

# Practical guide for the appropriation and valorization of pedagogical resources



# Introduction

---

The evaluation of the second phase of the Train to Transform program recommended strengthening the dissemination and appropriation of spaces, tools and productions from the collective within member organizations and the groups or collectives that they support.

It is with this in mind that consultations with nine member organizations of the Train to Transform collective were conducted, to map their good practices to share with other organizations of the collective.

These consultations highlighted that organizations have different conceptions of the resources to be disseminated: some will disseminate the productions as such, others disseminate concepts addressed in these productions, pieces of tools, or their own tools developed by drawing inspiration from the practices disseminated within the Train to Transform collective.

This booklet aims to support organizations in implementing strategies for better use of the resources produced within the framework of the collective, during the third phase of the program.

---

**This booklet presents the definitions of the TtT collective of the internal dissemination, appropriation, and promotion of pedagogical resources (pages 5 to 13), followed by examples of methods and tools shared by member organizations to illustrate their good practices (pages 13 to 26).**



# Contributing Members



Adenya – Rwanda



APEF – Democratic Republic of Congo



Batik International – France



Concept – Senegal



Duhamic-Adri – Rwanda



Fedina – India



Frères des Hommes – France



MPP – Haiti



UGPM – Senegal

# Dissemination, Appropriation, Valorization

Definitions provided by  
the Train to Transform  
collective



# The dissemination

**For the members of the TtT collective, the internal dissemination of pedagogical resources means:**

- Sharing, making accessible, informing about existing resources or about what we have learned during discussions within Train to Transform spaces (working groups, co-production).

The dissemination of pedagogical resources meets several objectives:

- To enable teams to understand the work done within Train to Transform, so that they are aware of the resources and their content.
- To contribute to strengthening team capacities, to develop knowledge and improve practices.

For organizations that are 'movements' (such as UGPM & MPP), the audience is wider than the project team and includes the members of the movement. The methods of dissemination must therefore be adapted (through the radio, social media...). It can be done by disseminating key messages, rather than complete resources or precise tools.



Note that when talking about a team, several organizations raise the importance of not only thinking of the “the team for our project with FDH” for the dissemination of the pedagogical resources of Train to Transform, but of the entire team of the organization. Sharing allows for transversality, openness to other methods in other projects, and the strengthening of the knowledge and skills of the extended team.

**The stage of dissemination of pedagogical resources will facilitate their appropriation by the team. Dissemination is sometimes very intertwined with appropriation; these are two stages to be treated together to define our individual and collective strategies for using pedagogical resources.**



# The appropriation

## **For members of the TtT collective, the appropriation of pedagogical resources means:**

Having a common understanding of the resource, concepts, tools, key messages.

Putting them into practice (we appropriate the educational resources by preparing the implementation and using them).

Internalizing resources to use them.

Knowing that the resource exists : we think about it and we know how to use it.

Implementation can go through different stages, which organizations carry out fully or partially:

- Testing the tool with the team, during a meeting or workshop
- Making an initial adaptation of the tool to its own context (translation, simplification, modification)
- Experimenting with the tool or part of the tool in the field, in a situation
- Identifying and replicate the good practices that emerge, and pass them on to the team

**This is the moment when a resource becomes a working tool for the team. Some elements from pedagogical resources are integrated into the team's activities.**

Members of TtT pointed out that there are also different levels of appropriation of resources in dedicated meetings or workshops, depending on the audience:

- with a Board of Directors
- with the members of the project team
- with the facilitators, or with volunteers
- with the population or collectives we support

Objectives – we find objectives similar to those of diffusion:

- Strengthening the team's capacities,
- Improving practices by adopting the good practices of others, by modifying one's own practices,
- Promoting change and move towards innovation.

Appropriation comes before external promotion. It is necessary to understand and put into practice, in order to then promote a resource or method outside our organizations.





# The valorization

**For the members of the TtT collective, the external valorization of pedagogical resources means:**

- To make visible, raise awareness, and make other stakeholders understand the work we do.

**The external valorization meets multiple objectives :**

- Continuously improve our practices, based on feedback from other organizations.
- Make ourselves known and highlight the Train to Transform collective.
- Exchange and collaborate with other partners, in order to create opportunities for mutual learning and to carry out joint actions.
- Promote our expertise to mobilize co-financing, obtain funds, identify new donors.
- Contribute to collective change on a territorial scale. By sharing our resources and new knowledge, we participate in social transformation by allowing other organizations to use them.

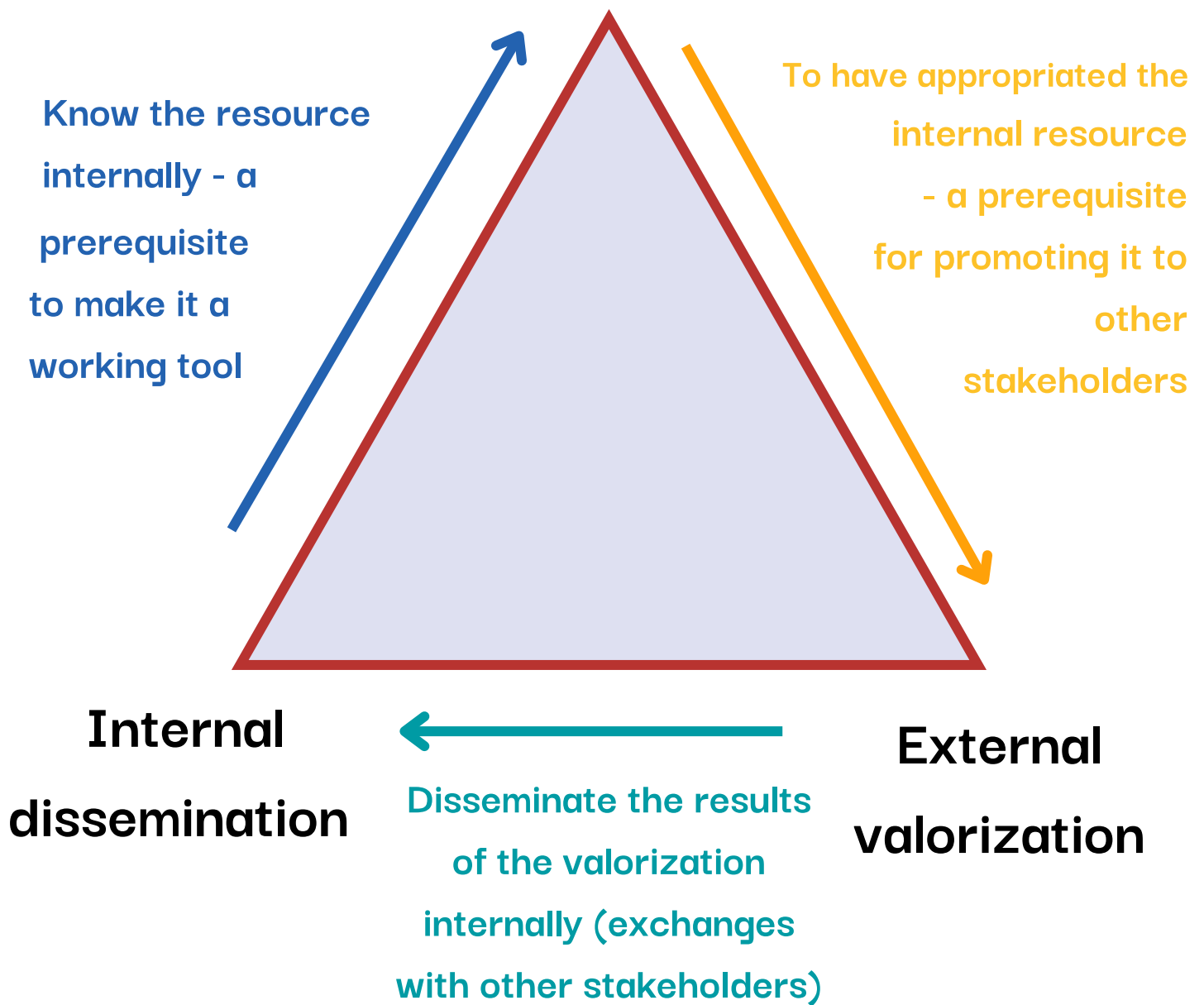
The steps for external valorization can be the same as for internal dissemination or appropriation, with similar methods, but this time for external organizations:

- Test the tool with one's team, during a meeting or workshop; or have already integrated it into one's practices
- Work as a team to adapt the tool, to present it and/or test it with other organizations, during a meeting
- Present and/or experiment with the tool with other stakeholders. Discuss and debate with them the resource and the use that can be made of it.
- Identify and replicate good practices and areas for improvement that emerge, and pass them on to one's team

**Internal dissemination and appropriation of pedagogical resources are a prerequisite for valorization: we value what we have put into practice, what we have experienced, but also the positive effects obtained.**



# Appropriation



Discussions with the member organizations of the collective have shown that internal dissemination and appropriation are closely linked to external valorization, both in terms of methods and steps. It is possible not only to valorize the resources of the collective, but also to valorize our methods and steps of dissemination and appropriation of these resources, in a dynamic of continuous learning.

# Spaces, methods and good practices

Examples from the  
Train to Transform  
collective



# Spaces and methods for internal dissemination

## Resource sharing

The sharing of collective resources is done through different channels:

- Sending documents by email or via social networks (Whatsapp, Facebook, an organization's website)
- Printing and distribution of resources in paper format
- Mentionning the pedagogical resources in the organization's journal, or in a written publication
- Projecting the resources on synthetic Powerpoints (and doing collective readings)

## Dedicated team meetings and workshops

- During regular team meetings (with the project team and/or cross-organizational coordination)
- During specific reflection workshops (dedicated to sharing tools, preparing training, or thematic workshops)
- In team training spaces
- To boards of directors/in annual general meetings.

**The presentation of these resources is often followed by questions, discussions and debates.**

## Physical availability of productions

The resources are also made available in physical form by some organisations, in the association's offices or in communities. The posters are also displayed and used in these spaces.

## Specificities of certain organizations

Some organizations mentioned additional spaces or methods:

- Some organizations translate resources into local languages to share them with communities, creating summarized sheets in the local language.
- Other organizations disseminate concepts (especially related to the six priorities) rather than the resources themselves.
- For movements whose facilitators are also members, dissemination has a greater reach, using radio, support spaces, and social networks.
- Pedagogical meetings to review the plans for upcoming workshops or training sessions are, for some organizations, already a dissemination space, as are the meetings of the "Train to Transform" collective.

# Best dissemination practices to share



## UGPM

Shared reading of resources to facilitate understanding, with the facilitators (then with the farmers' groups)



## Frères des Hommes

Sharing resources in different spaces (weekly team meeting, dedicated workshops): distributing resources several times through different channels (repetition)



## MPP

Use of proverbs and educational songs to raise awareness among teams and members of the movement, on concepts found in the collective's productions



## Adenya

Projection of resources on Powerpoint with the team and printing of documents to distribute to everyone.



## Batik International

Sharing the tool by email, and immediately identify in which situation it could be useful. Experiencing the animation once, to facilitate the dissemination afterwards



## Duhamic-Adri

Sharing of certain resources on the organization's website and during workshops dedicated to sharing tools





# Spaces and methods for internal **appropriation**

## Different spaces and methods of appropriation

- During **pedagogical or thematic workshops**, with different audiences: the project team, a group extended to the organization (coordinators, field facilitators) to test the tool, discuss its implementation.
- During **team meetings** to prepare for implementation, the use of resources in training spaces with the population (particularly when preparing educational courses).
- In **training spaces for facilitators**.
- Appropriation also involves **discussions** (formal or informal) on the tools and debates. Some organizations are careful to allow time for individual appropriation for everyone, before or after meetings and workshops.
- The implementation of the tool is followed by a period of **feedback** (which allows the teams to continue adapting the tool to the field).
- **Distributing printed materials**, sending emails or posting.
- The use of **songs, stories, proverbs** to “connect” with participants and better introduce an educational resource.

## Shared aspects with dissemination

We find methods and spaces similar to those of dissemination (readings, songs, more or less extended team meetings) but with a **different goal** : people already know the resource, they know that it exists. With appropriation, they become able to mobilize the resource by adapting it to the situation in which they wish to use it.

## Key consideration for future projects



Provide local budgets for printing Workshop for Social Transformation sheets and for translating the collective's resources into local languages.

## Specific features of certain organizations

Some organizations mentioned additional spaces or methods:

- Meetings with the FDH Training Team as spaces for appropriating the resources of the TtT collective.
- Sharing experiences with other TtT members, for example on exchange trips.
- Organizing shared readings with collectives, for an appropriation that goes beyond the project's team
- Organizing training spaces for members of the Board of Directors

# Best appropriation practices to share



## Fedina

Appropriation of resources (via pedagogical sheets) with vigilance groups in the community



## APEF

Testing of tools and discussions with beneficiaries which enable dissemination within the community, and allow the APEF team to adapt its practices



## Adenya

Meetings and refresher sessions with the Pafos (Farmer Animators Trainers), presentation of certain resources by the project team



## CONCEPT

Use of tools followed by feedback times which allow for improvement, and to bring out new themes to focus on

## Duhamic-Adri

A few years ago, there was a library at the headquarters, where all the tools produced could be consulted. Duhamic-Adri's partners could come to consult these tools

## MPP

Use of co-decision, co-animation, co-production methods of the collective within the framework of groupings of collectives, exchange visits between collectives. The methods are directly put into practice with the population





# Spaces and methods for external **valorization**

## Methods used

- Sharing resources when **participating in local, regional or national network or platform events** :
  - Presentation of the collective's resources (including video screenings),
  - Exhibition of resources in stands,
  - Debates/discussions (group work for example),
  - Distribution of printed resources.
- Exchanges of experiences with other organizations, via **workshops or local exchange trips**.
- Using the collective's methods and concepts in networks/platforms/federations: CO methods (co-animation, co-responsibility, co-production, etc.), reflecting with other organizations on concepts worked on by the collective (participation, non-reproduction of domination dynamics).
- Sharing resources with other stakeholders in spaces provided for in the projects (community events, open days, networking with socio-economic stakeholders, project closing event, capitalization promotion event).

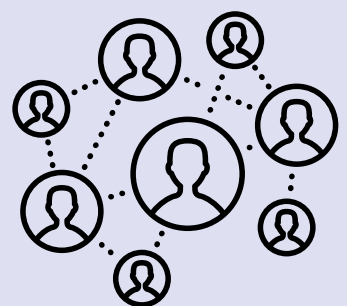
-Sharing of resources and concepts worked on by the TtT collective during training courses led by a TtT member organization for other organizations.

## Dissemination methods in valorization spaces

- Sharing resources by email or via WhatsApp groups.
- Publications or links to the Workshop for Social Transformation on the websites of organizations or projects.
- Publications in organizations' newspapers/newsletters or on social networks.

## Key considerations

- Translating resources into local language.
- Planning a budget for valorization and communicating regularly on the budget available.
- When member organizations of the TtT collective participate in the same networks, we must think carefully about the articulation between their interventions.



# The networks of members of the Train to Transform collective

## **ADENYA**

District Stakeholders Forum; Stakeholders Meeting at Administrative Sector Level

Participation in networks: CCOAIB (Council for Consultation of Organizations Supporting Grassroots Initiatives), RCCDN (Rwanda Climate Change Development Network), EGSP (Early Generation Seeds Potato), JADF (Joint Action Development Forum)

## **APEF**

Thematic cluster meetings (education, GBV, agroecology)

Synergies with partners (Entraide et Fraternité, SDC Swiss Cooperation, Federation of Agricultural Producers' Organizations of Congo (FOPAC), Regional Council of Non-Governmental Development Organizations (CRONG))

Event organized with the French Institute of Bukavu

## **BATIK**

CFSI (Comité Français pour la Solidarité Internationale), Coordination Sud, F3E, Centre Hubertine Auclert, PCPA Soyons Actifs/Actives.

## **CONCEPT**

Member of CONGAD (Council of Non-Governmental Organizations for Development Support), a group of NGOs in Senegal

## **DUHAMIC-ADRI**

CCOAIB (Council for Consultation of Organizations Supporting Grassroots Initiatives)

Joint Action Development Forum – JADF (participation in different commissions – social commission, development, health)

## **MPP**

- Participation in the 4JE coalition with other peasant organizations (food sovereignty, agroecology)
- Fondama Network (advocacy at the Haitian and international level)
- National Peasant Movement MPNKP (Papayan National Congress Peasant Movement)
- Network of grassroots community organizations at the departmental level

## **FEDINA**

Participation in meetings and seminars of the Network of social action group (NSAG)  
Meeting of professional federations and unions

## **Frères des Hommes**

Meetings with other associations  
Participation in F3E communities of practice

## **UGPM**

Participation in the meetings of the FONGS (Federation of NGOs of Senegal) of the Thiès and Dakar regions

Participation in the National Council for Consultation and Cooperation of Rural People (CNCR), which is part of international networks

# Best valorization practices to share



## CONCEPT

Organization of multi-actor workshops to share results and obtain critical feedback from the actors. Multiply the means of dissemination and promotion (website, displays, videos, workshops)



## Adenya

Publication of a bulletin (small newspaper) which comes out every 4 months, in which tools/resources can be shared (for example: the 6 priorities translated into Kinyarwanda)



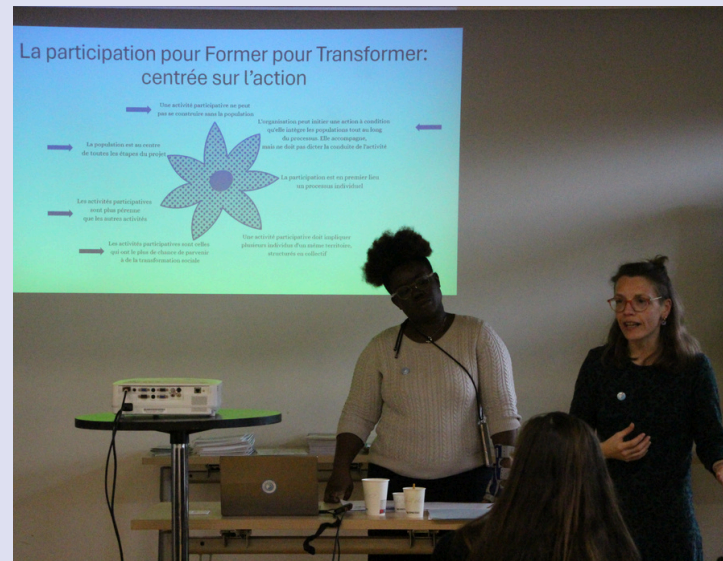
## UGPM

Sharing resources and methods within our networks, to inspire synergies in knowledge production



## Frères des Hommes

Organization of half-day events, to which local partners and volunteers are invited, mixing times for presentation, reflection and experimentation of tools



## APEF

Participation in platform meetings with other organizations and thematic clusters  
Organization of open days to promote methods and beneficiaries



## Fedina

Integrating valorization into the communication strategy: publications and campaigns on social networks, videos published on YouTube





Find the publications of the collective  
Train to Transform on the Workshop for  
Social Transformation :



[atelier.fdh.org/en](http://atelier.fdh.org/en)