learned and ‘best practices’ to improve agro-enterprise development in Honduras.

b) With regards to working directly with development projects, an important outcome to date is the development of projects that are co-financed and/ or co-supervised by IDRC (research) and CIDA (development), together. The purpose of this ‘research in development’ collaboration is to bridge the gap between development processes (practice) and the learning processes (knowledge) that unfold during the normal development of a project, thus maximizing the potential of feeding learning and knowledge into development processes.

A key accomplishment of the IDRC Learning System Program Initiative over the past year has been the development of our first “research in development” project collaboration with CIDA. At the end of this fiscal year, a project agreement was signed between CIDA, IDRC (the Honduras Program and the Eco-Health Program Initiative of IDRC), and our local partner World Vision Honduras for a joint project called: “Control and prevention of vector transmission of



Chagas field visit to a Lenca community

Chagas disease among *Lenca* communities in *San Francisco de Opalaca, Intibuca*". The project is co-financed and co-supervised by CIDA and IDRC. The purpose of the project is to identify appropriate ways of controlling and preventing Chagas among the indigenous *Lenca* communities most largely affected by the disease.

5.2 Key Outcomes of Research in Development Collaboration

- ✓ The Chagas project proposal has been presented and discussed at an ad-hoc dialogue Table with the participation of representatives from the health and environment sectors of government, international cooperation, and civil society. The final proposal is both the result of, and has resulted in, collaboration and coordination between different local actors as well as international donors. This, in turn, has resulted in coordinated efforts and the prevention of the duplication of activities with regards to addressing the issue of Chagas in Honduras. (Putting into practice the *aid effectiveness principle of coordination among donors*, government, and development actors to reduce duplication and maximize resource use.)
- ✓ A project partnership between CIDA and IDRC to combine efforts and resources for greater development impact.
- ✓ A partnership between World Vision, researchers of the National University, and *Lenca* communities resulting in researchers, development practitioners and local communities working closely together, so that research can be effectively integrated into development.
- ✓ The leveraging of the experience and knowledge of the Eco-Health Program Initiative of IDRC, catalyzing the adoption of an innovative and appropriate methodology (the Ecosystems approach to Human Health) to address the problem of Chagas.
- ✓ The implementation of participatory methodologies to raise awareness among the local population about Chagas disease, and to understand local perceptions towards the disease. (The local population is involved as the driving actor in the process; empowerment of local actors and communities.)

Note: For a description of all of the Program's projects, and a list of outcomes achieved to date, please see ANNEX III.

Tackling Chagas: Research in Development



There are many factors which contribute to the high incidence of Chagas' disease in the Lenca region of Honduras. In addition to factors of poverty, these are: the cultural patterns in the construction of Lenca homes (bahareque walls, thatch roofs and dirt floors) which are a favorable living environment for the Chagas beetle; dispersed communities with difficult access to public services; and the deterioration of the ecosystem, which contributes to re-infestation of the areas. The multiple causes of the Chagas' problem requires the implementation of comprehensive and culturally sensitive Chagas prevention and control programs that take into consideration the ecological, sociological and cultural aspects of the Lenca indigenous population.

The main purpose of the Chagas project is to contribute to the control and prevention of Chagas among Lenca communities living in endemic areas of the Municipality of San Francisco de Opalaca, under the framework of the Chagas National Strategic Plan and as per the commitments made by the Honduran government for the control of this problem in Central America.

In order to achieve this goal, the project will implement a methodology that integrates diverse approaches and techniques to address the multiple factors that contribute to the spread of Chagas. A participatory methodology will encourage the development of an intervention model that promotes the protagonism of the Lenca people in the analysis of the Chagas problem, and in the creation of socially sustainable mechanisms of intervention. The methodology will integrate eco-system and gender-sensitive approaches to the analysis of the problem, taking into account the social, cultural, ecological and bionomic aspects, as well as the particular characteristics of the Lenca culture.

The most important **research and development expected outcomes** of the project are:

- Consolidate the elimination of *R. prolixus* in 100% of the communities of San Francisco de Opalaca, and reduce the *T. dimidiata* domiciliary infestation risk.
- Carry out serology tests for *T. cruzi* to 100% of the children less than 15 years from the municipality of San Francisco de Opalaca, and treatment to all the seropositive children according to the National norms.
- Design, implementation and validation of an eco-systemic approach for the control and prevention of vectorial transmission of *T. cruzi* in the 8 selected communities.
- Strengthening of the Lenca organized structures throughout the training and participative leadership processes in the project.
- Conformation and strengthening of a Coordination and Advisory committee (CCA) for the Chagas problem approach in the Lenca communities

The project of World Vision is presented here as an illustrative case of articulating research and development in one same project. In this specific case, the value added of the participatory research-action refers to the integration of evidence into development project design and the sustainability of the development intervention allowing for the achievement of long term outcomes.

- The research aims at understanding and generating knowledge about the conception and practices of the Lenca people as they related to the Chagas disease, in order to adapt the Chagas prevention and control measures in such a way that the affected Lenca population understands and takes on these measures. **The sustainability of the prevention and control measures depends to a certain extent on the participation of the affected population in the design and implementation of these measures.**
- The research is participatory, that is: it includes the active participation of the affected population allowing them to get knowledge (to know) about the problem, its causes and effects, and its potential solutions. This knowledge among the affected population is the basis to **generate awareness and mobilize the affected population to take an active part in the activities of prevention and control of the disease.**
- The project aims to develop, implement and validate a model of an eco-system approach to the prevention and control of Chagas disease; **a model that could be replicated in similar contexts.**

5.3 Lessons Learned

Key lessons learned from this joint collaboration experience include:

- ✓ **The value of concertation processes:** World Vision presented IDRC's Eco-Health Program Initiative with a proposal which had the potential to be an example of a community-based approach to controlling Chagas. The process evolved from discussions within an ad-hoc committee to a series of negotiations between IDRC, CIDA, World Vision, the National University, and the Honduran government. All of these actors combined their efforts to support and implement the project. Each actor and sector (government, donor and civil society) contributed economic and technical support to the project. The end result was an effective and efficient process for aid delivery, and greater confidence in the quality of the project design.
- ✓ **The potential impact of bringing the right partners together:** The innovation of this particular process is that two groups, **World Vision** -- recognized for its significant successes in contributing to rural development in Honduras, and the **National University**—recognized as an academic leader in Honduras and an important source of social and medical researchers, combined their resources to support a development effort, in a specific geographical area and focusing on the control of a vectorial disease.

5.4 IDRC-CIDA 'Research in Development' Collaboration projects currently under development

To date, three other projects are under development which have similar purposes of bridging development processes with learning process, and feeding knowledge into development processes:

- **The San Juan River watershed Project:** As an important Pro-Mesas activity over the next reporting period, CIDA is working with the Federation of Municipalities of Central Atlantida (MAMUCA) on the development of an integrated water management project in the North Coast of Honduras. IDRC will provide support within the project for a) social analysis, b) facilitation of multi-stakeholder processes, and c) systematization to capture learning from the experience as it unfolds.
- **Model Forest Developments:** IDRC and CIDA are exploring the possibility of joint collaboration in the implementation of a Model Forest project in the North Coast region of Honduras. The Model Forest concept (as developed by the International Model Forest Network Secretariat and the Canadian Model Forest Network) provides an appropriate and attractive framework for promoting equitable and sustainable forest management. It is likely that the model forest research initiative will first be initiated in the San Juan area to test and locally-adapt the methodology developed by IDRC programming in Ecuador and build capacity to support model forest research initiated elsewhere in Honduras.

- **The Pech Systematization Project:** Pro-Mesas has initiated a participatory planning process with the Pech indigenous community in Olancho. IDRC will provide support for the systematization of this process. The systematization will focus on capturing the learning from this new experience of actively involving an indigenous community in planning processes and of trying to ensure equal voice to the diverse groups in the region, including indigenous people and other actors in the region. The participatory planning process is being undertaken in order to identify appropriate development interventions which might be addressed in the context of CIDA programming in Honduras.

6.0 Building Sustainability

Along with building capacity and facilitating the integration of learning and research into development projects, it is important to create and strengthen structures and processes that will support Learning Systems in a sustainable manner. These structures can ensure that the process of reinforcing Learning Systems will continue even after the Program ends.

6.1 Promoting dialogue and multi-stakeholder processes

In accordance with one of the primary operational principles of the Pro-Mesas Program (*as per key principles of aid effectiveness*), the IDRC Learning Systems Program Initiative actively promotes and facilitates dialogue and multi-stakeholder processes both a) through support to multi-stakeholder dialogue forums, and b) through project development processes.

a) Examples of support to multi-stakeholder forums include support to the Federation of Municipalities of Central Atlantida (MAMUCA) as a key forum for local development, and support to the Collaborative Water Group as a key water policy forum bringing together civil society and government actors addressing water issues in Honduras. The IDRC Learning Systems Program Initiative has also made a point of encouraging members of partner networks to collaborate together in developing proposals for the network, and in the implementation of learning system mechanisms (for example, in our work with ANAFEA and FOPRIDEH- both key NGO networks in Honduras).

b) With regards to promoting multi-stakeholder processes through project development, we have encouraged partners to engage in multi-stakeholder dialogue as part of the process of developing proposals for consideration by the IDRC Learning Systems Program Initiative. As a key first step in proposal development, the IDRC Program actively and intentionally encourages proponents to share and discuss their proposal with other actors, organizations, and institutions working on the same thematic and/or in the same geographical area.

In addition to the fact that dialogue often leads to greater coordination between development actors and less duplications of efforts (a key aid effectiveness principle), **promoting dialogue and multi-stakeholder processes is critical for building the sustainability of project initiatives.**

6.2 Promoting alliances, collaboration, and partnerships

The IDRC Learning Systems Program Initiative has invested significant efforts in encouraging partners to work together, whether this be among the organizations within one network, or among partners across networks. The promotion of collaboration among partners is an operating principle of the IDRC Learning Systems Program Initiative.

To date, alliances, collaboration and partnerships have been encouraged between local institutions, international organizations, local development organizations and academic institutions. These alliances hopefully will become intricate networks of collaboration and communities of practice that can help develop and improve Learning Systems in Honduras.

We consider these partnerships to be key indicators of progress towards sustainability, in the sense that multiple actors sharing the same interests and collaborating together (instead of competing with each other) make possible the creation of a critical mass of development actors working together to solve problems, and who are not solely dependent on international cooperation for funds and motivation.

Key outcomes to date include the development of the following strategic partnerships and alliances:

- A **partnership** is currently being discussed between the National University of Honduras (UNAH) and the National Agricultural University (UNA) in Olancho for the purpose of strengthening the application of social analysis to UNA's academic programs.
- A **partnership** between the Government of Honduras' Rural Development Agency (DINADERS) and three other universities: The Pedagogical University, the National University of Honduras (UNAH), and Zamorano University. These alliances will support the development of Applied Research structures that promote the development and application of research (carried out by the universities) that is immediately relevant (and applied) to rural development projects within DINADERS (the government agency for rural development).
- The **partnership** between GTZ and DINADERS (government agency for rural development) for implementation of the National Systematization Initiative for learning from past rural development experiences. (See case study box for more details.)
- A **partnership** between CIAT (International Centre for Tropical Agriculture) and the National Agriculture University (UNA) in the development of 'Learning Alliances' to improve rural agro-enterprise development in Honduras.

- The **partnership** between World Vision, UNAH, and local government agencies for the prevention and control of Chagas disease among Lencan communities in Honduras.
- An **alliance** between REMBLAH (Broad-leaf Forest Management Network) and MAMUCA (Federation of Municipalities of Central Atlantida) with collaboration from CURLA (Regional branch of the National University in Atlantida) to promote the application of Social Analysis Systems methodology for diagnostic and local development planning in the MAMUCA region.

Illustrative Case: Building Sustainability-- An example of partnership



The main difference between a project and a program is linked to the period of time of the intervention. By definition, a project has limited time to produce changes and create structures within existing programs that will allow for sustainable growth, hopefully even after the project ends.

Systematization has become one of the key concepts the IDRC Learning Systems Program Initiative has chosen as an “**Entry Point**” to motivate and promote the idea of learning. This concept is well received by the majority of our partners and many organizations in the country, as a mechanism to collect **Lessons Learned** to apply in the improvement of the actions of development organizations.

In the year 2002, the German Cooperation (GTZ), started a project (Rio Plus) in several parts of the world, to strengthen the organizational capacities to systematize development interventions. One of the participating countries was Honduras. At the same time, IDRC started a long process of negotiation with DINADERS (National Rural Development Agency) to initiate, within their program, applied research and systematization processes. This project was eventually approved in 2003.

Putting together the experience of Rio Plus with the local structures of DINADERS seemed strategic. After a period of negotiation an agreement was signed between the German project and the IDRC Learning Systems Program, with the financial support of IDRC. The result of the alliance was the National Initiative for Systematization, now entering its third cycle of training with the following highlights:

- Both initiatives show clear progress in the quality of their programs.
- DINADERS has decided to create a permanent unit that will not only promote and produce sistematization products for this particular project, but for other projects within DINADERS as well.
- Instead of continuing as two distinct projects, a National Initiative has been set up which will allow other organizations, private and public, the opportunity to be trained in processes of Sistematization.

The project is still in progress. The idea is to bring in new actors to strengthen this alliance.

6.3 Creating Permanent Structures for Learning

In addition to strategic alliances, the IDRC Learning Systems Program Initiative has created specific pilot structures within development programs and networks intended to create permanent structures within these Honduran organizations that will continue supporting Learning Systems in the country and take advantage of the strengthened capacities of the participating development organization. Examples of these structures are:

- The creation of a **Research Committee** to administer the DINADERS (Government of Honduras Rural Development Agency) Research Fund, that will promote applied learning within the projects of the Government of Honduras' Rural Development Agency. The competitive Fund will solicit and select proposals for research that addresses specific themes of interest to DINADERS related to key issues of rural development in Honduras (as per the work of DINADERS). The Committee is presently made up of representatives from DINADERS, the UNDP, and IDRC. Discussions are currently under way about soliciting the participation of representatives of several universities to sit on the Committee.
- ANAFEA (the National Network for the Promotion of Ecological Agriculture), a 7 year-old network, has delineated its first **Learning Strategy** by means of a research agenda. This agenda will be implemented with support of a Competitive Research Fund administered by a committee in alliance with Zamorano University.

6.4 Future Developments

In addition to the above-mentioned activities, the Program will also undertake the following actions with regards to building sustainability of the Program's efforts:

- The establishment of a **critical mass of human resources**-- institutions and people with specific capacities-- that can support with their know-how the development of new learning systems in the future. The capacity building activities contribute directly to this purpose.
- The creation of a nation-wide, multi-donor, **competitive research fund**. The fund is intended to provide support for the implementation of Learning Systems and Applied Research agendas within the development community.
- Finally, and directly in keeping with the Pro-Mesas principles of dialogue and consensus, is the creation of a **research network**. The purpose of this network will be to assess the general direction of research in accordance with research demand.

7.0 Leveraging IDRC knowledge and experience

An important aspect of the IDRC partnership with CIDA is the significant added value that IDRC can contribute to CIDA programming in Honduras by drawing on IDRC's wealth of experience and accumulated knowledge and applying this to Pro-Mesas programming efforts, and in so doing, maximizing the potential for knowledge-based programming and development (a key aid effectiveness principle).

In addition to IDRC's collaboration with the Pro-Mesas team to capture learning within the Pro-Mesas program itself, the IDRC Learning Systems Program Initiative is leveraging the knowledge and experience of other IDRC programs to contribute to CIDA programming in Honduras. Concrete examples of these contributions are:

- IDRC's 'Ecosystem Approaches to Human Health' (Eco-Health) Program Initiative is providing technical support on proposal development and implementation of the IDRC-CIDA health project "Control and prevention of vector transmission of Chagas disease among Lenca communities in San Francisco de Opalaca, Intibuca".
- IDRC's "Alternative Approaches for Natural Resource Management in Latin America" (MINGA) Program Initiative is funding a project in several countries in Central America supporting the development of 'Learning Alliances' between researchers, development practitioners and donors for the purpose of sharing learning to improve rural agro-enterprise developments, including better targeting of benefits for the poor. The IDRC Learning Systems Program Initiative has joined forces with MINGA to provide support to this project—a project which builds on over a decade of IDRC-supported work on rural agro-enterprises—in Honduras. In Honduras, the project is working with, among others, the National Agricultural University (UNA), which is an important stakeholder for learning and agro-enterprise developments in the Olancho region (Olancho is a priority geographical area for the Pro-Mesas program).
- Recently, the IDRC MINGA initiative has started to explore the possibility of developing a Model Forest Project in Honduras, most probably in the North Coast region (a priority region for Pro-Mesas). This project will be supported in part by the International Model Forest Network Secretariat (IMFNS) housed at IDRC. The community-based and multi-stakeholder approach of the Model Forest concept (developed and promoted by the IMFNS) is a concept which fits well with Pro-Mesas' principles of supporting community-based management, and the integrated use of resources. CIDA Pro-Mesas have expressed interest in collaborating with IDRC in this initiative, given the potential of the Model Forest concept to become a key vehicle for promoting sustainable forest management on the North Coast.
- A new initiative called "Central America in the World Economy of the 21st Century (Honduras component)" is under development by the IDRC Learning

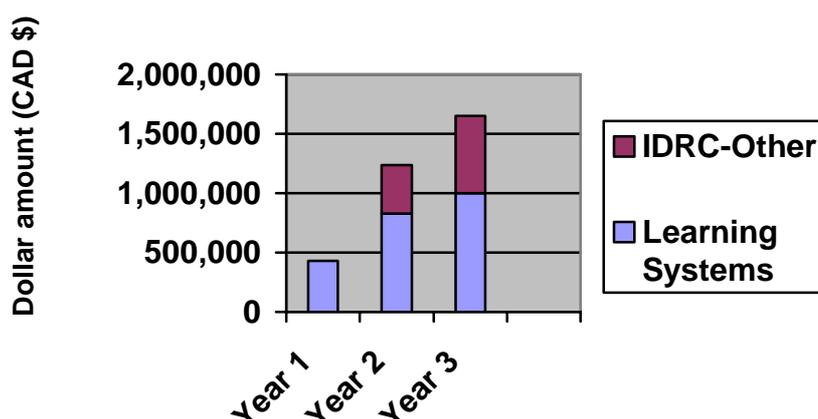
Systems Program Initiative as a complement to a regional project of the same name being carried out by the Trade, Employment and Competitiveness (TEC) Program Initiative of IDRC. The purpose of this project is to strengthen the capacity of researchers in Honduras to conduct relevant and sound economic analysis on key issues of international economic integration. The project has been exploring the potential of working in partnership with the 2020 Forum, a key multi-stakeholder forum for sustainable development of the Sula Valley around the industrial city and export processing-zone of San Pedro Sula in North-Western Honduras.

With regards to dollar contributions of other IDRC Program Initiatives to the IDRC Learning Systems Program Initiative, over the past year these investments have been significant. For year two of the IDRC Learning Systems Program, investments from two IDRC Program Initiatives (MINGA and Eco-Health) totaled over \$400,000, equal to almost 50% of the IDRC Learning Systems Program’s total research funding commitment of \$825,000 for the fiscal year 2003-2004 (for a total of over \$1.2 million in appropriations for research). Over the next year (2004-2005), pipelined projects suggest that contributions from other IDRC Program Initiatives will increase to at least \$650,000 (See Figures 1-3).

Table 1: Research project appropriations, Fiscal Years 2002-2005 (CAD dollars)

	2002-03	2003-04	2004-05 (pipeline projection)
Learning Systems	\$431,430	\$826,991	\$1,000,000
Other IDRC PIs	\$0	\$408,800	\$650,000
Total	\$431,430	\$1,235,791	\$1,650,000

Chart 1: Research project appropriations, Fiscal Years 2002-2005



The IDRC Learning Systems Program Initiative is also actively identifying areas in which other IDRC Program Initiatives can provide **contributions in kind of know-how and experience to the benefit of Pro-Mesas' partners**. For example, through the exchange of experiences and know-how from other projects financed by IDRC in other countries. Several such exchanges are currently being planned for the benefit of Pro-Mesas partners. These include:

- An exchange between the project staff of a successful Integrated Watershed Management project in Ecuador (the MANRECUR project funded by MINGA), and the municipality association of MAMUCA, for the benefit and interest of MAMUCA in the planning of a watershed management project in the North Coast in collaboration with CIDA. The Ecuador project has been highly successful in applying multi-stakeholder processes to address problems of inequity and (non) sustainable management of the distribution of irrigation water across a watershed area involving three key municipalities.
- An exchange between people involved in the Model Forest in Chiloe, Chile, and groups of actors in Honduras exploring the possibility of developing a Model Forest in the North Coast (in collaboration with CIDA).
- An exchange between the staff of an IDRC-funded project in Bolivia called “Productive Municipalities” and local actors in Olancho exploring how best to promote local economic development (LED) in the region. The Bolivian project has assisted local municipalities in carrying out participatory diagnostics (including all relevant stakeholders across age, class, ethnicity and gender) of the local economic situation, in order to identify appropriate mechanisms for promoting sustainable development in the area.

8.0 Promoting Gender Equity

It is of key importance for the promotion of gender equity that the methodologies for research and learning that are being taught to partners through the work of the IDRC Learning Systems Program Initiative are gender-sensitive. Gender sensitive methodologies ensure that women's, as well as men's, needs and interests are addressed through analysis and learning. This is especially important given the Pro-Mesas focus on *rural* development. Women participate in 100% of on and off-farm activities, and are clearly 'equal' players and important actors in their own right, but are rarely recognized as such.

Our initial assessment of the state of gender analysis in Honduras and the application of a gender perspective in projects and programs has concluded that this capacity is generally very weak. (This was confirmed by Pro-Mesas' gender experts Cecilia Sanchez and Maritza Guillen). This general situation is echoed among our partners, whose capacity to integrate a gender perspective into their work is also very weak.

To address this situation, the IDRC Learning Systems Program Initiative has developed the following strategies as measures to promote gender equality through its work:

1. **Engaging in dialogue with partners about gender equity** issues and how to address this within projects. This dialogue also serves as a key tool for assessing partners' understanding of and sensitivity to gender equity issues, and the project team's capacity for integrating a gender perspective into the project. The assessment, discussion and decisions resulting from this dialogue are recorded in the Program's internal Appraisal of the project (Project Appraisal Document), in which issues for further monitoring are duly noted.
2. **Actively scouting for gender expertise** among partner members, upon which to draw to provide needed expertise to the project team.
Examples to date include:
 - a. **MAMUCA**: The Federation of Municipalities for Central Atlantida is a key CIDA and IDRC partner, and has hired a gender expert in January of 2004 to promote gender equity in the work of the Federation with local communities. CIDA and IDRC are currently exploring the possibility of developing an Integrated Watershed Management project with MAMUCA, and are also exploring the development of a Model Forest in MAMUCA's jurisdiction. In both cases, IDRC will look to actively draw on the expertise of MAMUCA's gender expert to explore and implement strategies within these projects to ensure that women's, as well as men's, interests and needs are addressed by these projects.
 - b. **ANAFAE**: One of the members of the National Association for the Promotion of Ecological Agriculture is FIPAH, the Foundation for Participatory Research in Honduras. FIPAH (ex-IPCA) has been a leader in adapting and implementing the participatory CIAL (Local Agriculture Research Centres) methodology in Honduras. FIPAH's work has included a strong gender focus, leading to the development of women's

as well as men's CIAL groups, in addition to the development of mixed groups, and of youth groups. The IDRC Learning Systems Program Initiative has encouraged ANAFEA to draw on FIPAH's gender expertise in the carrying out of the IDRC-funded project for the systematization and adaptation of the ECA-CIAL methodologies among ANAFEA's members.

- 3. The development of a "standing offer" to contract a gender expert to provide technical assistance to partners.** This competition has been recently launched in search of an appropriate gender expert who will be able to provide our partners with technical assistance as needed for integrating a gender perspective into IDRC-funded project activities.

To date, **our most successful project at integrating a gender perspective** has been the project with DINADERS (Government of Honduras' rural development agency), namely FISDER, where the leader of the systematization component (Luis Mazariegos) is an expert in participatory and gender-sensitive methodologies, and has years of experience working to promote participatory and gender-sensitive development practices. Under his leadership, the project has implemented the following practices for integrating a gender perspective into training on systematization processes:

- ✓ In selecting members of the teams who will participate in the systematization training process, institutions are required, where possible, to ensure a mixed group of men and women, ideally aiming for an equal balance between female and male members of the team.
- ✓ In each cycle of training, the project leader ensures that there is the participation of at least one woman's organization to provide a critical gender perspective of the process.
- ✓ In the communities where the field work component of the training is undertaken (where the development experience being systematized took place), participants equally seek out women and men for their opinions and input.
- ✓ As part of the methodology for the training, participants are taught to do a cost-benefit analysis of the development experience from a gender perspective, specifying the different impact of the experience on women and men, and benefits derived thereof (re: access to and control over resources, etc.).
- ✓ With regards to the collection and analysis of the data generated by the systematization process, teams are required to disaggregate data by sex.
- ✓ When writing up the systematization document, participants are taught to ensure that categories of people are unpacked, as per age, sex, ethnicity, etc.
- ✓ Recently, the Gender Unit specialist for DINADERS has agreed to review the final documents of this process, to ensure that the documents have provided the necessary information about the experience from a gender perspective.

This is an impressive example of the integration of gender into a project. The example speaks to the importance of having a project leader open to, and in this case, competent in, addressing the gender equity aspects of a project.

The key challenge for the IDRC Learning Systems Program Initiative is that of ensuring the integration of a gender perspective in those majority cases where the project leader

does not have a good understanding of, and/or is not particularly sensitive to, issues of gender equity (let alone how to integrate this perspective into their work). As our work with partners progresses, and our understanding of the constraints and opportunities for addressing gender equity evolves, we will continue to explore which strategies work best for ensuring the integration of a gender perspective into the projects we support.

9.0 Objectives (and next steps) for the Period 2004-05

This section outlines the main objectives and planned activities of the IDRC Learning Systems Program Initiative for next reporting period (2004-2005).

1. Objective: To consolidate the Program's capacity building activities in a comprehensive and integrated manner for maximum impact.

Activities:

- **Continue capacity building activities among actual and potential partners.** In the next reporting period, the Program will focus on integrating our Capacity Building initiatives and on identifying the most effective means for improving follow-up to partners for the application of these practices by our partners. The Program will identify new, key partners for these activities. Specific efforts will be directed at supporting the application of learning methods (research, M&E, systematization, etc.) in the context of specific development projects.
- **Promote Learning Systems that are easy to understand and apply by our partners,** and assist partners in sorting out and adapting the most meaningful tools and concepts.
- **Facilitate the development of successful examples of Learning Systems,** and link them to specific development interventions. Thus, bridging the gap between learning (Learning Systems) and decision-making.

2. Objective: To continue learning about the application of Learning Systems within forums and networks.

- **Closely follow the progress** of our Partners in relation to their behaviour as it relates to the understanding and application of **Learning Systems** in their programs, with focus on: Monitoring and Evaluation processes, strategic programming, research activities and alliances with other organizations (particularly universities and research organizations).
- **Undertake organizational analysis** of participating partners with the purpose of fine-tuning our own interventions in areas identified as critical for the application and implementation of **Learning Systems**.
- **Commission specific studies** as follow up to our overall assessment of partner learning to ensure the promotion and application of appropriate tools for institutional learning in the context of Honduras. Learning tools must be adapted, simplified and validated with the help of our partners.
- Continue to **link learning closely with development intervention efforts** as described in the Research in Development section of this report.

- Continue to **look for key opportunities to link our capacity building efforts to permanent local initiatives**, organizations, institutions and networks.

3. Objective: To build and strengthen specific structures and alliances that facilitate and enable continued development of Learning Systems in Honduras beyond the lifespan of the Program (building sustainability of learning efforts and the Program’s activities).

- **Closely monitor the performance of partner research funds and committees**, with the purpose of identifying mechanisms to ensure the sustainability of these Funds and committees. An example of such mechanisms would be the creation of institutional policies that require projects to devote a certain percentage of their budget to research and learning activities.
- The development of a **critical mass of human resources** that can support the creation and establishment of new learning systems in the future. (As noted in section 6.4.)
- **The creation of nation-wide, multi-donor, competitive Research Fund**, with the collaboration of national organizations as well as other donors (such as the Denmark Cooperation, Sweden Cooperation, Swiss Cooperation, and the United Nations Development Program).
- **The creation of a permanent national structure** (ex. research forum or network) to promote Applied Research and Learning Systems structures in Honduras, beyond the lifespan of the IDRC Learning Systems Program Initiative.
- Facilitation of local initiatives, organizations, institutions and networks to assume the responsibility of strengthening capacities of Honduran partners.

4. Objective: To promote joint research/intervention activities and projects that capitalize on the experiences of development and research organizations, and in particular, the experiences of IDRC.

- Support particular projects with joint collaboration from IDRC and CIDA under the Pro-Mesas program. As noted in section 5.0, IDRC collaboration and support is currently planned for three CIDA projects under development: The San Juan River watershed project, Model Forest development in the North Coast, and the Pech participatory planning process.
- Continue to pro-actively identify and facilitate other IDRC initiatives and units to participate in specific projects.

ANNEX INDEX

ANNEX I: Expected Results and Outcomes For the IDRC Learning Systems Program Initiative

ANNEX II: Capacity Building Outcomes and Outputs of the IDRC Learning Systems Program Initiative (2003-2004)

ANNEX III: Expected and Achieved Results, and Expected Outcomes Per Project

**Annex I:
Expected Results and Outcomes
of the
IDRC Learning Systems Program Initiative**

Objectives	Expected Outcomes	Expected Results
<p>1. To facilitate broad-based efficient and equitable dialogue and power sharing in fora on national development problems, priorities and options.</p>	<p>Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options.</p>	<p>Minimum Results:</p> <ul style="list-style-type: none"> • At the end of the third year of the Program, at least 30% of our Partners recognize and understand the importance of Forums as mechanisms for dialogue and concertation. • At the end of the fourth year of the Program, at least 60% of our Partners recognize and understand the importance of Forums as mechanisms for dialogue and concertation. • At the end of the fifth (and last) year of the Program, at least 90% of our Partners recognize and understand the importance of Forums as mechanisms for dialogue and concertation.
		<p>Successful Results:</p> <ul style="list-style-type: none"> • Forums are recognized as specific mechanisms to integrate knowledge and the perspective of various stakeholders. • At least two Forums are created to integrate knowledge and the perspectives of various stakeholders to deal with a specific problem.
		<p>Ultimate Results (Achieving Sustainability):</p> <ul style="list-style-type: none"> • Two existent networks explore the importance of equity and efficiency to improve their effectiveness as Forums. • Two existent networks explore mechanisms to become more equitable and efficient integrating the knowledge and perspectives of various stakeholders. • We have evidence that Honduran society recognizes the importance of the efforts of at least two networks seeking to become more equitable and efficient in integrating the knowledge and perspectives of various stakeholders.

Objectives	Expected Outcomes	Expected Results
<p>2. To support project and policy planning and implementation processes that are enriched by, and apply, information and knowledge from Learning Systems.</p>	<p>Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.</p>	<p>Minimum Results:</p> <ul style="list-style-type: none"> • We can list two examples of organizations that have identified research agendas to complement their intervention strategies. • We can list two examples of organizations that implement research agendas to complement their intervention strategies. • We can identify the development of specific partnerships between research organizations and development agencies.
		<p>Successful Results:</p> <ul style="list-style-type: none"> • At least five academic and research institutions introduce specific needs identified by multiple stakeholders into their agendas. • At least five academic and research institutions create permanent mechanisms to identify research needs based on the participation of multiple stakeholders. • There is one permanent network where academic and research institutions collaborate with development organizations on their research needs.
		<p>Ultimate Results (Achieving Sustainability):</p> <ul style="list-style-type: none"> • There is one nation-wide Forum, with participation of the Government, Civil Society and International Cooperation, that makes decisions about the direction of applied research in the country. • A permanent mechanism exists to support, with human and economic resources, applied research in Honduras.

Objectives	Expected Outcomes	Expected Results
<p>3. To promote monitoring and evaluation processes that enable responsive implementation and cumulative learning by stakeholders.</p>	<p>Partners actively identify, share and map out their learning priorities, make course adjustments and disseminate the cumulative learning emerging from projects and policies.</p>	<p>Minimum Results:</p> <ul style="list-style-type: none"> • At least two groups interested in applying Learning Systems (or Research) are identified. • At least two groups interested in applying Learning Systems (or Research) organize their agendas around felt needs. • At least two groups interested in applying Learning Systems (or Research) participate in Forums or Networks that discuss development interventions. • At least two groups interested in applying Learning Systems (or Research) are able to provide evidence that their research agendas are informed by forums and networks.
		<p>Successful Results:</p> <ul style="list-style-type: none"> • A critical mass of Partners (more than two) is interested in applying Learning Systems (or Research) is identified. • A critical mass of Partners (more than two) who are interested in applying Learning Systems (or Research) organize their agendas around felt needs. • A critical mass of Partners (more than two) who are interested in applying Learning Systems (or Research) participate in forums or networks that discuss development interventions. • A critical mass of Partners (more than two) who are interested in applying Learning Systems (or Research) are able to provide evidence that their research agendas are informed by the forums and networks.
		<p>Ultimate Results (Achieving Sustainability):</p> <ul style="list-style-type: none"> • 90% of all our Partners can demonstrate at least one experience where Learning Systems have helped them organize their agendas around felt needs. • 90% of all our Partners who actively engage in Learning Systems are able to demonstrate at least one experience of continuous participation in forums or networks that discuss development interventions. • 90% of all our partners who actively engage in Learning Systems are able to provide evidence that their research agendas are informed by forums and networks.

Objectives	Expected Outcomes	Expected Results
<p>4. To support Learning Systems that enhance the capacity of Honduran society to plan and implement projects and policies in the areas of environment, health and education.</p>	<p>Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>	<p>Minimum Results:</p> <ul style="list-style-type: none"> • At least two of our Partners follow-up on each of our “Entry Point” workshops with specific applications. • At least two of our Partners promote among their constituency or through networks the knowledge generated through our workshops. • We have evidence that at least two new partners follow-up on specific activities where knowledge from our “Entry Point” activities is applied.
		<p>Successful Results:</p> <ul style="list-style-type: none"> • At least two of our partners use generated knowledge to make decisions with regards to their every day actions in their field. • We have two examples of liaison where partners share new knowledge. • There are at least five examples where knowledge is shared among organizations through Communities of Knowledge on specific development topics.
		<p>Ultimate Results (Achieving Sustainability):</p> <ul style="list-style-type: none"> • We can list two specific examples where a particular problem gets solved through the sharing of knowledge in a network • We can identify two networks that promote the use of Knowledge Sharing mechanisms as collective problem solving exercises. • We can identify four networks that use and promote Problem Solving based on specific mechanism of knowledge creation and sharing.

**ANNEX II:
CAPACITY BUILDING OUTCOMES AND OUTPUTS
OF THE
IDRC LEARNING SYSTEMS PROGRAM INITIATIVE (2003-2004)**

Activity area	Outcomes	Outputs
Systematization	<ul style="list-style-type: none"> ▪ Development of a national program of systematisation (key Learning System) within the Government of Honduras' Rural Development Agency (DINADERS). ▪ Strategic partnership developed between GTZ, DINADERS, and IDRC for coordination and pooling of resources between donors and government to maximize impact. (<i>Aid effectiveness principle of donor and gov't coordination.</i>) ▪ Systematic learning (via systematisation) increasingly regarded as important within Dinaders, as indicated by the fact that: ▪ Dinaders is considering the creation of a permanent unit that will not only promote and produce systematisation products for this particular project, but for other projects within Dinaders as well. ▪ Research partnership established between Dinaders (rural development agency) and the departments of three local universities to carry out research in response to the needs of rural development. ▪ Lessons learned from the systematization of Dinaders rural project experiences are informing the improved design of second phase of rural development projects. ▪ Lessons learned from the systematisation of rural development projects on hillside agriculture are being used as input to inform the development of a national policy on hillside agriculture. ▪ A research agenda is being integrated into ANAFAE's mandate for the promotion of ecological agriculture among small farmers. ▪ Closer collaboration and greater collective capacity among ANAFAE's 30 NGO members. 	<ul style="list-style-type: none"> ▪ Training in participatory systematisation methodologies for 80 people, from approximately 20 different organization and institutions . This included government personnel, as well as non-government organizations. ▪ Development of systematisation manuals to standardize training. ▪ 26 project experiences systematized and lessons captured are still in the process of editing and production. ▪ Development of project web-page for dissemination of systematization research products etc. ▪ Rural communication materials developed. ▪ Four systematisation experiences (resulting from the training) edited for publication. ▪ Draft framework for research on rural development elaborated within DINADERS. ▪ Draft proposal developed by Dinaders for a permanent research fund. ▪ Three agreements signed between DINADERS and academic institutions to undertake research. ▪ Project planned (by ANAFAE) for the systematisation of ECA-CIAL methodology, as relevant to ecological agriculture. (= Assessment of use of key participatory methodology for the promotion of sustainable agriculture innovation among small farmers.)

Outcome Mapping M &E (OM)	<ul style="list-style-type: none"> ▪ Availability of local human resources to train and support partners in the application of Outcome Mapping (OM) to their work, where previously no such local training capacity in Honduras existed. ▪ Interest in and enthusiasm for OM participatory tools generated among a number of key institutions and actors in Honduras. ▪ Comprehensive strategy developed within the IDRC Program for moving forward with promoting OM as a key tool for M & E learning in Honduras. ▪ Partnership developed with Catholic Relief Services (CRS) for promoting OM in the region. 	<ul style="list-style-type: none"> ▪ Facilitator in Honduras trained as a lead trainer for OM in Honduras. ▪ Four OM workshops delivered, to 56 participants, from 26 institutions. ▪ IDRC Learning Systems Program OM strategy. ▪ OM workshop for GTZ/Zamorano. ▪ OM technical assistance provided to CIAT/UNA. ▪ OM used by ANAFEA for strategic planning. ▪ OM used by Coddeffagolf for strategic planning.
Social Analysis Systems (SAS)	<ul style="list-style-type: none"> ▪ Significant enthusiasm and interest generated among local academic actors about Social Analysis Systems as a methodology for diagnostics, data collection and learning. ▪ Decision by a key university in Honduras (UNA) to integrate participatory Social Analysis methodologies into a traditional agriculture / agronomy academic program. (= Promotion of <i>inter-disciplinary</i> approach to agriculture.) ▪ Discussions under way about a partnership between two Universities, the National Agriculture University (UNA) and the National University of Honduras (UNAH) to work together to promote the integration of SAS into their curricula for students. (= Significant reach of training of SAS methodologies to students and future development professionals.) ▪ An important partner, REMBLAH (Broad-leaf Forest Management Network) is proposing to take leadership in promoting selected Social Analysis tools in the North Coast region for application to specific environment problems. 	<ul style="list-style-type: none"> ▪ Delivery of two capacity building workshops in Social Analysis, in partnership with Jacques Chevalier of Carleton University. ▪ 20 participants trained at these workshops, from 6 institutions, including NGO networks, universities, and municipalities. ▪ Introductory workshop conducted for teaching staff of UNA. ▪ Alliance developed between UNA and UNAH to explore application of SAS in curricula. ▪ The delivery of six ‘mini’ workshops led by our partner REMBLAH, in collaboration with the local branch of the National University (CURLA).
Local Economic Development Analysis (LED)	<ul style="list-style-type: none"> ▪ Diagnosis and analysis among local actors of the economic crisis currently affecting the Olancho communities of Catacamas and Juticalpa. ▪ Identification of a number of key areas of potential for local economic development in communities of Olancho. ▪ Multi-stakeholder discussion and dialogue among key local actors-- including local government, private business, local producers, and the local university-- for local economic development. ▪ Decision by local actors to focus on dairy production as a key economic opportunity for the communities involved. 	<ul style="list-style-type: none"> ▪ Local Economic Development Workshop carried out in collaboration with FLACSO to 20 participants, from 14 of institutions, including local government (municipalities), local producers, the local Chamber of Commerce, and the National Agriculture University (UNA). ▪ Analysis of local economic crisis. ▪ Follow-up undertaken with the Chamber of Commerce, UNA, and Catacamas and Juticalpa municipalities on the application of LED for Dairy Processing.

<p>Knowledge Sharing (KS)</p>	<ul style="list-style-type: none"> ▪ Identification of the Honduran Network for Sustainable Development (RDS) as a key partner in addressing issues of knowledge sharing and knowledge management for development in Honduras. ▪ Series of round-table dialogues undertaken to assess interests and needs in ‘knowledge sharing and knowledge management’ among key Honduran development actors. ▪ Partnership developed with the Bellanet Secretariat of IDRC to explore and promote appropriate knowledge sharing practices in Honduras. ▪ Project developed between the RDS, the Acceso Foundation of Costa Rica, and the Collaborative Water Group in Honduras to carry out a participatory assessment of current knowledge sharing practices of the Water Group for recommendations on how to improve these practices. 	<ul style="list-style-type: none"> ▪ Organization and facilitation of a series of round-table ‘dialogues’ to assess KS needs and interest. ▪ Partnership agreement with Bellanet. ▪ RDS/Fundacion Acceso/Grupo de Agua project.
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Annex III: Expected and Achieved Results, and Expected Outcomes Per Project

Project	Expected results	Achieved results	Expected Outcomes
<p>Partner: DINADERS Title: “Strengthening Research, Systematization and Training for Sustainable Rural Development in Honduras”</p> <p>Description: 1) Systematization of lessons from ongoing development experiences in rural development (includes strong component of capacity building in systematization); 2) Research on key themes of rural development; 3) Communication of results from research and systematization.</p>	<p>Systematization:</p> <ul style="list-style-type: none"> ▪ Standard methodology for systematization developed, validated and incorporated as a permanent structure within DINADERS (systematization unit). ▪ Enhanced institutional capacity to use effective methods for systematization of lessons. ▪ Lessons from previous experiences incorporated into development projects and policies designs (among others: development of a policy proposal for hillside agriculture, based on the results of previous project systematization.) <p>Research:</p> <ul style="list-style-type: none"> ▪ Research Methodologies developed, validated and incorporated permanently within DINADERS. ▪ Liaisons with research institutions. ▪ Enhanced institutional capacity to use effective research methods. ▪ Research results from DINADERS project informing decisions made by SAG (Secretary of Livestock and Agriculture). 	<p>Systematization:</p> <ul style="list-style-type: none"> ▪ Strategic alliance between DINADERS and GTZ-(Rio+ project) for 3 ‘cycles’ of capacity training in systematization; ▪ 46 project personnel trained; ▪ 18 ongoing systematizations, covering 9 thematic areas (ex. rural finance, management of protected areas, watershed management, methods related to food security, agro-forestry, etc.); ▪ 8 completed systematizations, currently being revised for edition and publication. <p>Research:</p> <ul style="list-style-type: none"> ▪ Draft conceptual and strategic framework for research on rural development elaborated; ▪ Identification of 6 key research themes corresponding to the interests of DINADERS and its partners: i) local development in remote areas; ii) delivery of high-quality goods and services (related to rural production and consumption); iii) risk mitigation and environment management; iv) support services to small producers; v) rural tourism; vi) education and community participation. ▪ 3 contribution agreements signed between DINADERS and academic institutions (for the realization of research); ▪ Draft proposal for a permanent research fund. <p>Communication:</p> <ul style="list-style-type: none"> ▪ Development of a web page for the project; ▪ Material designed appropriate to rural communication; ▪ Edition of 4 systematizations – to be published. 	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.</p> <p>(3) Partners actively identify, share and map out their learning priorities, make course adjustments and disseminate the cumulative learning emerging from projects and policies.</p> <p>(4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>

Project	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: GTZ (project Rio+) Title: “National Initiative in Systematization” Description: Systematization of lessons from development projects in the area of environment, natural resources management and rural development. The project includes a strong component of capacity building and edition & publication of the results of the systematizations.</p>	<ul style="list-style-type: none"> ▪ Strategic alliances developed with local institutions, ensuring sustainability and developing a critical mass of practitioners. ▪ Enhanced institutional capacity to use effective methods for systematization of lessons. ▪ Socialization of systematization results (edition and publication of the results of systematizations). ▪ Lessons from previous experiences incorporated into development projects and policies designs. 	<ul style="list-style-type: none"> ▪ Strategic alliance between DINADERS and GTZ- (Rio+ project) for 3 cycles of capacity building in systematization; ▪ 35 project personnel trained; ▪ 8 ongoing systematizations; ▪ 3 completed systematizations. 	<p>(4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
Project	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: World Vision Title: “Control and prevention of vector transmission of Chagas disease among Lenca communities in San Francisco de Opalaca, Intibuca ” Project co-funded and in collaboration with CIDA-Honduras. Description of the “research component” of the project: Participatory research on the prevention and control of Chagas disease among indigenous Lenca people.</p>	<ul style="list-style-type: none"> ▪ Design, implementation and validation of an eco-systemic approach for the control and prevention of vectorial transmission of <i>T. cruzi</i> in the 8 selected communities. ▪ Strengthening of Lenca organization structures throughout the training and participatory action research of the project. ▪ Conformation and strengthening of a Coordination and Advisory Committee (CCA) to oversee the approach adopted to address the problem of Chagas in Lenca communities. ▪ Consolidate the elimination of <i>R. prolixus</i> in 100% of the communities of San Francisco de Opalaca, and reduce the <i>T. dimidiata</i> domiciliary infestation risk. ▪ Serology tests for <i>T. cruzi</i> to 100% of the children less than 15 years from the municipality of San Francisco de Opalaca, and treatment to all the seropositive children according to the National norms. 	<ul style="list-style-type: none"> ▪ The project proposal has been presented at a dialogue table. The dialogue process proved to be efficient since it generated collaboration and coordination between different local instances as well as international cooperation institutions, and avoided duplication of activities. 	<p>(1) Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>

Project	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: ANAFAE</p> <p>Title: “Participatory research for the promotion of ecological agriculture”</p> <p>Description: Participatory research on sound ecological agricultural practices as alternatives to the use of agrochemicals and in support of dryland agriculture.</p>	<ul style="list-style-type: none"> ▪ Improved technologies for vegetable production in peri-urban areas identified and disseminated. ▪ Improved water management technologies identified and disseminated in dryland areas. ▪ Enhanced capacity to facilitate technology research and dissemination. 	<ul style="list-style-type: none"> ▪ The project has just been approved, a research committee has been appointed with the participation of ANAFAE, Zamorano University and IDRC. 	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.</p> <p>(4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
<p>Partner: Sustainable Development Network (RDS)</p> <p>Title: “Case study on knowledge sharing practices among the <i>Grupo Colaborativo de Agua</i>”</p> <p>Description: Case study conducted by the RDS, on the strengths and weaknesses of knowledge sharing practices of the Collaborative Water Group, a multi-stakeholder dialogue forum on water and sanitation which aims at informing policy on national water problems.</p>	<ul style="list-style-type: none"> ▪ Enhanced capacity to facilitate technology research and dissemination. ▪ Identification of lessons learned and good practices about knowledge building processes within the Water Group in relation to two concrete problems identified by the Group. ▪ Recommendations for improving knowledge building (learning and sharing) processes and practices within the Water Group. ▪ Enhanced capacity of the personnel of the Water Group, of RDS and of the Acceso Foundation to undertake applied research, and methodologies to analyze processes of knowledge development. 	<ul style="list-style-type: none"> ▪ Partnership developed between RDS, the Fundacion Acceso, and the Collaborative Water Group for project implementation. ▪ The Honduran organization (RDS) undertaking the research is being coached by the Fundación Acceso, which is an international organization that specializes in issues of knowledge sharing and knowledge management. 	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.</p> <p>(4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>

Project	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: CIAT-UNA Title: “Diversified Livelihoods Through Effective Agro-enterprise Interventions (Honduras component)”. Project co-funded by IDRC-Honduras and IDRC-Minga. Description: Through a process of collaboration called “Learning Alliances”, the project facilitates sharing between researchers, development practitioners and donors for the purpose of improving development practice for rural agro-enterprises in several countries in Central America, including better targeting of benefits for the poor. Within the context of this regional initiative, the IDRC-Honduras supports partners in Honduras, focusing on identifying demand for rural products and systematization of positive experiences within the learning alliance.</p>	<ul style="list-style-type: none"> ▪ Identification of commercial products with much potential for agro-enterprises. ▪ Assessment and dissemination of best practices for agro-enterprise development. ▪ Peer learning and knowledge sharing (between researchers, practitioners and donors from different countries of Central America) about promoting agro-enterprise development. 	<p>At the moment, each participating organization has developed and shared an inventory of “best practices” of agro enterprises development.</p>	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
<p>Partner: ASIES (Association for Social Research and Studies) Title: “Central America in the World Economy of the 21st Century (Honduras component)” Project co-funded by IDRC-Honduras and IDRC-TEC. Description: Strengthening the capacity of researchers in Honduras to conduct relevant and sound economic analysis on key issues of international economic integration. The project is collaborating with the Foro2020, a multi-stakeholder forum for sustainable development of the Sula Valley around the industrial city and export processing-zone of San Pedro Sula in North-Western Honduras.</p>	<ul style="list-style-type: none"> ▪ Relevant strategies for reducing poverty through trade widely disseminated to policy makers and the public. ▪ Enhanced national capacity to undertake research relevant to national policy makers. 	<ul style="list-style-type: none"> ▪ Partnership developed with the FORO2020. ▪ Terms of reference for research competition under development. 	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>

Projects currently under negotiation:

Project in negotiation	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: FOPRIDEH (Federation of development NGOs) Title: “NGOs’ contribution and role <i>vis a vis</i> the Honduran Poverty Reduction Strategy” Description: Applied research and participatory organizational assessment aiming at strengthening the capacity of a key group of organized civil society actors in Honduras to more effectively intervene in rural development processes that corresponds to the national goals of the PRSP.</p>	<ul style="list-style-type: none"> ▪ Capacity building strategy for effective NGO participation in the implementation and revision of the Poverty Reduction Strategy Plan ▪ Institutionalisation of research or development of a research unit within FOPRIDEH. 	<ul style="list-style-type: none"> ▪ Support was provided for the development of a project proposal based on an extensive consultation with member organizations. ▪ FOPRIDEH is fine-tuning the final proposal document. 	<p>(1) Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options. (2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
Project in negotiation	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: UNA (National University of Agriculture) Title: “Social analysis and Development Management – Capacity building” Description: Diploma-granting course on social analysis methodologies, based on the Social Analysis System (SAS) developed by Jacques Chevalier (Carleton University). The course responds to the significant need in Honduras for capacity building in social analysis among university students and researchers.</p>	<ul style="list-style-type: none"> ▪ Applied research, development projects and graduate theses in the area of agriculture and natural resources management incorporate participatory social analysis methodologies. 	<ul style="list-style-type: none"> ▪ 2 capacity building workshops in social analysis are been conducted, as a preliminary phase. ▪ Discussions are currently under way to include this project as a component of a research project conducted by J. Chevalier on Social Analysis System applications and institutional learning in Latin America (Honduras and Bolivia), Asia and Africa. ▪ Discussions also under way about supporting an alliance for peer learning between the National University of Agriculture and the Autonomous National University of Honduras (UNAH). 	<p>(1) Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options.</p>

Project in negotiation	Expected Results	Achieved Results	Expected Outcomes
<p>Partners: UNDP and University “Pedagogica” Title: “Assessment of research institutions” Description: baseline study to assess the state of applied research in Honduras. Based on the findings of the baseline study, a Research Fund will be set up to encourage applied research as related to sustainable development in Honduras.</p>	<ul style="list-style-type: none"> ▪ Inventory of research institutions, their strengths and weaknesses, their research areas, and the methodologies they use. 	<p>PROJECT IN NEGOCIATION PHASE - The University has submitted a proposal for updating a similar assessment done in 2002.</p>	<p>(1) Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
<p>Partner: UNDP Title: “Research fund and dialogue forum on applied research” Description: Creation of sustainable mechanisms to provide nation-wide direction and support to Applied Research.</p>	<ul style="list-style-type: none"> ▪ A research fund that will provide economic support to applied research initiatives via a competitive modality. ▪ A permanent national structure for the promotion of Applied Research and Learning Systems structures in Honduras. 	<p>PROJECT IN NEGOCIATION PHASE</p>	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
<p>Partners: Chamber of Commerce of Olancho, Municipalities of Juticalpa and Catacamas, the National Agricultural University (UNA). Title: “Milk production and value added in the municipalities of Catacamas and Juticalpa.” Description: Local Economic Development based on the exploration of value added and market possibilities for dairy production in Olancho.</p>	<ul style="list-style-type: none"> ▪ Local Economic Development alternatives based on value added strategies for dairy production. ▪ Participation of local government and producers in the identification of alternatives for value added strategies for dairy production. 	<p>PROJECT IN NEGOCIATION PHASE</p> <ul style="list-style-type: none"> ▪ A planning workshop was carried out to identify key actors and Local Economic Development themes. ▪ The participating actors decided to focus on dairy production in the territory of Catacamas and Juticalpa, and with the leadership of the local government, the Chamber of Commerce and the National Agricultural University (UNA). 	<p>(2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders.</p>

Project in negotiation	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: MAMUCA (Association of Municipalities of Central Atlantida) Title: “Integrated watershed management in the North Coast, MAMUCA sector.” Project being developed in collaboration with CIDA (Pro-Mesas) –Honduras.</p> <p>Description: The IDRC component of the project will involve support for social analysis and the facilitation of multi-actor processes, as well as for systematization of the experience.</p>	<ul style="list-style-type: none"> ▪ Development of local dialogue forum on watershed management and on concrete research needs, involving key stakeholders in the area. ▪ Identification and implementation of research projects linked to development interventions designed by Pro-Mesas/CIDA. 	<p>PROJECT IN NEGOCIATION PHASE</p> <ul style="list-style-type: none"> ▪ To date, IDRC has made several visits to the region, collaborating with Pro-Mesas/CIDA to assist the technical team of MAMUCA in proposal development. 	<p>(4) Partners share, appreciate and integrate the experience and perspectives of diverse stakeholders when defining development problems and identifying development priorities and options. (2) Partners plan and implement research in response to knowledge needs that address complexity, diversity and power differences among multiple stakeholders. (3) Partners actively identify, share and map out their learning priorities, make course adjustments and disseminate the cumulative learning emerging from projects and policies. (4) Partners collaborate in assessing and addressing knowledge gaps, generating development options and applying and disseminating knowledge to solve development problems.</p>
Project in negotiation	Expected Results	Achieved Results	Expected Outcomes
<p>Partner: Pech Indigenous Groups in Olancho Title: “Systematization of PECH development experiences” Description: Pro-Mesas has initiated a participatory planning process with the Pech indigenous community in Olancho. IDRC will provide support for the systematization of this process. The systematization will focus on capturing the learning from this new experience of actively involving an indigenous community in planning processes and of trying to ensure equal voice to the diverse groups in the region, including indigenous people and other actors in the region.</p>	<ul style="list-style-type: none"> ▪ Lessons learned with regards to promoting equity in intervention processes for indigenous populations. 	<p>PROJECT IN NEGOCIATION PHASE</p>	<p>(3) Partners actively identify, share and map out their learning priorities, make course adjustments and disseminate the cumulative learning emerging from projects and policies.</p>