



**Joint Learning in Innovation  
Systems of African Agriculture  
(JOLISAA)**



**Kenya JOLISAA National Extra Workshop  
21st to 25th November 2011**



**DRAFT REPORT**

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## ACRONYM

C.B.A	Charcoal Burners Association
CCA	Collaborative Case Assessment
FGD	Focus Group Discussions
JOLISAA	Joint Learning about Innovation Systems in Agriculture
JL	Joint Learning
KADI	Kamurugu Agric. Development Initiative
KARI	Kenya Agricultural Research Institute
KEFRI	Kenya Forestry Research Institute
SSI	Semi-structured Interview

**Cover photo:** Group photo of participants during the JOLISAA Kenya Nextra workshop at Lake Bogoria SPA Resort

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Figure 1: A well managed prosopis forest



Figure 2: Aloe plantation

## EXECUTIVE SUMMARY

The second JOLISAA–Kenya National Workshop (referred to as “N-xtra”) was held from 21<sup>st</sup> to 25<sup>th</sup> November 2011 at the Bogoria Spa Resort in Baringo County, Rift Valley, Kenya. It was attended by 24 participants comprising 19 JOLISAA–Kenya site members and five JOLISAA consortium members from European organizations. The objectives were: to understand and review innovation inventory results with reference to the six selected cases, to understand and review the main research questions for Collaborative Case Assessment (CCA) and to obtain partial answers from fieldwork on the innovation cases of *Prosopis* and aloe, to test the CCA methodology in the field and propose adjustments/ improvements, to review and apply JOLISAA’s approach to joint learning and to develop an operational plan and next steps for CCA in Kenya.

The first two days were devoted to indoor presentations and discussions, two days were for field visits and interviews, and the final day was for wrap-up and charting the way forward. A mix of methodological tools was used during the workshop, including oral presentations, group discussions, and plenary presentations and discussions. Fieldwork involved individual and group interviews, focus-group discussions and direct observation.

The workshop started with presentations by the JOLISAA coordinators at international and national level, giving an overview of activities and highlighting respective accomplishments. Highlights at the global level were the inventory of innovations in the three countries, two global meetings, three national workshops and the current Kenya N-xtra workshop. Among the JOLISAA accomplishments in Kenya were: sensitization seminars, planning and monitoring of the inventory process in the project sites, selection of six innovation cases and organization of two national workshops. The national team coordinator made a detailed presentation of the inventory process and the criteria for selecting the six innovations of interest for CCA. Poster presentations of the selected cases were made by the local “case holders”. This gave the participants an overall view of the cases and opened the floor for general discussion. Other presentations on the first day included one on Collaborative Case Assessment, which introduced the overarching research questions, and one on the JOLISAA approach to CCA joint learning. All the presentations were the subject of plenary discussions and question-and-answer sessions. The end-of-day evaluation revealed lack of clarity on research questions, joint learning and data-collection tools. During the evening debriefing meeting, the research questions were simplified to

focus only on the stakeholders, their roles and contributions, changes over time, future aspirations and the role of local knowledge within the innovation process.

On the second day, key assessment tools and methods were presented. These included Semi-Structured Interviews (SSIs), group interviews, focus-group discussions, and visualization and multi-stakeholder workshops. The visualization tools presented were timelines, mapping and matrix ranking, all of which are primarily for information gathering and not for analysis, even though they can be useful for organizing the data. Fieldwork preparations were discussed and individual groups were tasked with preparation of work plans for the two-day field visits.

A mix of data-collection tools was used during the two days of fieldwork, and the participants gave feedback regarding their strengths and weaknesses. Group interviews, for example, were viewed to be prone to influence by powerful individuals within the group. Checklist questions for SSI were found to be used like a questionnaire survey rather than as a guide, followed by probing questions in order to attain an understanding of the dynamics of the issue being assessed. Timelines, on the other hand, cannot be used effectively if the respondents are not in a position to remember the dates; a case in point was one where a group interview with several young and one elderly respondent only elicited answers from the latter. Methods should be applied with consideration of the type of information sought and should always be done in a judicious and flexible manner. In general, it was concluded that participants needed to acquaint themselves better with the various methods and tools for the CCA process. It was also suggested that research questions should be part of the topics for discussions with the community and it is important to find out if these issues have any relationship with local peoples' perceptions and expectations.

Fieldwork reports also revealed a rich interaction between the group members and the community in both innovation cases. The teams acquired further content and current dynamics on the cases, such as identification of additional stakeholders (Somali traders and World Vision in the aloe case, and the Red Cross and World Vision in the *Prosopis* case). Current dynamics in the *Prosopis* case included the 'black ants epidemic', perceived to be a result of the sugary *Prosopis* pods, cutting saplings at the root/stem intercept to avoid rejuvenation and the permit-issuing process. In the aloe case, there was aloe resource mapping by the Kenya Wildlife Services (KWS), expansion of aloe production from three sub-locations to the whole of Bogoria District and processing of lotions by growers, among others.

During the wrap-up and planning session, several issues were discussed in regard to the next phase of JOLISAA, which is the CCA. This included CCA team composition,

timelines and resources. The site teams also gave a list of their expectations from the National team; these included clarification on budgets, workshop proceedings, an overall calendar of activities, continuous and timely communication as well as accounting procedures. Following this, a workshop evaluation was conducted and, thereafter, the workshop was officially closed.



Figure 3: Aloe group preparing questions for the field visit



Figure 4: Prosopis team practicing time line data collection tool



Figure 5: Prosopis team practicing Focus Group discussion tool



# 1. BACKGROUND INFORMATION: DAY 1

## 1.1 Introduction

The JOLISAA N-xtra workshop was a strategic milestone and event for JOLISAA partners which occurred on the 18<sup>th</sup> month of the JOLISAA project. The workshop was conducted on the 21<sup>st</sup> to 25<sup>th</sup> November 2011 at Lake Bogoria SPA Resort, in Bogoria District, in the Rift Valley of Kenya. The workshop was organised by four institutions Kenya Agricultural Research Institute (KARI), Centre de Coopération Internationale en Recherche agronomique pour le Développement (CIRAD), International Centre for development oriented Research in Agriculture (ICRA), Landbouw-Economisch Instituut B.V, Wageningen University (LEI-WUR) and Stichting ETC.

## 1.2 Welcome and Opening remarks

The JOLISAA National team coordinator, Geoffrey Kamau welcomed the participants and stated that this workshop marked an important part of the JOLISAA project which is the Collaborative Case Assessment (CCA). He appealed to the participants to be actively involved as well as utilize the opportunity to network.

The official opening remarks was given by Mr. Timon Moi, Centre Director KARI Pekerra, who welcomed the participants. He talked about the JOLISAA approach to innovation which is seen as a vehicle for improving the farmers' livelihoods since it recognises local knowledge and the community's way of improving their lives. He emphasised that innovations come about as people work out ways to solve their problems and this is what spurs development. He gave an example of Korea to emphasis how a country can develop through innovations. He indicated the need to have the information and lessons learnt from the JOLISAA innovation cases out scaled to other parts of country. He finally declared the workshop officially opened.

## 1.3 Workshop participants and expectations

The participants of the workshop comprised of 4 JOLISAA national team members, 5 KARI site team members, 11 case stakeholders, 1 member of Prolinnova and 5 JOLISAA International team members. For details see list of participant annex 1. The participants introduced themselves and each was asked to give one workshop expectation. A list of 12 expectations (annex 2) was developed and was broadly grouped into five (5) categories as shown below.

- i. Innovation
- ii. Share experiences/knowledge and exchange of information
- iii. Learn about JOLISAA
- iv. Specific innovations/technologies/ emerging gaps
- v. Way forward

#### **1.4 Workshop methodology:**

The workshop was conducted through a mix of tools which included oral presentations, group discussions, buzz groups, plenary presentations and discussions. Fieldwork was used as a means to practise several data collection tools which was the capacity building element of the workshop. Several tools were practised among them were semi structured interviews (SSI) with individuals and groups, focus-group discussions and direct observation. During the group interviews, visualization tools such as timelines, matrix ranking and stakeholder mapping were used. These methodologies were used interchangeably depending on the situation at hand. At the end of the workshop, a way forward was discussed and action plans for the site teams and national teams was agreed upon.

#### **1.5 JOLISAA Overview, Workshop objectives and CCA**

During the introductory sessions of day one, the following presentations were made:

- a) The N-xtra workshop objectives and programme
- b) JOLISAA global overview and JOLISAA Kenya
- c) CCA selected cases: poster presentations
- d) Collaborative Case Assessment (CCA)
- e) CCA and Joint Learning
- f) Monitoring Joint Learning

##### **a) The N-xtra workshop, objectives and programme**

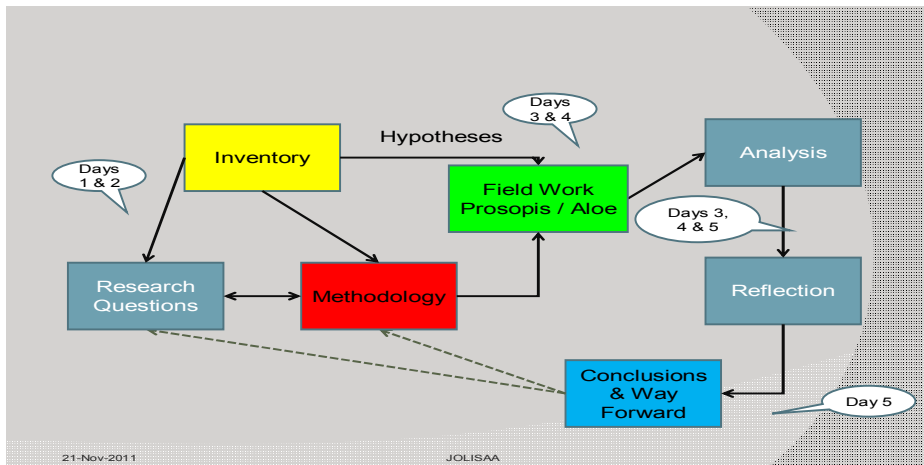
The “N-xtra” workshop generally means a national workshop combined with capacity strengthening as an extra bit. This was proposed during the second global meeting (G2) held in Den Hague early in the year 2011.

The specific objectives of the workshop:

- To understand and review inventory results with focus on the six CCA cases
- To understand and review main CCA research questions and get partial answers from field work on Prosopis & Aloe cases
- To review the CCA methodology, test it in the field and make proposals for adjustments / improvements
- To develop an operational plan & identify next steps for CCA Kenya
- To review & apply JOLISAA’s approach to joint learning

The workshop programme (annex 3) composed of day 1 and 2 where background information about JOLISAA, research question, joint learning and research tools were discussed. Day 3 and 4 were field activities with evening reflection and feedback

meetings. The last day was composed of plenary discussions on field experiences, planning for CCA, conclusion and evaluation. This was conceptually represented as shown in Fig 6.



**Figure 6:** The N-Xtra conceptual framework

#### a) JOLISAA global overview and JOLISAA Kenya

The global JOLISAA Coordinator, Bernard Triomphe presented an overview of the JOLISAA global project and the key activities. He listed the countries involved as Kenya, Benin and South Africa. Some of the achievements attained so far are workshops, literature review, capacity building and finally the inventorization of the innovation cases. The purpose of the inventory is to develop a common understanding of what JOLISAA aim at, the working framework and to take stock of the available innovation experiences (process and products) in each country. This innovation cases can be at whatever level from the village to national level with at least three years experience. Finally is to identify relevant cases that meet particular criteria for further collaborative case assessment. The N-Xtra workshop therefore marks the beginning of the CCA phase. The products of the entire project including review on innovation systems and local knowledge cases will be shared at the national level (N3) as well as International during the G3. Further details of the project are available on the JOLISAA website [www.jolisaa.net](http://www.jolisaa.net).

JOLISAA as a national project in Kenya is based in five regions which are namely Mtwapa, Katumani, Embu, Kakamega and Perkerra. This are linked to the KARI research centers in the same regions. KARI-Headquarters is the coordination centre and also represents a sixth site. The implementations started in July 2010, and among the achievements realized in Kenya are: a sensitization seminar, recruitment of an assistant and an inventory of innovation cases. A total of 29 innovation cases were submitted and documented but application of a selection criterion reduced the cases

to 18 which represent Kenyan innovation cases in the inventory. A further screening resulted to six (6) cases which selected for CCA. This has not been achieved without some challenges experienced like delay in the initial rollout, comprehension of the innovation concepts, mix-up between process and product, multiple roles of actors (in JOLISAA and other projects), wrong perception of potential stakeholders and lack of clarity on what next after JOLISAA.

***b) CCA selected cases: poster presentations***

The six cases selected for CCA were presented. These were

1. Development of Aloe Bioenterprise in Baringo District
2. Learning about management of prosopis in Baringo District
3. Forest conservation through butterfly farming
4. Management of soil acidity using lime in Western Kenya
5. PPP for commercial production of Gaddam sorghum in Makueni District.
6. Improvement of farmer livelihoods through mango processing and marketing

***Plenary Discussions:***

- In response, to what happens after JOLISAA and how lessons learnt will be used to support the farmers, it was agreed that any interested stakeholder could take the lessons to the next level. KARI as an example has expressed interest to use the approach in all its research centers. The lessons learnt will also be used to prepare policy briefs which will be shared with different ministries and organizations.
- It was noted that all the six innovation cases selected were externally initiated projects but the innovation process continued way after the official project phase. In some cases the project phase was considered to be part of the context and hence placed as Time zero (T0).
- Information from the project should be shared with academic institutions like universities and possible ways of infusing the innovation systems framework into the curricula explored. Efforts are underway to recruit recent graduates to be involved in the collaborative case assessment as part of their experience.
- In response to whether the six cases were representative of the other 18 cases in the inventory, the coordination team pointed out that the six were the cases that ranked highest after being subjected to selection criteria.
- A question as to whether the stakeholders played an active role or they were just performing their normal duties was discussed and agreed that the local and external stakeholders played different roles even though the available reports seemed to highlight the project initiators roles.

- Whether the innovations benefited all the people and how women benefited, was apparent that it was case specific. In some cases, majority of participating members were women making them the largest beneficiaries. An example is the butterfly farming case where the women and the youth are more active than the men. In use of lime for sugarcane production, males benefit more since this is a male dominated crop.
- The use of local knowledge cuts across all the innovation cases with example being the trapping of butterflies and species identification in butterfly case and the use of wild melon to avail moisture to the mango seedlings in the mango case, the testing of aloe sap purity, prosopis sap to ease pain from thorn pricks, use of lime in fish pods and bird diversion using millet and sunflower around gaddam sorghum plots.
- It would be interesting to look at how the use of such local knowledge has evolved over time- e.g. initial lime application method was a blanket application but with time the use of ox-plough has come into play reducing the labour and time involved.
- On the issue of sustainability several efforts have been made with examples being: Lime case has created renewed interest in farming where some farmers have been reported to reclaim land that they had leased out due to low productivity or partially sold. New Agro-dealers businesses are being opened for easy access of the lime. The seed loan system in the gaddam case seems to encourage sorghum production and finances have been availed for construction of sorghum threshers, driers and silos. The mango case has linked with a mango-fruit fly free zone establishment project. The butterfly case farmers in Malindi have formed a network with farmers in the East African region where they exchange and share butterfly species as well as information within the network.. The prosopis management information is being shared with communities in North Eastern Kenya while the Baringo Aloe Bioenterprise has been involved in backstopping Aloe farmers who are referred to them by the Kenya Wildlife Service. These occurrences within the different cases are likely to sustain the process of innovation within the cases far into the future.

### ***c. Collaborative Case Assessment (CCA)***

Participants were referred to the draft document on CCA version 4. The general and specific objectives of CCA were presented as follows:

#### **☉ General objective:**

- Assess and understand how innovation processes unfold, with a focus on the multi-stakeholder aspects and the role of local

knowledge, in order to identify/validate collectively worthwhile lessons and recommendations.

◎ **Specific objectives:**

- Document and assess generic and specific aspects of selected innovation cases by providing answers to JOLISAA & local research questions
- Illustrate and feed into JOLISAA' key lessons, messages and recommendations to policy- and decision-makers, practitioners and researchers
- Contribute to joint learning among the various JOLISAA partners at the local, national, regional and international levels

The research questions in this context that could meet the above objectives were said to be those that:

- Fit JOLISAA overall stated objectives
- Makes sense
- Builds on the framework and results of the inventory
- Conceptually sound
- Potential to generate useful knowledge
- Contributes concretely to feed/ links with the messages and recommendations intended for policy makers, practitioners and researchers
- Addressable through CCA

These questions are categorized into three broader groups' generic, thematic and local questions. The generic ones focuses on understanding innovation processes, addressable in all cases, thematic ones focus on specific issues that some cases may allow to address while the local questions are formulated by the case stakeholders.

The local questions were viewed as issues that may be raised by the local people which may or may not be addressed by JOLISAA. They are therefore to be generated and negotiated with the local people. In all the three categorization, specific focus should be on smallholder farmers and local knowledge.

To ensure that the participants understood the generic and the specific questions as outlined in CCA version 4, they were divided into two groups for discussion purposes. They were required to focus on two cases documented from the Baringo region the aloe and the prosopis. Four questions were presented as a framework.

1. *Discuss and clarify both generic and thematic research questions.*
2. *Refine the questions; if they are too broad, you can divide them into small questions.*
3. *Specific questions, define the questions that are specific and relate to the cases.*
4. *Do you have some answers to the questions?*

**Discussions in the plenary:** these were based on particular questions.

1. *What specific factors and conditions have allowed given stakeholders to take an active role in the innovation process, or on the contrary, have prevented them from doing so?*
  - There is need to distinguish between factors and conditions as outlined in the research question.
  - The word “active role” is relative, how active is active.
  - It is important to first identify the stakeholder and the role of each, draw time line and their role in each innovation process before answering the question.
  - This question needs to capture Resource and market availability and conditions favorable to growth or failure of the innovation.
  - The objective is to understand the innovation process; this does not take place in a vacuum but in a context which needs to be highlighted in the questions.
  
2. *What sequence of innovations (technical, organizational, institutional, etc.) has unfolded in the course of the innovation process, according to the different STH involved, how has it happened, what relations have these innovations had one with the other, and why has each of them been important for the actual impact (results) obtained?*
  - The question is very descriptive and important as it can help understand the results and final impact.
  - It is too crowded and difficult to bring specific answers
  - Generally the questions are too bulky
  
3. *How were / are the knowledge, skills and other contributions of different stakeholder being mobilized in the innovation process, and with what results?*
  - The question on knowledge and skills of stakeholder is clear and well defined.
  - Some questions were more hypothetical and present a feeling that there is an answer at the back of one’s mind

- There is need to have relevant questions that answers the process. The rest of the questions are important and good but they may not answer the real thing and objective we are looking at.

#### ***d. CCA and Joint Learning (JL)***

JOLISAA provides a joint learning environment for a heterogeneous group of stakeholders who learn 'about' and 'in' agricultural smallholder innovation processes. Joint Learning is central to JOLISAA and it is well represented in the title while CCA is in the middle of it and should have a high participatory framework. This involves building learning groups at the International, national and local levels. This develops joint learning competencies of project partners, learning facilitators and participants in learning groups and builds knowledge through collaborating in research on the factors that push and pull innovation processes and the roles of public and private stakeholders in triggering and sustaining innovation. Joint learning is about learning from a network perspective: "the process in which stakeholders share and confront their knowledge and perspectives to produce innovative solutions". JOLISAA joint learning involves 3 cycles - Conceptual development, innovation inventory and case assessment.

#### ***e. Monitoring Joint Learning***

Three basic principles for monitoring joint learning (Beers et al, 2009) were presented:

1. Shared frame:
  - Reframing is central to joint learning: Process of reflection on their knowledge, values & aspirations by stakeholders in innovation processes
2. Mutual trust or safe learning environment:
  - Willingness to share knowledge and information and to take risks
3. Commitment:
  - Extent to which stakeholders and their organizational backgrounds are involved in the innovation process
  - About passion, motivation, investments of time, money and other resources

#### ***Plenary discussion***

- The communities have the questions and the researchers have the tools and this creates an avenue for Joint Learning.
- A concern was raised that the framework presentation missed an inner circle that should define joint learning which is the only way to information sharing.



### Evaluation: Day one

At the end of the day, a template with the presentation titles listed on a flipchart was presented and participants were asked to tick the topics that were not clear to them. This formed the evaluation for the day



Figure 7: Francis Matiri explaining the results of the evaluation

**Table 1: Evaluation of N-xtra day one**

<b>Topic</b>	<b>Number of ticks</b>
Research questions	16
Objective of N-xtra workshop	2
Collaborative Case Assessment	13
Joint Learning	9

\*Higher score denotes low clarity

The topic on research questions ranked highest and expressed the need for more clarification.



Figure 8: Participants of the Kenya JOLISAA Nxtra workshop



Figure 9: Workshop venue outside landscaping

## 2. COLLABORATIVE CASE ASSESSMENT: DAY 2

### 2.1 Working methodology and pre field visit preparations

The two groups formed on day one were to work as a team for the entire training period. The groups were referred by the name of the product were the innovation was embedded. They were composed of 11-12 persons table 2 and 3 which later subdivided forming team 1 and 2 based on the data collection tools agreed upon. The smaller units were seen as manageable teams for purposes of field activities and capacity building. Their first main task was to share roles and responsibilities and the ground rules for the field work (Annex 4).

**Table 2: Aloe innovation case team composition**

<b>Team 1:</b> Visit <i>Koriema sub location, Aloe factory (Koriema BABE), multipurpose farmer group, individual farmer and administration leader</i>	<b>Team 2:</b> visit <i>Loruk sub location, Aloe farmer groups, individual farmer and a school, demonstration centre, boiling processing station &amp; KEFRI</i>
Teresiah Ng'ang'a - team leader	Justus Kavoi - team leader
Maria Fungomeli – Report writing	Stella Mwashumbe – Report writing
Francis Matiri	John Kimeto- local resource person
Joseph Ngetich – local resource person	Wilson – Local resource person
Solomon	Ryosuke Kawabe
Nicoliene Oudwater	Bernard Triomphe

**Table 3: Prosopis group team composition**

<b>Team 1:</b> Visit <i>Kerio Valley Development Authority Centre at Salabani and Kabikoki village for discussion with Charcoal producers association members</i>	<b>Team 2:</b> Visit <i>Ngambo location chiefs centre and discuss with the Ngambo location individual and charcoal producers association members</i>
Geoffrey Kamau –Team leader	Martin Welimo –Team leader
Peter Mbogo – Report writing	Noel Makete – Report writing
Priscilla	Nour Sellamna
Jolanda van den berg	Ann Waters-bayer
Samuel Montorosi ( <i>resource person</i> )	Harrison Parkelawa ( <i>resource person</i> )
	John Koech (2nd day)

### 2.2 Research guiding questions

This was picked from the previous day's discussion, the evaluation as well as the reflection meeting which all revealed that there was need to clarify the research questions presented on CCA. This was due to a gap in relating these questions in

terms of relevance and interests for the specific cases. It was made clear that JOLISAA is working on innovation processes and not on the performance of the innovation cases. This understanding led to focusing on these questions based on key thematic areas and further operationalising them for specific cases in preparation for the field work. The process was facilitated by 4 rationales behind the research questions. These were:

- Need to learn about the roles and contributions of the people involved
- Learn about the changes over time
- Learn about future aspirations
- Learn about the role of local knowledge

This was to be used to reformulate the guiding questions based on these specific innovation cases.

### **2.3 Key assessment methods:**

#### ***Introduction:***

Various tools for engaging stakeholders in innovation development and implementation process were presented. They were explained as a “means to an end and not an end in itself”. Research questions help frame the information one wants to obtain and go hand in hand with the tools; other factors considered are context, time frame, resources available and level of participatory focus or level of engagement of the stakeholders.

#### **The tool box**

The tools included mind map, timelines, mapping tools, stakeholder analysis tools, SWOT analysis, scoring matrix, ranking matrix, checklist grid, risk and opportunity tools, comparing and prioritizing tool and semi structured interviews. Each tool was briefly elaborated on. It was pointed out that the tools were not only beneficial for field work but also at the analytical stage.

A detailed presentation of Semi-structured Interview (SSI) as a tool was presented in terms of when it can be used and the things to be on the look out for when using it. It was pointed out that SSI is good in creating silence which gives space for the interviewee to think of the answer. SSI can be used to prove the outcome and other tools can be used to analyze the result of the SSI. In general it was concluded that there are many possibilities to combine the tools.

### **2.4 Group work and field preparation**

Group work consisted of operationalisation of the research questions and tools in which four tasks were to be accomplished by each group. These were:

1. *Explore and explain the research questions and develop specific questions*
2. *Choose and list research tools for data collection in the field*
3. *Use the team rules to outline the field tasks and division of roles & responsibilities*
4. *Prepare a work plan for the next 2 days*

A lot of time was devoted to preparations by the groups on how they would go about conducting the field work and later in the evening, a brief discussion and presentation in plenary was done. A format to capture the four outputs was presented (annex 5).

The preparations continued late into the evening and on the following two days (days 3 and 4) the groups set out to their respective field sites. This preparation included developing research questions for data collection and practicing tools (annex 6).

### **Evaluation: Day two**

In reference to the evaluation conducted on day two, the participants expressed satisfaction and had picked up from day 1. Several of JOLISAA main working concepts like joint learning, research questions had been made clearly. The participants were however not very happy with the data collection tools and methods.



Figure 10: Geoffrey Kamau interpreting the evaluation results



Figure 11: Traveling to the field using KARI bus



Figure 12: Field visit in an Aloe farm

## 3. FIELD FEEDBACK AND CCA WORKPLANS: DAY 5

### 3.1. Lessons from the field on tools used

The participants having practised some of the data collection tools, they presented the feedback based on the strength, weakness and proposed recommendation.

**Table 4: Feedback on data collection tools**

METHODS	STRENGTH	WEAKNESS	PROPOSALS
TIMELINE	<ul style="list-style-type: none"> <li>• Chronological sequence of events.</li> <li>• Easy to link to specific issues e.g local knowledge within specific events.</li> </ul>	<ul style="list-style-type: none"> <li>• When not well done there is a risk of Qns and Ans situation.</li> <li>• Need to get the right mix of respondent</li> </ul>	<ul style="list-style-type: none"> <li>• Useful tool for CCA</li> <li>• Capacity Strengthening?</li> </ul>
VENN DIAGRAM	<ul style="list-style-type: none"> <li>- Learn about SH and the R/Ships</li> <li>- Creates interests</li> </ul>	<ul style="list-style-type: none"> <li>- Static info.</li> </ul>	<ul style="list-style-type: none"> <li>- Good tool for CCA</li> <li>- Capacity strengthening</li> <li>- refresher/ re-sharpening</li> </ul>
MAPPING	<ul style="list-style-type: none"> <li>- Ice breaker.</li> <li>- Works well with contribution of others.</li> <li>- Used to gather cliff types of info.</li> </ul>	<ul style="list-style-type: none"> <li>- Time consumer</li> <li>- Requires good mix of pax.</li> </ul>	<ul style="list-style-type: none"> <li>- Useful for CCA</li> </ul>
MATRIX RANKING	<ul style="list-style-type: none"> <li>- Much fun for pax.</li> <li>- Its outcome is a good start for the plenary discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Takes time hence loss of interest by participants if extended</li> </ul>	<ul style="list-style-type: none"> <li>- Good tool for CCA</li> </ul>
FGD	<ul style="list-style-type: none"> <li>- Give everyone a chance to contribute</li> </ul>	<ul style="list-style-type: none"> <li>- Time consuming before consensus</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent tool for CCA</li> </ul>

### 3.2. Lessons from the field on Research questions

**Table 5: feedback on the research questions**

RESEARCH QNS	WHAT CAN WE SAY?	SPECIFICATIONS
To learn about the Roles and contributions of organization and people	<ul style="list-style-type: none"> <li>- We identified stakeholders</li> <li>- The specific roles and contribution not clear yet</li> </ul>	Focus on a specific issue within the innovation process
To learn about changes over time	<ul style="list-style-type: none"> <li>- Generally learnt about how the process has evolved but the specific changes linked to events/ innovation not clear</li> </ul>	We need to be specific on what we want to learn
To learn about future	<ul style="list-style-type: none"> <li>- Analyzed current challenges and</li> </ul>	What are the current

aspiration	gave the local community opportunity to ask questions	learning dynamics and how can they be improved
To learn about the role of local knowledge	- Issue was linked to specific participatory tools (Time lines)	We need to be specific on issues within an innovation process

### 3.3. Lessons from the field on Joint learning:

**Table 6: Feedback on Joint learning**

JL INDICATOR	COMMENTS
<b>Trust</b>	Difficult to talk of trust when you visit a community for the first time. This need to be monitored over times. However, by use of the above data collection tools and getting the same outcome that showed there was trust building.
<b>Commitment</b>	People were willing to commit their time to the work of JOLISAA. The partners and the case holders.
<b>Common ground interest</b>	There was a shared interest on Prosopis but no shared vision on next steps (way forward).

### 3.4 Way Forward for JOLISAA

To facilitate the teams to think and plan for the CCA, which is the next step of JOLISAA, a few questions were posed and answers given:

#### 3.4.1 Potential members for CCA

- a. Who are or who might be the potential member?

#### *Prosopis team:*

##### **1. Institutions**

- KARI - Site Research Institution
- KEFRI - Site Research Institution
- C.B.A - Charcoal Burners Association

##### **2. Contact person and the role**

- KARI: Mr. Chengole.
  - o Coordinates the activities with the JOLISAA national level and site researcher
  - o Custodian to case report and keeping case innovation process data
  - o Formulate the question for the interviews
  - o Facilitation and logistics –Transport and team meetings
- KEFRI: Mr. Martin



- Coordinator in the formulation of the local questions
  - Resource person
  - Designing the questionnaire
  - Transport facilitation
  - Link to the farmers advise
- C.B.A: Samuel Mondorosi & Harisson Parkolwa
- Linking farmers and the stakeholders
  - Organizing and calling the field meeting
  - Harrison to link the team to farmers in Ngambo location
  - Samuel with farmers in Salabani

The participating farmers expressed their role to include mobilizing the community for the CCA. The Propsojis farmer leaders expressed that they could also be involved in conducting interviews with the members of the association. It was however ruled that it would be difficult for the farmers themselves to be researcher even if they were willing.

***Gaddam Team:***

1. Production clusters:-
  - Mwikililye Self help group
  - Wendo self help group
  - Kivuli self help group

Role: - To mobilize cluster members

  - To create awareness to group members
  - To link the community with CCA
  - To provide inventory of events as per the innovations
  
2. Ministry of Agriculture
 

Roles: - Formulate and address local questions

  - Organize for local workshop role
  - Mobilize group clusters
  - Organize venue
  - Facilitate process
  
3. Smart logistics
 

Role: - To give insight on group marketing chain
  
4. Local Leaders
 

Role: - Awareness creation

  - Community mobilization
  
5. KARI
 

Role: - To facilitate the process

  - Provide logistical support
  - Link CCA to National Team

- Formulating and addressing local questions
- Organize for local w/shops

### ***3.4.2 Outlined conditions for the stakeholders to join the CCA team***

- b. What conditions must be in place for the team to join the CCA?
- TOR agreed and negotiated upon, with clear written agreements on what the team is expected to produce for CCA
  - Openness within and without, transparency at all levels
  - Joint planning
  - Effective communication channel
  - Funds are required for group meeting, transportation, per diem, lunch for group meetings
  - Enhanced capacity building
  - Frequent two way communication from the National team and from the stakeholders ,

### ***3.4.3 Workshop future plans***

- c. **What can you do on your own as future members of the CCA?**
- Develop research questions
  - Identification tags
  - Making request for the suggested stakeholder for the CCA team
  - Give a report on what has happened to the relevant represented institutions (BTO-Back to office Report)

### ***3.4.4 Roles of the National teams***

- d. **What do national teams have to do or clarify?**
- Budget clarification
  - Proceeding report written and distributed
  - Reporting format and calendar of events with broad themes
  - Continuous and timely communication
  - Clarification
  - Commitment and availability of site team
  - Reporting and accounting format

### ***3.4.5 Role of students***

- e. **What is the role of students?**
- Assisting in data collection
  - Testing the tools with the students
  - Additional knowledge and capacity building

### **3.4.6 Time schedules**

#### **f. What timeliness should we agree on before Christmas?**

- Report of the national workshop mid December
- Confirm names of the CCA team from the site teams
- Indication
- Local calendar for field work

### **3.5 Workshop evaluation**

#### **3.5.1 Comments from the participants**

The participants were asked to mention one thing they liked and another that they did not like about the workshop. This is what was presented:

##### **a) What was appreciated:**

- Appreciation for choosing the KARI Pekerra site as the community to be visited by the visitors from all over the world and different parts of Kenya.
- All was well!
- Appreciation of the opportunity for it was the first time in an innovation discussion workshop and learnt a lot.
- Learning and capacity building means better performance during the CCA
- A lot of learning and especially through augments and discussions which are key components of learning
- Learnt about JOLISAA and will share with the rest of the community members
- Learning together as community and institutions helps identify opportunities
- The cooperation from the entire team
- Happy to be associated with one of the cases selected for CCA and feel much empowered as my efforts have been recognised.
- The facilitation and the token were good but due to hard financial times there is need to consider increasing the token later.
- The workshop venue was in a very nice learning environment and the different disciplines from the participants made it even better.
- This is an additional network profile for my CV
- The workshop was overall good but the facilitation could have been better
- Learning is a continuous process and the new lessons will contribute a lot towards the work we do.

- It is important to keep in touch and the national team was requested to distribute the address list of everyone
- Making new friends and learning new techniques that can be used with the communities we work with.

**b) What was discouraging:**

- The purpose and the objective of this workshop was not well explained
- The field assignment was understood differently by the different teams and therefore lack of a common ground during reporting.
- Time keeping was not adhered to and presentations were rushed
- The beginning of the workshop was very rough but we caught up with the process
- The spearheading team needs to know what they want to achieve, document it and distribute to the site teams
- Always forgot to pray in the morning and in the evening

**3.5.2 Facilitator remarks:**

The facilitator, Nour expressed the feeling that the workshop started with a big confusion and hoped that it could improve in future especially now that the entire JOLISAA team had an opportunity to know each other well. He felt that the participants were loaded very heavily with concepts and methods of JOLISAA which brought the confusion from day one. He apologised as he was unwell from day one and kept expecting to be better. He concluded by appreciating the participants for their commitment and being away from home and asked the team to make some effort and study the material given on methodology as the team still has unfinished business. He hoped to meet the team again for yet another capacity building forum.

**3.5.3 Participant representative:**

Maria Fungomeli on behalf of the participants was thankful to the facilitators, the national coordinators, organizers and went further to state that workshops are “never easy to organize”. This is because expectations from the participants are often varied where some have too high or too low expectations and others are on the borderline. The organizers main task is to even out the expectations which is never an easy task. She thanked the organizers for ensuring that even with the varied expectations and different capacities the diversity was well handled.

From a personal point of view, she expressed the feeling that the workshop was a rich ground for learning, and *‘I learnt a lot about JOLISAA and felt more interested to be involved than when I traveled to the venue’*. On behalf of her organization, she felt

honored and expressed the readiness to collaborate in the CCA. She ended by calling upon all to keep in touch and finally wished all a safe journey home.

#### **3.5.4 JOLISAA coordinator-**

Bernard, the JOLISAA overall coordinator, started by stating how difficult it is to prepare a workshop programme because of the desire and the need to make it as interesting as it could possibly be. This is never an easy task. Incorporating field work in a long workshop makes it interesting as the participants get opportunities to see and practice what they have been learning in the boardroom. He went on to state that he often forgets that he is the coordinator, and the driver for that matter and often wishes that he was a passenger since he does not have strength in some areas and this makes him desperate in the drivers seat.

JOLISAA is about joint learning and to achieve something better for the small-holder farmers and our hope is that we are champions of innovations that will give benefits to many. The information is about others learning how to do things better for the small holders and not to make themselves richer. He called upon all to cooperate as they are all needed for the last phase of JOLISAA which is CCA. He finally thanked all and wished them safe journey home.

#### **National Coordinator closing remarks:**

Geoffrey Kamau on behalf of the KARI Director who was the host of the workshop, thanked everyone for their patience and especially the hardships they had to go through in the field. He stated that this was for a good reason since it helped all and especially those from outside Baringo to appreciate the challenges and opportunities in the area. He stated that this was in line with the quote that *“Tell me and I will forget, show me and I will understand but involve me and I will never forget”*. The hands on experience, which is what was intended during the workshop, will help the teams use the methods and tools that we learnt in our different experiences.

He then called upon all to remember that the efficiency of the National team hinges on the efficiency of the site teams since they are the custodians of the information and data from the cases. He finally thanked all who played respective parts in the organization of the workshop and wished all safe trips back home. He finally declared the workshop officially closed.

# ANNEXES

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### Annex 1: List of participants

No	Name	Designation	Organization	Postal Address	Telephone	E-mail address
1	Teresiah W. Ng'ang'a	JOLISAA Assistant	KARI HQ	57811 NBI	0720832072	treazahwnganga@yahoo.com
2	Jolanda Van den Berg	WUR-LEI Team leader	WUR-LEI			<a href="mailto:Jolanda.vandenberg@wur">Jolanda.vandenberg@wur</a>
3	Justus Kavoi	Research Scientist	KARI Katumani	Box 340 Katumani	0726250090	<a href="mailto:jmkavoi@yahoo.com">jmkavoi@yahoo.com</a>
4	Peter Mbogo	Team Leader	KADI	202 Embu	0721608644/ 0733566059	<a href="mailto:ppmbogo@yahoo.co.uk">ppmbogo@yahoo.co.uk</a>
5	Francis Matiri	Research Scientist	KARI Embu	27 Embu	06831116/072 0120265	<a href="mailto:Francis_matiri@yahoo.com">Francis_matiri@yahoo.com</a>
6	Njue Njangungi	Extension Officer	MOA-Mwingi	Box 76 Mwingi	0721896829	njangungi.yahoo.com
7	Bernard Triomphe	Facilitation/coordinator	CIRAD	Montpellier France		Bernard.Triomphe@cirad.fr
8	Ryosuke Kawabe	Intern -IIRR	Church Rd Westlands		0700323292	<a href="mailto:Kyosuke.kawabe@iirr.org">Kyosuke.kawabe@iirr.org</a>
9	Stella Mwashumbe	Research Scientist	KARI Mtwapa	16 Mtwapa	0722940339	<a href="mailto:stellakatini@gmail.com">stellakatini@gmail.com</a>
10	Geoffrey Kamau	National Coordinator	KARI HQ	Box 57811 NBI	0721315891	<a href="mailto:gkamau@kari.org">gkamau@kari.org</a>
11	Peter Koech	Technical Assistant.	KEFRI	Box 57 Marigat	0721625191	
12	Ferdinand Njiru	Farmer		Box 2124 Embu	0724655967	

13	Kimeto John	Technical Assistant	KARI Perkerra	Box 32 Marigat	0722215245	
14	Samuel Mondorosi	Chairman Farmer	Salabani Farmer	Box 96 Marigat	0727039648	
15	Harisson L. Parkolwa	Farmer	Ngambo Prosopis Group	Box 56 Marigat	0726103652	
16	Harisson Mathangu	Accountant	KARI HQ	Box 57811 Nairobi	0722788568	<a href="mailto:hmathangu@kari.org">hmathangu@kari.org</a>
17	Wilson Chebungei	Farmer	Aloe Farmer	Box 107	0725833667	
18	Noel Makete	Research Scientist	KARI Kakamega	Box 169 Kakamega	0734780847/ 0712793886	<a href="mailto:Neks2030@yahoo.com">Neks2030@yahoo.com</a>
19	Solomon A.L	Field Assist.	KARI Kakamega		0724275964	<a href="mailto:Solomon@ahoo.com">Solomon@ahoo.com</a>
20	Maria Fungomeli	Research Scientist	Centre for Biodiversity NMK	Box 5519 Malindi	0724874629/ 0724874629	<a href="mailto:fungomaria@yahoo.com">fungomaria@yahoo.com</a>
21	J. Ranginya	Secretary	KARI HQ	Box 57811 NBI	0204183301/20 /0722295127	<a href="mailto:jranginya@kari.org">jranginya@kari.org</a>
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23	Nour Eddine Sellamna	Facilitation	ICRA			<a href="mailto:sellamna@agropolos.org">sellamna@agropolos.org</a>
24	Anne Waters Bayer	Facilitation	ETC	P.O. Box 64 Leusden		<a href="mailto:Waters-bayer@etcnl.nl">Waters-bayer@etcnl.nl</a>
25	Nicolienne Oudwater	Facilitation	ETC	P.O. Box 64 Luesden		<a href="mailto:noudwater@etcnl.nl">noudwater@etcnl.nl</a>
26	Priscilla Wanza	Farmer	Mwingi Gadam Sorghum	Box 530 Mwingi	0722221624	Priskok_com



## **Annex 2: Participants Expectations**

1. A better understanding of other successful JOLISAA cases outside our region.
2. Planning CCA of selected cases that fits the interests of those people involved.
3. To share ideas and skills pertaining the Agricultural inputs.
4. To learn what innovations communities in other parts have done overtime.
5. A clear way forward of the motivation to implement it.
6. Learn about agricultural innovation.
7. Come up with the bridge for the innovation Gaps (Mango).
8. To know how JOLISAA links up with other research work.
9. Learn more about environmental Aloe benefit.
10. A better understanding about JOLISAA N-Xtra.
11. As a farmer I expect to get technology of drying mangoes and modern facilities.
12. To get to know how others are dealing with challenges arising in their programmes.

### Annex 3: Kenya N-xtra workshop programme

Sunday Nov 20, 2011 1:00 - 6:30pm Traveling from Nairobi to Baringo District

7:30 – 8:30 Dinner, 8:30 – 9:00 Early Registration

Day 1: Monday Nov 21, 2011			
TIME	ACTIVITY	OUTPUT	BY WHO
8.00 -8.10	Registration (Local participants)		
8.10 -8.45	Introductions and expectations House rules and Task Teams (rapporteurs) Introductory remarks / Official opening	Roadmap	Nour, Geoffrey, Moi
8.45 -9.30	Overview JOLISAA (Global + Kenya) Overview Inventory & CCA case selection Overview N-Xtra Global Q&A session	Update / understanding where we are & what we want to achieve during N-Xtra	BT , GK, Nour
9.30 -10.45	Introducing the 5 CCA cases: - Case 1 Prosopis - Case 2 Aloe - Case 3 Butterfly - Case 4 Gaddam - Case 5 Mango processing	Details of cases understood and discussed	Site teams (Res/STH)
10.45-11.00	<b>Tea/Coffee Break</b>		
11.00-11.45	Overall discussions about the 6 cases	Identify what is interesting, confusing, missing, & what addit. information is needed	Nour + Teresiah
11.45-12.30	Introducing the CCA: - Objectives & Research Questions - The CCA approach: - Methods and Tools - CCA teams	Comprehension of proposed CCA approach	Bernard / Jolanda
12.30-1.00	Overall discussion about CCA	CCA approach understood & clarified	Nour
1.00-2.00	<b>Lunch</b>		
2.00-3.30	Group Discussions (3-4 Thematic groups?) - Understanding RQ - Brainstorming Methods and Tools - Making sense of CCA teams - Monitoring of joint learning	Further comprehension and fine-tuning of RQ, Assessment approach & methods	
3.30 - 4.30	Plenary & discussions	Shared understanding about CCA approach	Nour + Teresiah
4.30-4.45	Day 1 summary		Nour / Kavoi
4.45-5.00	Task team reports and looking forward to Day 2	Way forward from Day 1	Nour
Evening	Debriefing Day 1 & Adjustment Program Day 2		Facilitator + organizers

<b>Day 2: Tuesday Nov 22, 2011</b>			
<b>TIME</b>	<b>ACTIVITY</b>	<b>OUTPUT</b>	<b>BY WHO</b>
8.30-8.50	Recap of Day1	Bringing all on-board	Nour
8.50-10.10	Presentation of key Assessment Methods& tools (10-12mn/methods) (1) Semi-structured Interviews (2) Group interviews (3) Focus groups (4) Visual methods Multi-STH Workshops		A different resource person per method
10:10-10:40	Who will we meet during field work, what will we be doing?	Selection of methods that can be employed	
10.40- 11.00	<b>Tea/Coffee Break</b>		
11.00- 13.00	Team work about specific methods to be employed during field work?	Work plans: Guidelines & formats for applying chosen methods during field work o	
1.00 - 2.00	<b>Lunch</b>		
2.00 - 3.00	Plenary discussion	Feedback on Team Work plans	
3.00 – 4.30	Team work on adjusting team work plans, organizing field work and for day debriefing	Adjusted work plans, Teams formed and organized, Dynamics of debriefing defined	
4.30 – 4.45	Logistical issues for Field visits (transport, lunch, etc.)		Geoffrey
<b>4.45 – 5.00</b>	Day 2 summary		
<b>5.00 - 5.15</b>	Task team report & looking forward to Day 3	Way forward from Day 2	Nour
<b>Evening</b>	Debriefing Day 2 & further discussions about Program for day 3		Facilitator + organizers
<b>Day 3 Wednesday Nov 23 2011</b>			
<b>TIME</b>	<b>ACTIVITY</b>	<b>OUTPUT</b>	<b>BY WHO</b>
7.30 -	Leave for field visit in small teams		Small groups of max 4-5 people?
<b>8:30 – 3:00</b>	Interviews, meetings	Field presentations	
<b>3:00 – 4:00</b>	Return from field to Hotel		
<b>4:30 – 5:30</b>	Team work: debriefing of Field Day 1		
<b>5:30 – 6:30</b>	Plenary: Sharing our insights	What have we learnt today, what do we want to learn tomorrow?	Nicoliene
<b>Evening</b>	Team work	Dynamics/Interview guidelines for Day 4	

<b>Day 4: Thursday Nov 24, 2011 (still to be adjusted)</b>			
<b>7.30 -</b>	Leave for field visit in small teams		Small groups of max 4-5 people?
<b>8:30 – 1:00</b>	Interviews, meetings	Results from field work	
<b>1.00 – 2.00</b>	Return from field to Hotel		
<b>3.00 – 6.00</b>	Team work by case: <ul style="list-style-type: none"> <li>- Debriefing of Field Day 2</li> <li>- Preparation of materials to be presented in plenary</li> </ul>	What have we learnt over the 2 days? Advances, gaps, hypotheses (format for presentations in plenary to be clarified)	
<b>6.00 – 7.00</b>	Plenary (2 presentations, 1 by case)		Ann
<b>Evening</b>	Team work (cont.) (if needed)		
<b>Day 5 Friday Nov 25, 2011 (to be adjusted)</b>			
<b>TIME</b>	<b>ACTIVITY</b>	<b>OUTPUT</b>	<b>BY WHO</b>
<b>8.30 -- 10.30</b>	Overall discussion: what have we learnt about the 2 cases?	Overall Picture of advances and gaps	Nour
<b>10.30 -10.50</b>	<b>Tea Break</b>		
<b>10.50 – 11.50</b>	Revisiting our Research Questions	Revised Research Questions	Ann?
<b>11.50 – 1.00</b>	Revisiting our Methods & clarifying the Capacities we need to apply them	CCA methods Capacity Building needs & modalities	Jolanda
<b>1.00 - 2.00</b>	<b>Lunch</b>		
<b>2.00 – 3.30</b>	Planning for CCA work in Kenya / Next Steps	Work plan for CCA Kenya	Bernard
<b>3.30 -4.30</b>	What have we learnt together? How can we improve joint learning?	Evaluation of JL and of N-Xtra	Nour
<b>4.30 – 5.00</b>	Workshop synthesis and closure		Nour / Geoffrey

**Day 6: Saturday Nov 26, 2011**

7.00 Departure by bus to Nairobi

## Annex 4: Ground Rules

- No mobile phones.
- Do not interrupt the farmer/each other
- One speaker at a time/one topic
- Greetings
- Dressing code
- Appreciate their comments
- Time keep and duration 2hrs
- Local questions
- Ask for clarification
- Respect /abusive language
- Active rule

## Annex 5: A format to capture the four outputs

Output 1: What did we learn? Research questions, what can we say? (Answer to the question?)? How could the question be reformulated?

Research question	What can we say – answer to the question?	How could the question be reformulated?

Output 2: How did we go about it?

Methods	+	-	Proposals <i>improvements/changes</i>

Output 3: How did we learn? Issues around trust, commitment and common ground, what did you learn as a group? What did you learn from the people you consulted?

<p>Trust:</p>  <p>Commitment:</p>  <p>Common ground:</p>
--

Output 4: What skills do we need to strengthen in order to carry out the case assessment?

**Annex 6 a: INDIVIDUAL FARMER INTERVIEW QUESTIONS: 23-24<sup>th</sup> NOVEMBER 2011**

**Tools for information Collection:**

1) Timelines; 2) Semi-structured Interviews, 3) Observations

**Part 1: Roles and Contributions**

1. When did you start dealing with aloe?
2. What species of aloe did you start with and which one are you currently growing?
3. Who amongst your household members is/are involved in aloe farm production?
4. When did you start growing aloe in your farm?
5. Why do you grow aloe in your farm?
6. How much do you produce from the current acreage (tones of leaves) and litres of aloe sap?
7. How much do you get after selling your aloe sap? (KShs/Litre)?
8. What do you use the money from aloe sales for?

**Part 2: Changes Over Time**

1. In your farm are there any changes that have occurred in aloe production?
2. If so, what changes have you experienced?
3. What caused the changes you have just mentioned?
4. As a result of the changes, is there any impact as a result of the changes?

**Part 3: Future Plans**

1. In your opinion, do other stakeholders in aloe value chain face any problems?
2. If so, what problems?
3. In your opinion, are there opportunities that the stakeholders can explore in aloe production and marketing?
4. If so, what opportunities?

**Part 4: Use of Local Knowledge**

1. When you started dealing with aloe, how did you process it for usage?
2. Are your current production methods different from what you started with?
3. If not, how are you currently processing aloe for sale and usage?

**Annex 6 b:** PROSOPIS CHECKLIST FOR CCA:

1. When was the tree introduced and why and by whom?
2. Who were the stakeholders involved.
3. What was the contribution of different stakeholders? Include farmer groups.
4. How are farmers utilizing prosopis differently from the initial intended purpose?
5. At what stage did the other stakeholders come in. (Time line and activities that took place)
6. What are the problems in charcoal production, selling and marketing? What are the possible solutions? (Discuss this with charcoal burners association members)
7. When and why did licensing of prosopis for charcoal burning begin?
8. What is the procedure for obtaining a license for charcoal burning?
9. What are the challenges being faced when licensing charcoal burning?
10. How are these challenges being overcome?

