



The power of
cash and time
for a living income
in African farming
households



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Reading guide



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1 Motivation

Incorporating motivational factors into agricultural training programmes for farmers in Sub-Saharan Africa

By Kirsten Aalders, Ifunanya Anaduaka, Joke Hansum, Lisa Meijer, Marthe Meulenbroek, Arieke de Vos and Maartje Wadman


Research background

The objective of this research was to explore how the curriculum of 100WEEKS could be improved and to understand better how farmers in Sub-Saharan Africa can be motivated to adopt agricultural practices to improve their livelihoods. Intrinsic and extrinsic motivational factors both play a role in the extent to which agricultural practices are adopted within a training program and implemented by trainees. Situational circumstances such as culture, gender roles and the wider local context are essential for deeper understanding the motivations of a farmer. Mapping out these variables provides a true understanding of the given context, creating pathways towards advanced international development practices that depart from local, pre-existing knowledge systems.

Conclusions and recommendations

How to improve the curriculum

Continue
The current curriculum of 100WEEKS should continue with the repetitive character of the trainings, the combination of trainings and financial support, the support done through house visits, the setting up of Village Savings and Loan Associations (VSLAs) and being informed by data.



Caption

Build on
Build The curriculum could build on academic research done on multifaceted cash transfers and trainings, and fundamental debates on financial transfers and the selection procedure.

Reflect
The curriculum could reflect on its positionality linked to the people they collaborate with, the existing knowledge and skills which are already there, the possibilities for context-specific co-creation, the facilitation of cross-pollination of agricultural knowledge and practices, and the addition of demonstrations and training.

Monitor and evaluate
The curriculum could monitor what context-specific content trainees need, how the training process is experienced by the trainees and evaluate the impact of the 100WEEKS programme in the context in which it is implemented.

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- 2 Effective trainings
- 3 Measuring poverty
- 4 Top-down or Bottom-up
- 5 Agroforestry paradox
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Introduction



The NGO **100WEEKS** offers farmers in Rwanda, Ghana, Uganda and Ivory Coast a combination of weekly cash transfers, coaching and financial literacy training for a period of 100 weeks. With this temporary help, the aim is to get people permanently out of extreme poverty. 100WEEKS has been interested in scientific substantiation on how a combination of cash transfers, weekly coaching and financial literacy training contribute to improve the agricultural practices of (cocoa) farmers. Therefore, they approached Wageningen Science Shop.

Wageningen Science Shop collaborates with non-profit groups in society (like 100WEEKS), to turn their research questions into a research proposal to find answers to these questions free of charge. After the Science Shop has approved an action plan and budget estimation, WUR students conduct the research under the supervision of WUR researchers and other WUR employees. With 100WEEKS, Wageningen Environmental Research established an advisory board and coordinated and synergised research of multiple (groups of) students.

Four master thesis students and two student groups have been working on finding answers to the questions of 100WEEKS. The thesis students worked individually for about six to twelve months on their master thesis'. The student groups were part of Academic Consultancy Training (ACT). In this course, students of different studies and nationalities work together in one team, for 8 weeks.

The students were guided by a coach and an academic advisor from WUR and at least one supervisor from 100WEEKS.

The first ACT group focused on how the curriculum of 100WEEKS could be improved and on a better understanding of how farmers in Sub-Saharan Africa could be motivated to adopt agricultural practices to improve their livelihoods. With use of the first results, the second student group aimed to better understand how an effective and efficient programme should look like for the best uptake of Good Agricultural Practices (GAP) in cocoa. The first master student explored a framework for measuring poverty in the context of multifaceted cash transfer programs like that of 100WEEKS. The second master student compared participatory approaches like Farmer Field Schools to the curriculum of 100WEEKS, the third student looked at the importance of indigenous knowledge on agroforestry, while the last master student explored if top-down or bottom-up agricultural training programs are a more preferred approach by farmers.

Throughout this interactive PDF, links to the students' original work have been included. Please realise that students are no professional researchers yet. It is a learning trajectory for all of them. Subsequently, the quality of their output can vary. However, methods, conclusions and recommendations have been discussed with supervisors, coaches and advisors and can be trusted.

➤ Introduction

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The curriculum could monitor what context-specific content trainees need, how the training process is experienced by the trainees and evaluate the impact of the 100WEEKS programme in the context in which it is implemented.



1 Motivation



Expand

The curriculum could benefit from expanding the network they use to deliver the trainings like local experts, institutions and the private sector, split-up needs assessments done based on gender to really find out the needs, focus more on the development and networks of their coaches and make the trainings also accessible for the illiterate.

How to motivate farmers to start adopting agricultural practices

Motivation

From a motivation perspective, autonomy and control over own learning is found to be very important. When there is focus on farmer's own knowledge and capacities, motivation to act will follow. Farmer-to-farmer learning plays an important role in this. When farmers listen to experiences from other farmers and see the results from different practices, they will be motivated to adopt these practices themselves.

Extrinsic motivation: monetary incentives

Literature and experts have different opinions on offering monetary incentives (extrinsic motivation) and on the conditionality of money being given in combination with a training. The opinions on linking cash flows to participation in a training program are mostly negative. When offering money, awareness should be created on the criteria and the financial incentives should be well explained, in order to have a positive impact. Only then monetary awards can be an addition to motivation.

Motivation or money?

Both motivational and monetary factors are important to recognize when developing training curricula. Motivated farmers require less monetary incentives. Even more, in some cases it is possible that monetary incentives can undermine motivation. Therefore, most attention should be given to motivational factors when developing training programs.

Cultural sensitivity & gender roles

Besides motivational and monetary factors, the local context, culture and gender roles play an important part in the effectiveness of a training. Especially gender roles were found to be of influence on training groups and on the (amount of) input given by the trainees. Furthermore, within the farmer's own reality, it emerged that motivation to participate is dependent on feasibility within their personal situation, considering costs, work and childcare.

How to stimulate motivation

Motivational factors can be stimulated by different training designs like participatory learning, farmer-to-farmer learning, transformative learning and co-creation. Essential in all these training designs is the agency of farmers to decide upon their own goals and learning process, which is found to be motivational.

[Download the Advisory report here.](#)

[Download the Research report here.](#)

1 Motivation

2 Effective trainings

Delivering effective and efficient trainings in cocoa farming – towards a living income

By Anouschka Kövy, Dana Vonk, Frederique Bosveld, Kostas Kipros, Laura Trommel & Pietro Sala

Research background

The objective of this research was to better understand how an effective and efficient programme should look like for the best uptake of Good Agricultural Practices (GAP) in cocoa. Therefore, GAPs in cocoa farming were studied, as well as previous GAP trainings. Next to this, characteristics were identified that make a training effective with a focus on sustainability even after the project completion, and the role of the context on the outcome of an intervention were assessed.

The adoption of good agricultural practices has the potential to significantly improve cocoa production and consequently the household's income, and should therefore be considered as an important aspect in development programs.

Conclusions and recommendations

Agronomic training

Training can be an effective method to foster technology appropriation of agronomic knowledge. The relevant scientific literature favours the use of practical demonstrations and methods, since these enable the farmers to try the techniques themselves on small plots, and evaluate afterwards. An example of this is a Farmer Field School, which aims at localised and multidisciplinary knowledge production in the specific context of application. Lack of context specificity tampers the benefits of training

for farming households. Extension officers or agents can play an important role here, since they can make GAP training meaningful for farmers by visiting farms and adapting the practices to specific conditions.

A stepwise approach to introduce agronomic practices
A stepwise approach to train people in good agricultural practices could strategically support the delivery of this knowledge, see Figure 1.

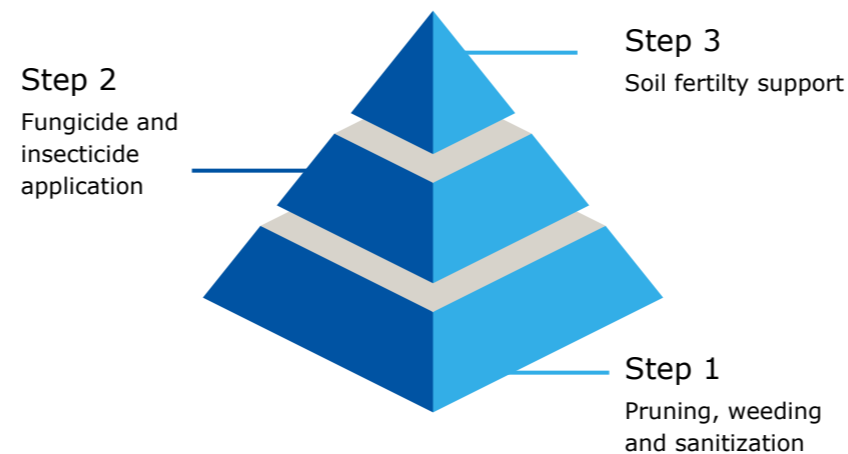


Figure 1. Visualization of a stepwise approach for introducing good agricultural practices



2 Effective trainings



Access to resources

Actual (material) inputs are also needed. Providing farming households with inputs through service delivery or creating opportunities for access to such resources can empower them. However, resources are often scarce and/or access to them is limited:

- Service delivery and inputs are generally low, such as the supply (and prices) of fertilisers and farming machines.
- Infrastructure is often relatively poor, tampering the ability to provide necessary inputs. Generally, this also limits access to information and markets.
- Land is scarce.
- Shortage of labour, caused by a decrease of the youth's interest in farming

Sustainability to ensure effectiveness of trainings

Environmental, social, and economic sustainability is needed to ensure effective trainings:

- Efficient management/avoidance of negative spill-over effects from pesticides and fungicide use should be addressed at a higher level than individual farmer households. Local governments could coordinate large scale operations to limit the need for complementary sprayings;
- Fertiliser use recommendations should be context and crop variety specific to ensure optimization;
- The specific context should be taken into account when developing a training, because it determines needs and incentives. It is important to consider what motivates farmers to participate in a training;
- The incentives of extension agents should be considered, since their action can result in long-term resilience within the targeted community;



- An effective training addresses individual farmers, their households, and communities as well;
- Training should be gender-responsive: they could affect adoption of certain skills;
- The development of trainings should value a bottom-up approach, to tailor its design to specific local needs;
- NGOs can provide inputs either directly or indirectly, but they should support farmers by facilitating service delivery and providing unconditional inputs (cash transfers, seeds, tools), generating direct impact and positive spill overs;
- 100WEEKS could use its international influence to push for a better balance of power along the supply chain of cocoa, resulting in better returns to farmers;
- Finally, given the inelastic characteristic of the agricultural commodity, support from institutions as well as the diversification of investments should be fostered to screen farmers from the dangers of market volatility.

2 Effective trainings



Local context is key

These aspects must be considered when designing an intervention:

- The core focus of the *technology appropriation* concept on local expertise;
- The NGO should be aware of different interests at stake (own organisation, financial support given to others, farmers, coaches, etc.) to make objective choices;
- Local stakeholders' *Agency* is necessary to establish a long-term change;
- Local context is key, targeted interventions have better chances of being ethical, and pre-existing social/cultural dynamics could determine unforeseen relevant concerns.

Integrative approach

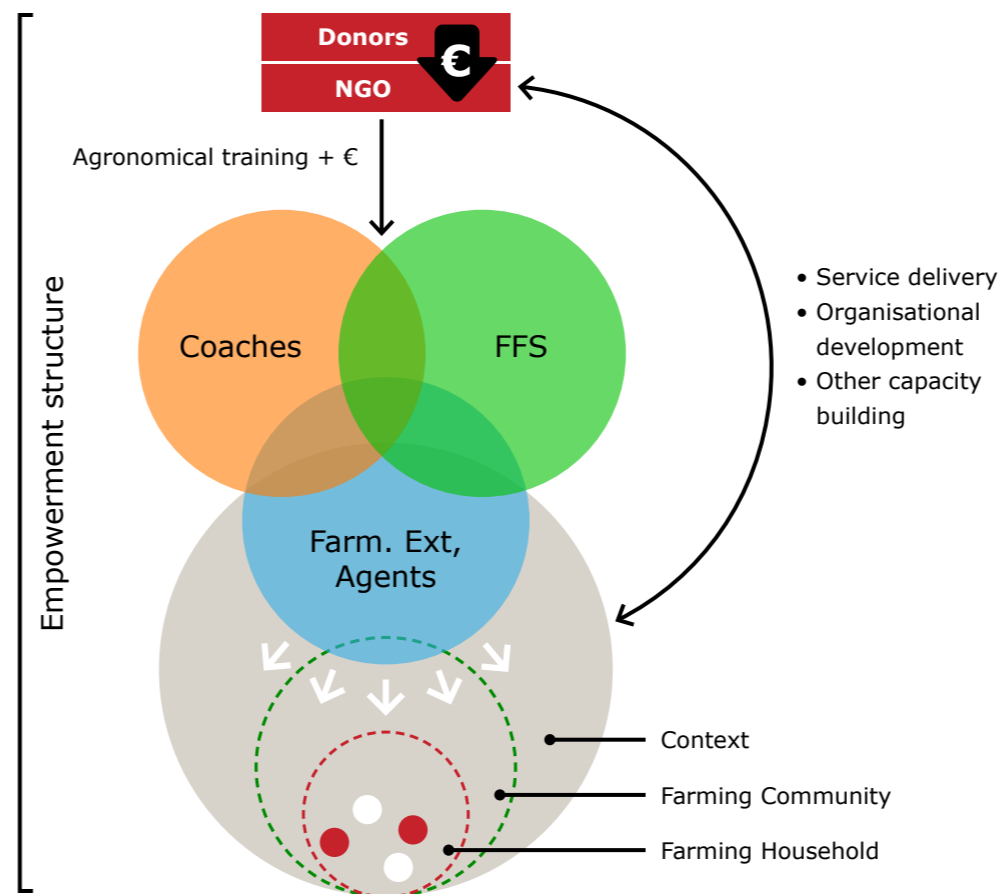
Since a simple solution is not possible to the complexity of improving living conditions of West African cocoa farmers, the initiation of a long-term virtuous process of change is necessary. Such a process will be the result of successful endeavours, which should be all realistic in their target, exhaustive in their approach, coherent in their evaluation, and consider the interests of all involved stakeholders.

Overall conclusion: a Paradigm shift is needed

Seasonality, optionality, social and ethical aspects are all essential for the design of effective trainings. The critical importance of context specificity was evident from the data collected. Therefore a paradigm shift is proposed of the way in which NGOs deliver knowledge to local communities: 100WEEKS should focus on promoting *knowledge appropriation*, where individual learning is integrated in knowledge creation at the level of extension agents, coaches, and Farmers Field Schools; and spend the

remaining resources to grant a facilitating environment: by granting access to inputs, fostering favourable policies, and supporting social organisations schemes as well as capacity building (see Figure 2).

Figure 2. Overview of the paradigm shift proposed



[Download the Executive summary here.](#)
[Download the Research report here.](#)

2 Effective trainings

3 Measuring poverty

Measuring poverty in five dimensions

By Mashiat Hossain

This Master thesis explored a Five-Dimensional Framework for Measuring Poverty in the Context of Multifaceted Cash Transfer Programs like that of 100WEEKS.

Research background

Although there is evidence that multifaceted cash transfer programs have a long-lasting positive impact on the poor, there is no framework available for the development organizations to monitor, evaluate, and assess whether the multifaceted cash transfer programs they implement effectively eradicate poverty across all its dimensions on which their intervention can have an impact. Therefore, this research proposes a five-dimensional framework for monitoring, evaluating, and assessing the efficiency of multifaceted cash transfer programs in addressing poverty. The five dimensions include health, living standard, income and assets, social capital, and capacity.

Conclusions

A multifaceted cash transfer program addresses poverty
The research shows that 100WEEK's intervention, a multifaceted cash transfer program, has a significant positive impact on the dimensions of health, living standard, income and assets, social capital, and capacity. The results point out that a multifaceted cash transfer program can efficiently address multiple constraints of poverty even during a global pandemic like Covid-19. However, methodological constraints mentioned make us hesitant regarding the generalizability of the results.



Cash can break the cycle of poverty

One of the mechanisms behind the positive impact on the subdimension of income could be borrowed from behavioural economics. The poor, when exposed to the conditions of poverty over a longer period of time, display certain behaviour such as risk averseness and short-sightedness that can further trap them in poverty. Providing cash to the poor has been shown to alter such poverty-inducing behaviour in a way that can help to break the cycle of poverty. 100WEEKs provides the beneficiaries a cash transfer of 8 euros per week and a training, which could probably instigate positive behavioural change among them resulting in a positive impact on the mean and median income.

Recommendations

Evaluate the proposed framework using a methodology like randomized control trial to ensure the generalizability of the framework. Furthermore, investigate the impact of multifaceted cash transfer programs on the psychological health of the beneficiaries. And preferably use methodologies that utilize both endline and baseline data to derive the impact.

[Download the Thesis report here.](#)



3 Measuring poverty

4 Top-down or Bottom-up

Top-down or Bottom-up agricultural trainings?

By Annalisa Iovieno

This Master thesis explored if top-down or bottom-up agricultural training programs are a more preferred approach by farmers.

Research background

To understand better how training programs should be introduced to farmers, two groups of farmers were compared with each other whom were exposed to either a top-down or a bottom-up approach and whom were both cultivating coffee on Mount Elgon in Eastern Uganda. One group was part of the MWARES project, which is facilitating bottom-up agricultural trainings based on demands and needs, the other group consisted of farmers part of a (for-profit) coffee organization, which provided coffee trainings as they deemed necessary.

Conclusions

A contract with the farmers or not?

The research findings suggest that farmers criticise organisations which are only focused on making profits out of their cooperation with farmers and that farmers prefer having an organisation providing them with the most advanced knowledge and skills related to for example coffee production, but not to be tied to it via an employment contract.

Presence in the field

Furthermore, farmers expressed a certain degree of interest



towards the establishment of a confidential relationship with the people training them (e.g. extension agents), especially if they not only provide them with trainings, but also care to follow-up on the correct implementation of the knowledge gained and when they also pay visits to their farms. Therefore, presence in the field and constant support from the field officers were ranked as one of the most valuable aspects of their collaboration, both with the project as well as the organisation.



4 Top-down or Bottom-up



Assess needs and ideas of farmers

Farmers also expressed that they want their needs and ideas to be assessed during the baseline surveys, and they want to be more involved in the development of the content of the training programs. Members of the coffee organisation therefore supported the bottom-up approach, where farmers would directly be consulted by the organisation which first investigate their needs, challenges, desires, ambitions and then base the training programs on that information. They agreed that they either would prefer working with an organisation ensuring the bottom-up approach or that they would like the coffee organisation implementing it. Among the factors influencing this choice, farmers were most enthusiastic about having the possibility to target their needs and challenges and to have their interests posed at the centre of the decisions taken by the organisation.

Recommendations

A mixed (bottom-up-top-down)-approach to agricultural community development is proposed. Such an approach to agricultural trainings involves both the community at the bottom as well as people at the top: farmers need and want to make use of professional workers' expertise to advance their knowledge on new technologies and innovations, as they often lack access to education, but it does need to link to their needs and challenges. There would be room for checks and balances from each side, but it would guarantee a farmer-centred perspective to the agricultural training programs.

[Download the Thesis report here.](#)



4 Top-down or Bottom-up

5 Agroforestry paradox

The paradox of the popularity of tree planting interventions in Rwanda: a call for the integration of indigenous agroforestry

By Frederique Willemijn Elisabeth Bosveld

This Master thesis dives into agroforestry practices in Rwanda and the role of indigenous knowledge in the increasingly popular tree planting interventions.

Research background

Tree planting interventions are carried out on a large scale throughout Rwanda. Whereas agroforestry is an ancient indigenous practice, the kind of agroforestry practice that underlies these tree planting interventions differs significantly from the indigenous practice. This study looks at the implications of the rapid growth of tree planting interventions on the existence of indigenous knowledge and activities. Whereas previous research on agroforestry in Rwanda focused on theories around behavioural change, this study approaches this subject with a social practice lens. In a three month field visit, thirteen semi-structured interviews, three focus group discussions and participant observations were conducted.

Conclusions

Justification for interventionist agroforestry practice

The often exogenously introduced tree planting interventions are embedded in a mainstream Western worldview striving for economic and ecological change. From this worldview, agroforestry has almost become a commodity and is used as a tool for economic and ecological purposes through which organisations can claim to contribute to 'greening' and 'reforestation' in Rwanda. Under the guise of 'livelihood



strengthening', communities are targeted by these interventions in which new techniques and activities are introduced that are focused around the materials and competences elements, e.g. external inputs and extension services. Remarkably, it is communities that are perceived to lack knowledge for these exogenously introduced agroforestry practice. It is almost as if claiming this 'knowledge gap' justifies the introduction of this practice.

Consequences of knowledge gap

Not only are NGOs and the Rwandese government convinced that communities lack knowledge to integrate modern agroforestry techniques. There seems to be a tendency among community members to perceive themselves as being less knowledgeable. This is worrisome for several reasons.



5 Agroforestry paradox



1. Farmers take over government policies

Rwandan farmers involved in agroforestry activities take over government policies (e.g. through the work of extension agents) without hesitation. This also goes for NGOs who introduce agroforestry techniques (often in line with these policies) that involve a handful of popular fast-growing exotic species and external inputs. Subsequently, the ecological environments – which are crucial for farmers to provide for the needs of their family – are changing. Whereas development organisations have good intentions with the launching of tree planting interventions, the soils are in fact still depleting and eroding and are increasingly dependent on the use of external inputs such as chemical fertilisers and pesticides. Hence, as long as tree planting interventions promote exotic species and the use of chemical fertiliser, not much will change in the long run.

2. Indigenous agroforestry dies out

These exogenous processes contribute to the extinction of indigenous knowledge on agroforestry that does not overly rely on external inputs and exotic tree species. Adversely, indigenous agroforestry practice is less resource intensive and include indigenous tree species. These developments certainly pose risks for biodiversity. Moreover, indigenous agroforestry knowledge and activities are undervalued and threatened to become extinct, whereas the worldview in which these indigenous knowledge is embedded contributes to the protection and conservation of nature and thus biodiversity.

Recommendations

When working with coffee or cocoa farmers, two crop that normally benefit from shade trees, 100WEEKS should consider integrating indigenous knowledge and activities and move beyond the concept of interventionist agroforestry practice. Not integrating indigenous agroforestry will paradoxically compromise the sustainability of tree planting interventions in the end.

[Download the Thesis report here.](#)

5 Agroforestry paradox

6 Participation

The Evolution of Participatory Approaches for Agricultural Development: FPR and FFS

By Jiska Ephraim-Kranendonk

This master thesis focuses on how farmer participatory research (FPR) and the Farmer Field School (FFS), operate as modes to transfer technology.

Research background

The objective of this thesis is to analyse how two participatory approaches, namely: farmer participatory research (FPR) and the Farmer Field School (FFS), operate as modes to transfer technologies. The curriculum from 100WEEKS was used as case study to explore whether elements and/or principles of the FFS are still applied in newly developed development programs, and if so, how. In the comparative analysis, the focus was on the type of technology transfer, the level of participation, and andragogical (adult learning) principles.

Conclusions

Farmer participatory research and Farmer Field Schools
Both FFS and FPR can effectively empower farmers to experiment with new technologies and practices that are suited to their specific contexts, both in their own way (Table 1).

The 100WEEKS curriculum vs. Farmer Field Schools
Just like FFS, the 100WEEKS' curriculum stimulates participatory, experiential learning, however, the topics covered during the training are chosen without consulting the farmers, and the program does not synchronize the learning activities with relevant real-life situations. Since



adults are typically motivated and ready to learn when they feel the need to tackle a real-life problem they face at that very moment, the participants of the 100WEEKS program might lack intrinsic motivation. These findings demonstrate that when organizations or programs claim to be participatory, it can take various forms and differ per stage of the development process.

Recommendations

To let technology transfer, the level of participation, and andragogical principles thrive, 100WEEKS is recommended to incorporate relevant real-life situations in their trainings and to give participants a voice in choosing modules for their trainings.



6 Participation



Table 1. Overview of ideas, level of participation and kind of technology transfer for: traditional Transfer-of-Technology (Traditional ToT), farmer participatory research (FPR) and Farmer Field Schools (FFS).

	Traditional ToT	FPR	FFS
Emerged/Dominant:	1950s	1990s	1990s
(New) Ideas:	Agricultural technologies are developed by researchers at research stations and passed on to extension services for dissemination among farmers.	Emphasis on involvement of farmers in early stages. Value of Indigenous Technical Knowledge (ITK) recognized. Some see possibility to acquire capacity to develop technology themselves.	Selection of the subject should depend entirely on local people's needs and interests. Value of ITK recognized. Aim to strengthen farmers' capacity to make better decisions through experiential learning.
Level of participation:			
Needs & Opportunity	Conventional	Collaborative	Collaborative/Collegial
Research & Development	Conventional	Collaborative	Collegial/Farmer Experimentation
Kind of technology transfer:	Material transfer	Design transfer In some cases: capacity transfer	Capacity transfer

[Download the Thesis report here.](#)

6 Participation

Overall findings and recommendations



100WEEKS is interested in scientific substantiation on how a combination of cash transfers, weekly coaching and financial literacy training contribute to improve the agricultural practices of (cocoa) farmers. The curriculum is found to be strong because of the repetition within trainings, (financial) support, personal guidance and the data-driven approach. Improvements can be found in enhancing co-creation with participants, acknowledging the need for context specificity and by building a facilitating environment.

100WEEKS curriculum

The curriculum, where 100 weekly trainings are combined with weekly cash transfers and the development of Village Savings and Loan Associations (VSLA's), is strong. To focus the curriculum more on agricultural producers, co-creation, the facilitation of cross-pollination of agricultural knowledge and practices, and the addition of demonstrations and training could be added ([chapter 1](#) and [chapter 6](#)). When developing a training for farmers, a trainee-centred perspective to the agricultural part of the training should be guaranteed, where there is a buy-in from the trainees through linking the program also to their needs and challenges on the farm ([chapter 1](#)). This means that farmers need and want to make use of professional workers' expertise to advance their knowledge on new technologies and innovations, but that it does need to link to their own context ([chapter 4](#)).

Learning control

Autonomy and control for people about their own learning is found to be very important ([chapter 1](#) and [6](#)). The implementation of practices could therefore also benefit from promoting knowledge appropriation, where individual



learning is integrated in knowledge creation with help of extension agents, coaches, and Farmer Field Schools ([chapter 2](#)). For tree planting practices in Rwanda, Western initiatives offer indigenous people knowledge on Western interventions and have a negative perception on indigenous agroforestry. This lack of learning control may unfortunately contribute to the extinction of indigenous practices and species ([chapter 5](#)).

➤ Overall findings and recommendations



Facilitating environment

Where possible, 100WEEKS could work on improving a facilitating environment: by granting access to inputs, fostering favourable policies, and supporting social organisations schemes as well as capacity building ([chapter 2](#)). The continued presence of (agricultural) extension agents or training officers from private companies should also be part of this facilitating environment, where constant support is valued highly ([chapter 4](#)), and which can be achieved by 100WEEKS through building a network of stakeholders that can deliver a wider range of knowledge trainings ([chapter 1](#)).



Permanent change

Seasonality, optionality, social and ethical aspects are all essential for the design of effective trainings as well as a focus on environmental, social, and economic sustainability to ensure continuation also after the organisation has left ([chapter 2](#)).

Poverty decrease

The curriculum seems to decrease poverty on five dimensions ([chapter 3](#)). To more thoroughly proof that 100WEEKS' program contributes to decreasing poverty, 100WEEKS should analyse what they are doing by also following a control group, as well as a more random selection of farmers instead of only the selected farmers that are part of the program ([chapter 3](#)). The curriculum could next to this also be evaluated together with the trainees to see what context-specific content could improve the non-agricultural part of the curriculum ([chapter 1](#)).

➤ Overall findings and recommendations

Colophon



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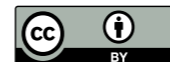
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