



**Report on training for emancipation through anticipation.
Participatory prospective analysis (PPA), Tananarive - Diego Region.
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Philippe Guizol¹ & Abdon Awono²

¹The French Agricultural Research Centre for International Development (CIRAD)

²The Center for International Forestry Research - World Agroforestry (CIFOR-ICRAF)

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Training for emancipation through anticipation (PPA).

Introduction

The aim of the training was to share the tools and concepts of anticipation with our colleagues from ESSA (École Supérieure des Sciences Agronomiques - Antananarivo). The training was scheduled to last a maximum of four days, and to be put into practice in the following weeks, in two villages in the Diego region.

We also had to take into account the constraints of the terrain: we had three days per village, and in these villages we couldn't have electricity to make projections. What's more, we couldn't intervene directly in the villages, as the anticipation exercise had to be conducted in the local language. We therefore had to ensure that the training could quickly give our ESSA colleagues the ability to facilitate the anticipation workshop themselves. In other words, the objective of this training was ambitious.

The training took place at ESSA in Tananarive, where we had access to electricity, presentations and films from CIRAD's experiments in West Africa. We had a set of training tools, PowerPoints and films from a CIRAD collective led by Robin Bourgeois, following a CIRAD training course in Montpellier in September 2023, from which we ourselves had benefited. We would like to express our sincere thanks to the colleagues in this collective, to which we have belonged since the Montpellier training course. For four days prior to the training in Tananarive, we drew on this material, taking into account our objective and time constraints. We organized the 4-day course as follows:

- The aim of the first day was to share the concepts of anticipation with our colleagues. On the afternoon of the first day, we began to prepare them for the facilitation of participative foresight workshops, with a practical exercise designed to help participants identify the factors driving change. The afternoon also saw the fresco of the past and the Hopes/Fears/Certainties approach. In the evening, participants were asked to create a fresco of the past, as they knew the terrain well, and to revise a list of factors of change that we had prepared (see appendices 1 to 7).
- On the second day, we worked with them step-by-step on the participatory foresight analysis. We knew that this tool, which requires at least six days in two workshops, could not be deployed in the field in the Diego region. However, it enabled us to familiarize ourselves with the steps and vocabulary of prospective analysis. This second day had a pedagogical value (see appendices 8 to 13).
- On the third day, we presented a set of tools in the morning. In particular, these tools included the triangle of futures, the three horizons, visioning and backcasting (see appendices 14 to 17). Then, in the afternoon, we discussed how to use some of these tools according to our objectives in the field, so as to reproduce the stages of a participatory prospective analysis under village conditions, and also according to the time we had available. We had already planned a combination of tools, but we wanted to see how the participants would decide. At the end of the day, we left the participants with a guide in the form of a PowerPoint, which they were to improve themselves for the following day (see appendix 18).
- The fourth day consisted in reviewing the guidebook, eliminating one tool in the anticipation that we wouldn't have enough time to implement it in the field: the three horizons. Roles

were divided and the materials we had (colored paper, glue, tacks...) revised and completed in the afternoon. We had to leave early the next morning for Diego.

Anticipation as culture and discipline (Day 1)

Our objective was to give the ESSA team the ability to mobilize the future, not only by using dedicated tools, but also by understanding the different ways of using the future in different contexts and for different purposes. Application over the following two weeks in the villages of Sadjoavato and Ambatoben'Anjavy enabled them to master the tools and approaches even better. The team dared to put this approach into practice and came away convinced of its value. On returning from the field, the team planned to integrate anticipation into ESSA training.

From the very first day, we had to establish precise concepts and definitions which then facilitated the training. For example, we agreed on the definition of a scenario, which is a representation of the future connected to a representation of the present. We anticipate, because we are endowed with an anticipatory system containing a more or less conscious predictive model, which influences our actions in the present and therefore, often, our future.

We discussed how we anticipate, and how the detour into futures can be used. Anticipation can be seen as a discipline that examines how humans anticipate, the nature of their anticipatory systems and integrated "predictive" models, and how anticipation is used. For example, a short film was shown on causal layer analysis, which enables us to deconstruct preconceived ideas and litanies, which are recurrent anticipatory systems in public debates, so as to reconstruct them and be able to rethink the future differently.

When we work on territories, the classic use of the future is to use it to rethink present actions, for example with a view to planning, as is our case.

Participatory scenario co-development (PPA) as a model for analyzing the future (Day 2)

We spent a full day, day 2, unpacking the steps involved in participative scenario co-development, which enabled us to understand the transition from the identification of change factors, to that of driving forces, to the construction of scenarios.

Of course, we didn't have enough time to analyze the reciprocal influences of change factors, so this presentation remained theoretical. However, participants gained an understanding of the stages and the associated vocabulary.

We ended Day 2 with an exercise to define the system at village level. We agreed on one question: *What kind of land-use planning for the well-being of all?* Although the project we were involved in was focused on the rehabilitation of forest landscapes, we wanted to avoid imposing this idea of rehabilitation on local populations, which would have been a form of domination. The geographical areas were already defined. For example, in the commune of Sadjoavato, there are 3 fountanis, the areas are occupied by lowland rice-growing, on the hills, some rain-fed rice-growing, some agroforestry and manioc cultivation. The main players are the mayor of the commune, the fountanis chiefs, herders, migrants, farmers, and among these players, there are those who have taken part in reforestation actions in the past and others. We've set ourselves the target date of 2050.

Building an anticipatory process adapted to village conditions (Days 3 and 4).

During the presentation of a variety of tools on Day 3, ESSA colleagues referred to the PPA process presented on Day 2. Of course, there was no question of replicating such a rigorous process, but they were reassured to have tools more suited to village conditions and the time we had to implement them, i.e. three days.

We took the time to practice the "Hopes / Fears / Certainties" exercise, and saw that it could work at village level, which was subsequently implemented.

By the evening of Day 3, we had a guide to the participatory foresight exercise in the villages (see Appendix 18). This guide was still provisional, and was discussed and amended the following day, day 4. Originally, the participants wanted to do a three-horizon exercise after the triangle of futures, but after some thought, they decided that this might be a bit redundant, and above all that we wouldn't have the time. An agenda was drawn up, as shown in the appendix. The main stages of the planned process are as follows:

- Day 1- Introductions (introductory speech by the mayor, purpose of the workshop...)
- Day 1 - The historical fresco
- Day 1- Triangle of futures
- Day 2 - Visioning to 2050
- Day 2- Ritualization (party on the evening of Day 2 to celebrate the vision)
- Day 3 -Backcasting
- Day 3 - 5-year action plan

Conclusion- towards emancipation?

In the light of the feedback received by the trainees the organization of this training course has worked well, and we'll see how our ESSA colleagues use these approaches in the future. Another report, by our ESSA colleagues, will summarize the results produced in the field.

Despite language barriers, as the entire process was conducted on the ground in Malagasy, we were able to observe very positive reactions, with strong involvement from the mayor of Sadjoavato, local chiefs and citizens alike. It was important to take the process through to a five-year plan, so as to help them implement their vision, without necessarily waiting for outside help. The process was aided by the mastery of facilitation techniques by our ESSA colleagues, who also knew the villages well.

Our aim was emancipation, at two levels: firstly, to give our ESSA colleagues the means to appropriate the tools and usage of the future, and secondly, to enable local populations decide for themselves what kind of future they want to move towards, and to help them discover the possible paths.

Appendix 1- Training schedule

Date	Activities
Wednesday August 14	Ph Guizol (PG) arrives in Tana 21:50 A Awono (AA) arrives in Tana 14:00
Thursday August 15	Ph Guizol and A Awono prepare PPA training
Friday August 16	Ph Guizol and A Awono prepare PPA training R.MacLain leaves Portland
Saturday August 17	<input type="checkbox"/> R.MacLain arrives in Madagascar 21:50 <input type="checkbox"/> Ph Guizol and A Awono prepare for PPA
Sunday August 18	Ph Guizol and A Awono prepare for PPA
Monday August 19	PPA training- The future as a culture and a new discipline
Tuesday August 20	PPA training - PPA, a tool from concept to practice
Wednesday August 21	PPA training - PPA - a selection of tools for village use - and process adapted to the Sadjoavato case.
Thursday August 22	PPA training - Preparation of the Sadjoavato case, distribution of roles and logistics.
Friday August 23	<input type="checkbox"/> Team flies to Diego (flight leaves at 4 am and arrives in D at 7 am) <input type="checkbox"/> Morning - obtain field supplies/transportation <input type="checkbox"/> Entire team travels to Sadjoavato in afternoon
Saturday August 24	<input type="checkbox"/> PPA Implementation at Sadjoavato by Madagascar team with PG and AA as observers.
Sunday August 25	<input type="checkbox"/> PPA Implementation at Sadjoavato by Madagascar team with PG and AA as observers.
Monday August 26	<input type="checkbox"/> PPA Implementation at Sadjoavato with PG and AA as observers. <input type="checkbox"/> PPA team leave for Diego in afternoon
Tuesday August 27	<input type="checkbox"/> Madagascar team prepares for regional workshop
Wednesday August 28	<input type="checkbox"/> Regional workshop at Diego (all)
Thursday August 29	<input type="checkbox"/> Patrick, Fabrico, Renaud, and R.MacLain go for PPA Implementation at Ambatoben'Anjavy
Friday August 30	<input type="checkbox"/> PPA Implementation at Ambatoben'Anjavy by Madagascar team
Saturday August 31	<input type="checkbox"/> PPA Implementation at Ambatoben'Anjavy by Madagascar team
Sunday Sept 1	<input type="checkbox"/> PPA Implementation at Ambatoben'Anjavy by Madagascar team
Monday Sept 2	<input type="checkbox"/> PPA Implementation at Ambatoben'Anjavy and return to Diego and Tananarive
Monday Sept 2 to Sept 5	<input type="checkbox"/> Ph Guizol and A Awono work on PPA reporting and other business (FLARE presentation/ journal article)