



Understanding, Facilitating and Monitoring Agricultural Innovation Processes

Report of the First Humidtropics Capacity Development Workshop,
Nairobi, Kenya
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Executive Summary

Focusing on subtropical areas in East and Central Africa, West Africa, Central America and the Caribbean, and Central Mekong region, The CGIAR Research Program on the Humidtropics (hereafter Humidtropics) aims to reduce rural poverty, increase food security, improve health and nutrition and stimulate sustainable resource management. It departs from an integrative systems approach to agricultural innovation. Multi-stakeholder interaction and collaboration in multi-stakeholder platforms are key to this CGIAR Research Program.

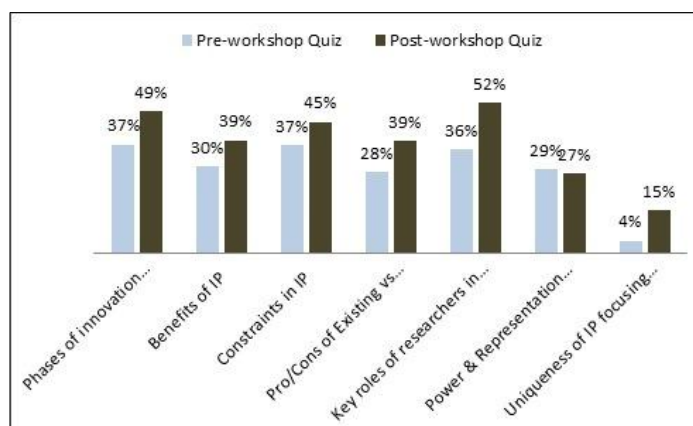
Between 29 April and 2 May 2014 a Humidtropics Capacity Development workshop was organized by the International Livestock Research Institute (ILRI), Wageningen University (WUR), and the International Institute for Tropical Agriculture (IITA) at the ILRI Headquarters in Nairobi, Kenya. The workshop brought together key stakeholders involved in setting up and facilitating Humidtropics platforms from Africa, Asia and Central America.

The workshop covered different approaches to agricultural innovation, designing and implementing multi-stakeholder platforms, as well as capturing knowledge and learning in platforms and reflexive monitoring and evaluating of platforms. The content of each of these topics is described in detail in the body of this report, including its rationale, session's objectives and overview of session activities, analysis of training needs assessment, reflection on pre- and post-workshop quiz, short summary of main outcomes, reflection and suggestions for improvement. Links to all workshop materials are also provided.

Participants were asked to complete a pre-workshop online training needs assessment, prepare a poster capturing the current state of the platform(s) they are involved with, and undertake a pre and post workshop quiz. This helped tailor the content to specific needs of the participants, enable sharing of experience, and provide a good baseline to measure the progress of participants and their mastery of the topics covered – not only during the 4 day workshop but also going forward as the platforms advance in their Humidtropics journey. Of particular note are the pre and post quiz results, which indicate that the workshop was successful in changing knowledge of and attitudes towards the concepts covered in the workshop.

For instance, when comparing pre- and post-workshop participant definitions of agricultural innovation, one sees a clear shift from technology-oriented definition of innovation (Technology Transfer) to systems-oriented definition of agricultural innovation, and notably Agricultural Innovation Systems - with the percentage of respondents identifying with the latter approach increasing from 33% before the workshop to 56% at the end of the workshop.

As another example, the “Deciphering the DNA of innovation platforms” section of the pre/post quiz, covered topics such as the phases of innovation platforms (IP), benefits of IP, constraints in IP, pro/cons of existing vs new IP, key roles of researchers in IP, power & representation issues in IP, and uniqueness of IP focusing on value chain development. As can be seen in the chart (right), with the exception of the power & representation issues all areas saw an improvement, several of which significant.



Similar trends are observed throughout the different sections of the content areas and elaborated in the respective sections of this report.

Similar workshops are being planned for later in the year in Central America and the Caribbean as well as the Central Mekong Flagships, and may be used by other CGIAR Research Programs that plan on harnessing innovation platforms as part of the research portfolio approach. As such, it may be interesting to note some of the main reflections and suggestions for improvement by the facilitators, which include:

The overall structure of the workshop was appreciated by the participants, and it would make sense to keep a similar structure for future workshops. Some consolidation / restructuring might be possible, especially between the “Deciphering the DNA of innovation platforms” and the “Knowledge, learning and

making meaning in innovation platforms” sections. With hindsight (and the detailed minute by minute tracking of each session of the workshop which is now available) timing of sessions can be refined in a more optimal manner to maintain high energy levels throughout the workshop.

Participants were excited and engaged whenever they had a chance to work with actual tools such as the Rapid Appraisal of Agricultural Innovation Systems (RAAIS) tool, as well as other group work opportunities for exchanging with peers and sharing their experience. Case studies were particularly popular with the group, and it would be good to include case studies that deal with the complex system issues covered in this workshop. However, it may require producing new cases, as existing cases do not perfectly match the learning needs of the workshop sessions. To the extent possible, it would be good to maximize such participatory approaches in future sessions. Participants’ course evaluations also confirm that they enjoyed being challenged to think critically (as opposed to being spoon-fed).

A particular challenge was the fact that participants were at very different stages of platform formation and implementation. As a result, some sessions – notably the “Knowledge, learning and making meaning in innovation platforms”, could not leverage on existing learning and knowledge creation in the platforms as much as hoped for, and was at times somewhat abstract. Future sessions should consider this in the design phase, and perhaps aim for a more homogenous group where possible. On a related note, since support to facilitators to enable co-creation of knowledge should ideally involve an accompaniment on an ongoing basis at ground level, there is an inherent limitation to a session with a frontal presentation on the topic. A structured post-workshop follow up / mentoring might be worth considering in this context.

In general, the Reflexive Monitoring in Action (RMA) resonated with the participants, and several indicated during private conversations they wanted to learn more about RMA. Some of the major take-home lessons from this session include the need to explain exercises clearly and allow more time for exercises. Similarly, the timeline exercise - meant for learning and documenting progress – was used by the participants as a kind of scoring and evaluation instead, suggesting that this issue deserves a better explanation in future workshops.

There is a general question as the long term effectiveness (and cost effectiveness) of such intensive face to face trainings when done in isolation. It would be interesting to explore a more holistic blended learning approach that would combine both pre and post workshop online elements together with a restructured face to face component(s) and ongoing mentoring tailored to individual participants’ needs.

Finally, we would welcome any feedback on this report. Please contact the co-organizers of the workshop Iddo Dror (i.dror@cgiar.org) and Marc Schut (marc.schut@wur.nl).

Workshop sessions

1 Introduction to complex problems and agricultural innovation

1.1 Rationale

Agricultural problems are complex for four main reasons. First, they often have different dimensions (e.g. biophysical, technical, socio-cultural, economic, institutional and political). Second, they are entangled in interactions across different levels (e.g. international, national, subnational). Third, multiple groups of stakeholders (e.g. farmers, policymakers, private sector, civil society and researchers) are involved in exploring solutions to such problems. And fourth, how problems develop over time, and what will be the effectiveness of different types of solution pathways is uncertain and unpredictable. A good example of a complex agricultural problem is the impact of climate change on food security. This problem has – amongst others – biophysical (changing rainfall patterns) and economic (impact of climate change on farm productivity and income) dimensions. Understanding the impact of climate change on food security at national or at farm level requires may require different methods and approaches and will involve different (sub)sets of stakeholders. It is still uncertain how climate change will affect food security over time, and there is similar uncertainty regarding which adaptation and mitigation strategies are useful. Describing and explaining complex problems, and exploring and designing and implementing solutions is unlikely to be successful if these dimensions, levels and stakeholder needs and interests are analysed and treated separately.

In the broader agricultural innovation literature, such a shift from technology-oriented approaches to systems-oriented approaches to innovation has indeed taken place. The Transfer of Technology (TT) approach reflects the idea that researchers develop knowledge and technologies, which are then transferred ‘top-down’ by extensionists to farmers or other end-users. Awareness of the weaknesses of technology-oriented approaches initiated thinking about more systems-oriented approaches to innovation. The Farming Systems (FS) approach is a response to the lack of attention for the context-specific social-cultural, economic and agro-ecological drivers that influence the performance of agricultural innovations at the level of the individual field, the farm, or a collection of farms. A gradual shift from top-down to bottom-up approaches to agricultural innovation is reflected in the Agricultural Knowledge and Information Systems (AKIS) approach. This shift materialised in participatory research that seeks to foster joint learning between researchers, extensionists, farmers and other value chain actors as a basis for sustainable agricultural development. Compared to the other systems-oriented approaches, the agricultural innovations systems (AIS) approach has more attention for the institutional and political dimensions of change processes. Innovation is considered as a process that is shaped by interactions between actors and institutions inside and outside the agricultural sector.

1.2 Session’s objectives and overview of session activities

Participants:

- Are triggered to think about different characteristics of complex agricultural problems
- Are triggered to think about different agricultural innovation strategies to address such problems
- Are familiarised with tools that can support the:
 - Structural analysis of complex agricultural problems
 - Development of coherent innovation strategies to address complex agricultural problems

Overview of key session activities:

- Dimensions of complex agricultural problems
- Need for innovation processes
- How innovations emerge?
- Defining agricultural innovation
- Agricultural innovation systems
- Analyse agricultural innovation systems
- An introduction to Rapid Appraisal of Agricultural Innovation Systems (RAAIS)
- Explanation RAAIS workshop methodology
- RAAIS mini-workshop

1.3 Analysis of Training Needs Assessment results

Question 1: How would you define agricultural innovation?

<i>Technology-oriented definitions</i>	<i>Between technology-oriented and innovation systems-oriented definitions</i>	<i>Innovation systems-oriented definitions</i>
Coming up with ways to increase productivity, and equal distribution of income without degrading the environment and marginalizing the vulnerable people.	In the perspective of family farming, it is a technology or approach that is unique and contribute on reducing vulnerability of the poor and rebuilding their agricultural-based livelihood systems.	Agricultural Innovation is a diagnostic tool that can guide the ex-ante analysis of complex agricultural problems, and the identification of entry points that enhance the innovation capacity of the agricultural system in which the complex agricultural problem is embedded.
A technology, practice or product handling that will bring increased yield and income to the farmer.	Novel idea, process, tool, or solution to facilitate healthy and sustainable agriculture that is tailored to a specific context.	Any hard or software combined interventions that enhance development and business objectives, change for the better.
Improvement added to act and science of plant and animal production.		
A modern/ improved or superior production technique used to improve production or quality and quantity required at a given time.		

Conclusion: The mix of responses resembles the diversity of participants in the workshop.

Question 2: How do you see the relationship between multi-stakeholder platforms and agricultural innovation?

<i>Platforms for effective project implementation</i>	<i>Between effective project implementation and effective multi-stakeholder learning</i>	<i>Platforms for effective multi-stakeholder learning</i>
The relationship between multi-stakeholder platforms and agricultural innovation is for efficient result.	Multi-stakeholder platforms, when used appropriately, could help ensure equal distribution and of income and avoid marginalization.	There is a good relationship between the two, because agricultural innovation should help to make the difference for farmers and other stakeholders involved in the multi-stakeholder platform which is normally, a win-win organization.
enhances rapid uptake of agricultural technology and innovation.	Innovations always have a down and upside, need more or different resources, don't always work in specific circumstances or cannot out-perform (sufficiently) current practices unless x and y is in place etc., so the platform evaluates and partly designs, improves the innovation (trade-offs) to increase adoption, tailor them to different user segments.	Mixed- - Stakeholders need each other (complementarity) - However in some cases, they compete each other (e.g. to certain markets, input sources, etc.)
Multi-stakeholder platforms		

generate and implement agricultural innovations.		
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Conclusion:

Question 3: What are – according to you – the three most important success factors for a well performing multi-stakeholder platform?

1. Collaboration 2. Interaction 3. Equality of representation
1. Effective coordination and leadership 2. Good communication (including a platform for doing so) among all partners 3. Equal representation and mutual respect
1. Trust 2. Focus based on preparation 3. Full participation of all involved
1. Good business plan 2. The innovation platform should give rise to a more cohesive and integrated way of working together that generates 3. Accelerates greater impacts
1. Dedication 2. Team work 3. Motivation
1. Atmosphere conducive to fostering discussion and debate, emphasizing equality and equity among stakeholders 2. Willingness of stakeholders to actively participate and be able to put themselves in the shoes of others 3. Maintaining focus on the objectives and activities of the platform and setting reasonable goals.
1. Common problem and interest 2. Common motivation 3. Complementarity

Conclusion: Returning issues: Collaboration, coordination, cohesion, common objective and impact, equity and equal representation of stakeholders.

Question 4: What support do you require in terms of strengthening the contribution of your multi-stakeholder platform to agricultural innovation?

How such platforms can be facilitated and coordinated well
Training, capacity building, motivated stakeholders and good leadership
Successful models, case studies to be shared and feedback loops to capture dynamics and get progressive insight
Capacity building
According to others, one of the big challenges is funding for quick wins and also the formulation of proposals for medium-term advances.
Multi-stakeholder formation (top down or down top); deciding on what type of platforms what of platforms to work with (farmer-based, value chain based, etc.); skills in managing, monitoring and evaluating platforms

Conclusion: Key issues mentioned: Formation, facilitation, cases of success, monitoring and evaluation of platforms.

1.4 Reflection on pre- and post-workshop quiz

Question 1: For me agricultural innovation is mainly about (select the statement that best fits your perspective):

	Technology-oriented approach to innovation	Systems-oriented approaches to innovation		
Approach	Technology transfer (TT)	Farming systems research (FSR)	Agricultural Knowledge and Information Systems (AKIS)	Agricultural Innovation Systems (AIS)
Definition agricultural innovation	The successful development, transfer, adoption and diffusion of technologies (e.g. cultivars, fertilizer, agronomic practices)	Development and adaptation of technologies to alleviate constraints in different types of farming systems	Facilitating (farmer) participatory research and learning within the agricultural sector	A process of technological (e.g. cultivars, fertilizer, agronomic practices) and non-technological (e.g. land-tenure arrangements, stakeholder collaboration) changes
Pre-workshop	11%	28%	28%	33%
Post-workshop	0%	22%	22%	56%

Conclusion: When comparing pre- and post-workshop participant definitions of agricultural innovation, a shift has been taking place from technology-oriented definition of innovation (Technology Transfer) to systems-oriented definition of agricultural innovation (notably Agricultural Innovation Systems).

Question	Pre-workshop participant average (34=technology-oriented, 61=systems-oriented)	Post-workshop participant average (34=technology-oriented, 61=systems-oriented)	Difference (percentage in/decrease)
2. Rank main elements of agricultural innovation	54.59	54.24	-0.6%
3. Rank main objective of agricultural innovation	48.59	50.88	4.7%
4. Rank aspects of agricultural innovation	50.81	51.29	0.9%
5. Rank effectiveness of agricultural innovation intervention approaches	56.12	57.53	2.5%
6. Roles of farmers in agricultural innovation	48.35	50.18	3.8%
7. Roles of researchers in agricultural innovation	49.35	51.53	4.4%
8. Effectiveness of agricultural innovation approaches	52.65	55.50	5.4%
9. Main success factors of agricultural innovation (117=technology-oriented, 225=systems-oriented)	184.06	197.89	7.5%
Total:	544.52	569.04	4.5%

Conclusion: A general increase of systems-oriented versus technology-oriented responses can be observed during the workshop. Only the post-workshop ranking of main elements of agricultural innovation has decreased as compared to the pre-workshop ranking.

Of the 17 participants that did both the pre- and post-workshop test, 76% slightly shifted from a technology-oriented approach to a more systems-oriented approach to agricultural innovation, whereas 12% shifted from a systems-oriented approach to a more technology-oriented approach to innovation. The results of the remaining 12% did not show significant change in thinking about agricultural innovation in pre- and post-workshop test.

Question 10 (only post-workshop): What are the four key characteristics of complex agricultural problems?

Key characteristics of complex agricultural problems	Multi-dimensional (biophysical, technological, socio-cultural, economic, institutional and political)	Multi-level (interactions between global, national, subnational and local levels)	Involvement of multiple stakeholders	Uncertain and unpredictable
Post-workshop	36%	21%	21%	21%

Conclusion: Participants did not sufficiently internalise the thinking about the key-characteristics of complex agricultural problems.

1.5 Short summary of main outcomes

During the RAAIS mini-workshop different groups of participants were asked to develop a top 5 of constraints and challenges related to the question: “What are – according to you – the five biggest constraints for agricultural innovation in your country/ Action Site?” Below the top 5 of the different stakeholder groups:

NGO/ Civil society representatives:	
1.	Limited funding for agricultural investment and research
2.	Low public-private partnership initiatives supporting agriculture
3.	Lack of information access among agricultural actors
4.	Weak policies that support agricultural development
5.	Poor infrastructure for agricultural development

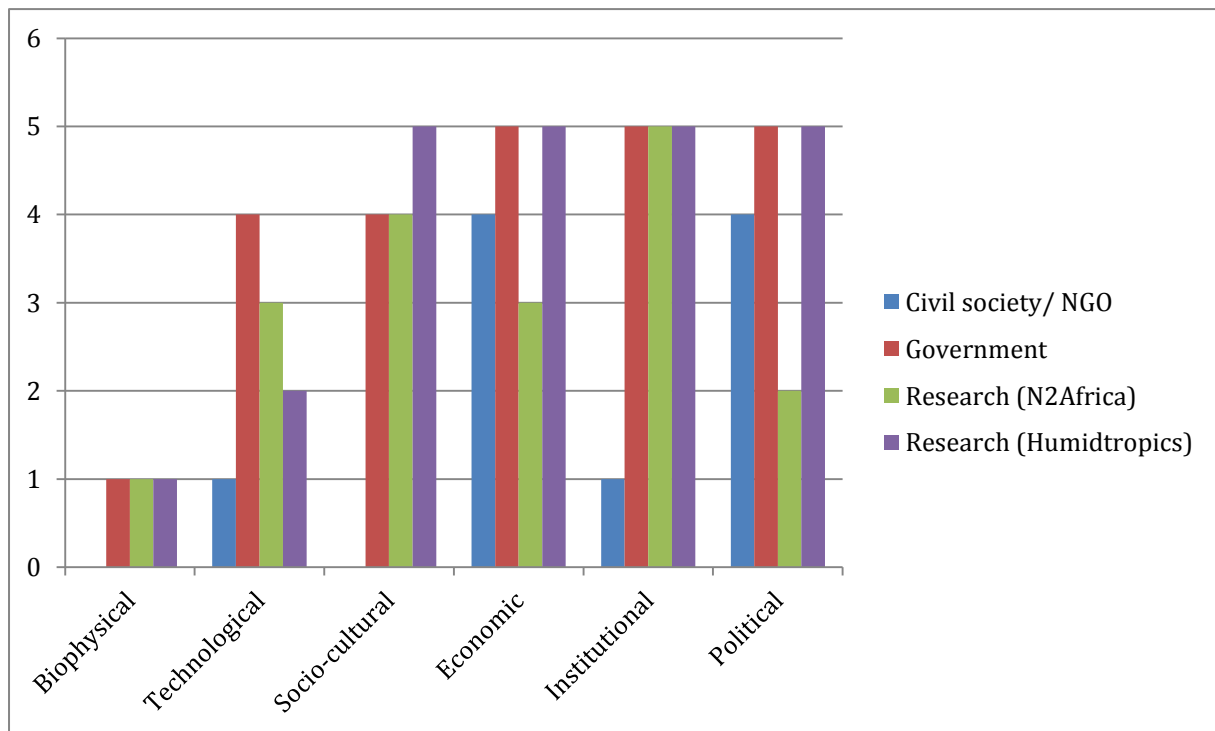
Government/ National Agricultural Research Organisations (NARO) representatives:	
1.	Poor extension services
2.	Inadequate human capacity
3.	Inadequate infrastructure
4.	Conflicting interest syndrome
5.	Low resource endowment of stakeholders

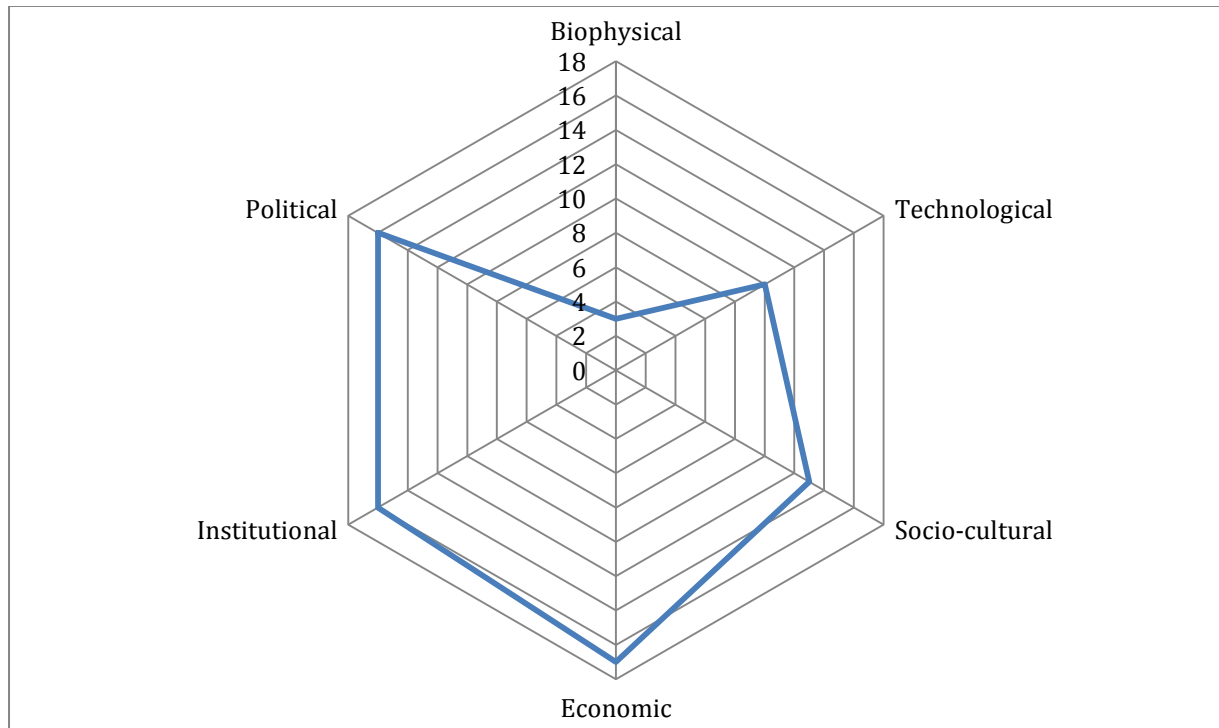
Humidtropics research representatives:	
1.	Inconsistency and weak policy making implementations
2.	Poor linkages among different institutions in agricultural sector
3.	Poor market accessibility affecting overall value chain
4.	Limited access to funding for implementation of activities
5.	Limited knowledge to deal with complex issues

N2 Africa research representatives:	
1.	Inefficient extension and information management systems for agricultural innovation
2.	Lack of coordination among chain actors
3.	Lack of remunerative market (production level)
4.	Lack of affordable quality and consistent input
5.	Lack of favourable policies for agricultural innovation

Conclusion: Overlapping issues are related to inefficient extension services, access to input/ output markets, limited financial and human capacity, value chain interactions, access to high quality knowledge and information and weak implementation of (innovation) policies.

Different dimensions of constraints and challenges faced by different stakeholder groups:





Conclusion: The majority of constraints and challenges for agricultural innovation as faced by workshop participants are of economic, institutional or political nature. Constraints of biophysical, technological and socio-cultural nature are of less importance. Between participants' groups some differences can be observed. Civil society/ NGO representatives' constraints and challenges are mainly of economic or political nature. The constraints and challenges faced by different groups are more equally distributed over the six problem dimension categories.

1.6 Reflection and suggestions for improvement

Strong points:

- Participant excitement during of Rapid Appraisal of Agricultural Innovation Systems (RAAIS) session
- Participants
- Session's contribution to more systems-oriented thinking about agricultural innovation (pre- and post-workshop test)

Points for improvement include:

- Better introduce difference between 'simple' and 'complex' agricultural problems;
- Integrate analysis of case studies of success and failure of innovation to better internalise key characteristics of complex agricultural problems

2. Deciphering the DNA of innovation platforms

2.1 Rationale

Innovation platforms are ways to bring together different stakeholders to identify solutions to common problems or to achieve common goals. They ensure that different interests are taken into account, and various groups contribute to finding solutions. Used by the private sector to gather information and improve networking among key stakeholders in a particular economic sector, they caught the attention of development agencies at the end of the 1980s. They are now increasingly common in research and development initiatives (Boogaard et al., 2013).

We currently witness an increased interest in ‘innovation platforms’ as an organisational model for stimulating innovation and development in agriculture and other sectors. This enthusiasm is shared by national and international research organisations, which expect that collaboration with platforms can enhance the relevance and impact of research. However, while IPs can be good grounds for embedding research activities in platforms settings, there are also many pitfalls (Boogaard et al., 2013).

The goal of the Humidtropics CRP is to improve overall agricultural productivity, and transform the lives of rural poor in the humid tropics through integrated systems Research for Development (R4D), with a focus on sustainable intensification and capacity to innovate via partnerships and broad stakeholder participation. As such, multi-stakeholder platforms (R4D and innovation platforms) play a key role in the Humidtropics’ journey from research generation to research outputs to development outcomes.

To help document recent experiences and insights, the International Livestock Research Institute (ILRI), as a contribution to the CGIAR Research Program on Humidtropics, published a series of short innovation platform ‘practice briefs’ to help guide the design and implementation of innovation platforms in agricultural research for development. The briefs draw on experiences of the CGIAR Challenge Program on Water and Food, several CGIAR centers and several partner organizations. These ‘practice briefs’ are intended to help guide agricultural research practitioners who seek to support and implement innovation platforms.

The series comprises 12 briefs (<https://cgspace.cgiar.org/handle/10568/33667/browse?type=title>), namely:

1. What are innovation platforms?
2. Innovation platforms to shape national policy
3. Research and innovation platforms
4. Power dynamics and representation in innovation platforms
5. Monitoring innovation platforms
6. Innovation platforms for agricultural value chain development
7. Communication in innovation platforms
8. Developing innovation capacity through innovation platforms
9. Linking action at different levels through innovation platforms
10. Facilitating innovation platforms
11. Innovation platforms to support natural resource management
12. Impact of innovation platform

Similarly, in December 2013, Wageningen UR and ILRI published a paper on “Critical issues for reflection when designing and implementing Research for Development in Innovation platforms” as part of the CRP Humidtropics Strategic Research Theme 3 ‘Scaling and institutional innovation’ (Boogaard et al., 2013).

Realizing that many individuals and organizations involved in Humidtropics platforms are new to the concept of multi-stakeholder platforms, and that many such platforms are in the initial stages, this part of the workshop focused on making these resources more accessible to Humidtropics action site coordinators and other relevant stakeholders, so that they can approach their task with more confidence and have access to people and resources that can help them accomplish their goals.

2.2 Session’s objectives and overview of session activities

At the end of the session, participants should be familiar with the twelve Humidtropics innovation practice briefs - covering the major aspects and elements of innovation platforms - as well as with the major issues for reflection when designing and implementing Research for Development in Innovation Platforms.

Specific topics covered included:

- What are innovation platforms?
- The typical innovation platform cycle
- Innovation platform phases according to various authors
- Benefits of innovation platforms
- Typical constraints in innovation platforms
- Composition and initiation of platforms
- Coordination and facilitation
- Power and conflict
- Resources, incentives and timeframe
- Monitoring innovation platforms
- Impact of innovation platforms
- How can IPs contribute to shaping national policies?
- (Potential) role of research(ers) in innovation platforms:
- Innovation platforms for agricultural value chain development
- Communication in innovation platforms
- Developing innovation capacity through innovation platforms
- Linking action at different levels through innovation platforms
- IPs to support Natural Resource Management

2.3 Analysis of Training Needs Assessment results

The Training Needs Assessment was not sufficiently nuanced to draw out elements that would convince me to depart from the “supply driven” approach of covering the practice briefs and the report by Boogaard et al.

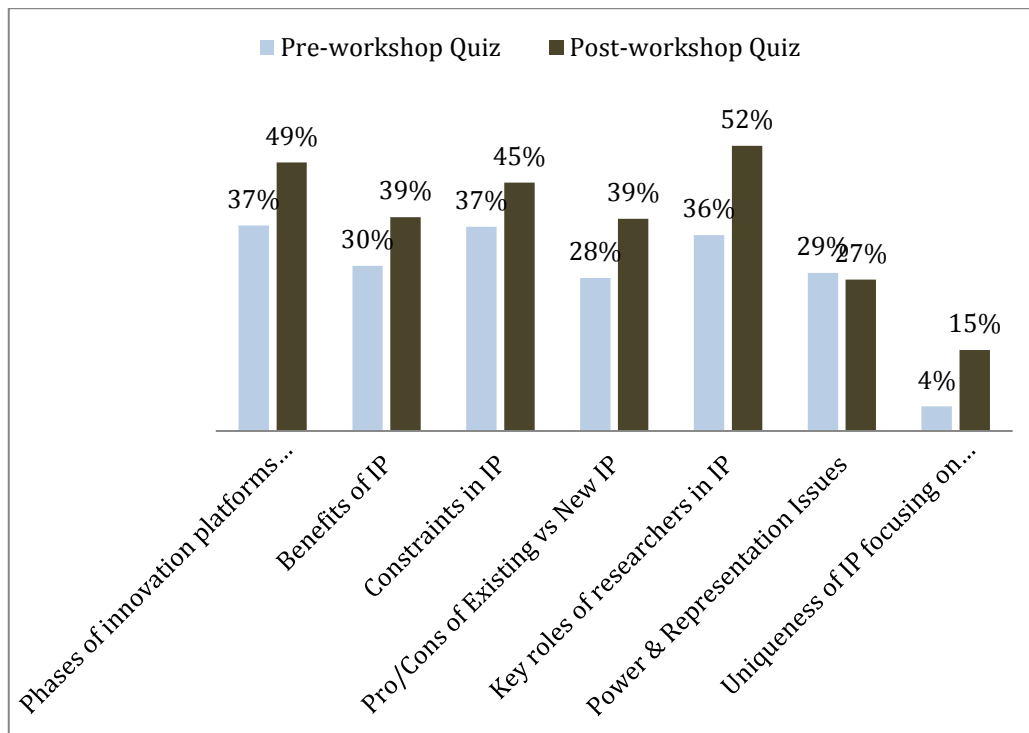
Second, I had recently engaged with several (nearly half) of the participants in another Humidtropics workshop, and the overall result of another “mini”- Training Needs Assessment conducted there indicated quite clearly that most participants have a rather modest self-assessment of their level of expertise and platform maturity – suggesting that focusing on the briefs and the report by Boogaard et al. would be a useful endeavour.

2.4 Reflection on pre- and post-workshop quiz

The “Deciphering the DNA of innovation platforms” section of the pre/post quiz included the questions that focused on the following areas:

- Phases of innovation platforms (IP)
- Benefits of IP
- Constraints in IP
- Pro/Cons of Existing vs New IP
- Key roles of researchers in IP
- Power & Representation Issues in IP
- Uniqueness of IP focusing on value chain development

Overall, there was a clear improvement in the post-workshop quiz. As can be seen in figure below, with the exception of the power & representation issues question, which actually scored lower in the post-workshop quiz (respectively 29% and 27%), all other questions saw an improvement, several of which significant.



Total score per question pre and post quiz

The improvement, while clear in aggregate, was not shared equally amongst participants. In fact, 24% of participants scored (marginally) lower in the post-workshop quiz. However, the vast majority did score better in the post-quiz, some scoring several times their initial score. On average, as can be seen in figure on the next page, participants' post-workshop quiz score was 29% better than their pre-workshop score.

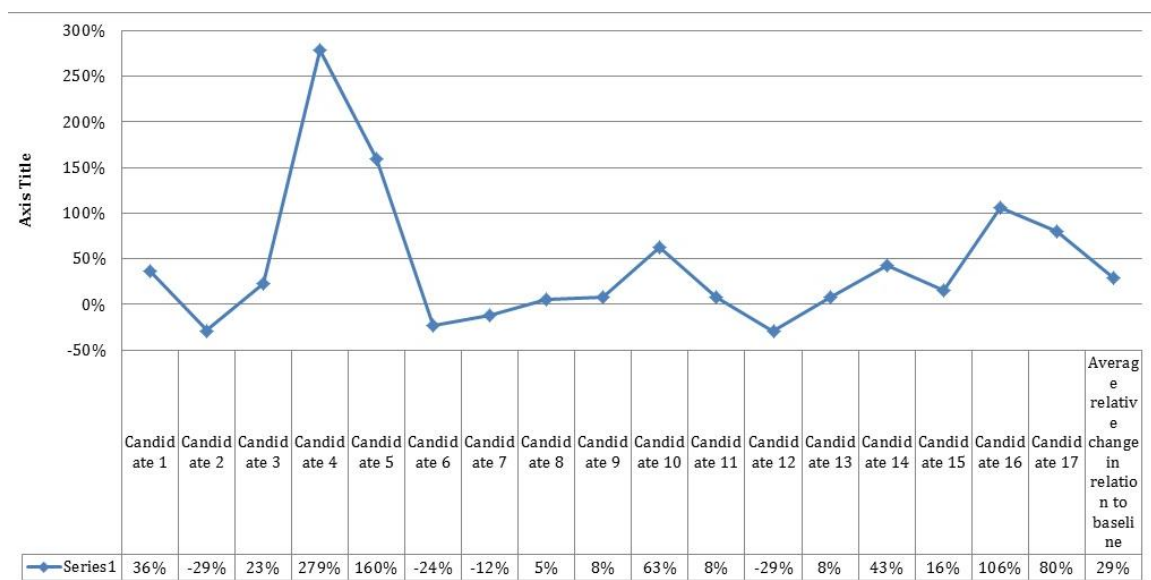


Figure. Relative change from pre-workshop quiz to post-workshop quiz result per candidate

2.5 Short summary of main outcomes

Does not apply to this section. We did not give the participants concrete exercise that would yield data that can be summarized here.

2.6 Reflection and suggestions for improvement

Overall, the participants were engaged, followed the sessions well, and enjoyed being challenged to think critically (as opposed to being spoon-fed). The participants' course evaluations confirm that the feeling was mutual.

The amount of material in this section was considerable. So much so, that in order to cover the whole content without rushing would require more than a day (estimate is 1.5 days). Therefore, decisions on what to cover and what to leave out should be taken ahead of the training to ensure the most important concepts for a particular group are covered.

To avoid participants losing interest, it is important to have them engaged in group work. However, this requires more time – so again a trade-off that needs to be considered and planned accordingly.

It would be good to include case studies that deal with the issues covered in this section. This may require producing new cases, as existing cases do not perfectly match the learning needs of this session.

3. Knowledge, learning and making meaning in innovation platforms

3.1 Rationale

“Meaningful innovation is fundamentally about changing institutional/social relationships and developing more effective ways of learning” (Mvumi and et al., 2009). Innovation platforms connect multiple actors in the agri-food system to promote joint knowledge creation, sharing and learning. Knowledge creation and learning are however not confined to technical up-take but also include understanding process and stimulating organisational, institutional and even policy change. All too often, however, technological aspects of knowledge prevail in platforms and within the organisations that members represent. ‘Information’ is often misrepresented as knowledge and ideas on knowledge management confined to technology transfer (Mvumi and et al., 2009). Co-creation of knowledge is viewed more as consensus building and not as the capacity to generate an effective response to changing conditions.

Facilitating innovation platforms within complex agricultural systems is on the one hand nurturing the ability of individuals and the system as a whole to create knowledge, skills and attitudes and on the other stimulating learning so as to adapt and respond to a changing environment. The ability to make meaning of the process within the platform and the external factors influencing these processes is essential for facilitators. Reflection cycles have traditionally been used in a participatory action research approach to providing space to understand and plan ahead for the platforms. Experience of working with innovation platforms shows however that a more structured framework for making meaning of the change process and capturing knowledge and learning are called for.

3.2 Session’s objectives and overview of session activities

The sessions objectives are to:

- Consolidate the learning from sessions 1 and 2;
- Create a better understand of how knowledge and innovation ‘emerges’ from the change process of interaction of multiple factors, internal and external;
- Enhance awareness of the pivotal role action site facilitators play in enabling knowledge co-creation, information sharing and learning at different levels within the programme, beyond technology transfer to changing attitudes and behaviour to responding to changing environments;
- Become acquainted with frameworks that can assist in ‘making meaning’ of the social change process within platforms to support the knowledge creation process.

The day started with a consolidation of learning from day one and two by analysing case studies of innovation platforms. The cases dealt with were: Improved maize-legume production systems in Nigeria; The national innovation platform for the agricultural sector in Benin; Conservation agriculture in Zambia and Putting my fruit with yours: organising the mango value chain in Kenya. Cases were taken from Nederlof, Suzanne “Putting Heads Together – Innovation Platforms in Practice”, The Royal Tropical Institute (KIT), Amsterdam, 2011.

Cases were analysed using the following questions as guidelines:

- Which dimensions of a complex agricultural problem (biophysical, technological, socio-cultural, economic, institutional, political) do they address?
- Who are the key actors/stakeholders, what are their roles in the platform and how did they interact?
- Are there multiple levels of interaction, (local, district, national, international) did this contributed to the success of the platform?
- What are key factors/interventions that have promoted innovation?
- What have been the key changes over time (dynamics of change)?
- What challenges faced by stakeholders, and how these were (or were not) overcome?
- How were knowledge flows and learning enabled?

The final question lead into the topic of the day on how to capture knowledge, learn and make meaning of the change process.

Session two was a brief excursion in identifying the differences between organisations and platforms (defined as networks). The purpose was to illustrate that platforms cannot be managed like projects within an organisational setting. There is a need to consciously move from trying to ‘control’ outcomes as in projects to embracing emergence. In addition, there is an inherent tension for platform facilitators who straddle both ‘systems’. The organisational set up they are part of requires results within a time bound period, whereas innovation emerges over time through the interaction of the stakeholders. Documenting the process of change within the platform is essential to enable organisations learn and adapt to the realities of working through platforms. Documenting closely the change process is also essential for the capturing of knowledge and learning within the platforms as they evolve towards being able to adapt and respond to a changing environment.

The afternoon sessions were dedicated to sharing frameworks for reflection and making meaning of the change process to adequately document the change process. Four frameworks¹ for facilitators were shared as possible support to understand and capture platform dynamics.

In a final session, participants broke into regional groups East and Central Africa and West and Central Africa as well as a N2Africa group to discuss the following questions:

- As action site facilitators how do you or will you will you enable the co-creation of knowledge?
- How do you and who capture(s) knowledge created within the platform?
- How do you or will you use this knowledge?
- How do you intend to implement this at action site level

Participants from the Mekong and Nicaragua sites discussed the questions but did not make a presentation as they felt it was too early in the platform creation in their regions to address these.

3.3 Analysis of Training Needs Assessment results

The training needs assessment did not specifically cover facilitation skills to co-create knowledge and to document the change process. Open ended responses to the question on the key value of working in platforms, however, showed that only two participants identified sharing knowledge and creating synergies as important to innovation platforms. This possibly reflects the fact that the majority of participants has been engaged with platforms for a very short period and are presently involved in the establishment phase.

A further question related to knowledge required participants to rank the importance of the level of knowledge of platform members. Only one participant ranked this as very important whilst all others allocated an average score of three. Since a guiding principle of innovation platforms is that all members of a platform contribute equally knowledge (tacit and explicit) based on their experience, the scoring on this particular question indicates an understanding of the participants as the value of every platform member contributes to knowledge creation.

¹ These frameworks were developed in the Netherlands in work with 150 dairy networks. Information on the frameworks can be found in Wielinga, Eelke et al “Networks with Free Actors”, Wageningen UR, 2008.

3.4 Reflection on pre- and post-workshop quiz

The pre-workshop quiz cover two question related to knowledge development and learning:

Question: Please rank what you think are the most important role of a facilitator with regards to knowledge creation and learning (1 = most important 5 = least important). The results are given below and demonstrate overall a good understanding of the role of facilitators in fostering a process in which knowledge is constructed from the perspective of all stakeholders to be able to adapt and respond to a changing environment.

Role/Score	1	2	3	4	5	Total*
Assist platform actors achieve knowledge that can be scientifically verified	1	2	5	4	7	19
Link actors to the right sources of expertise and knowledge	4	1	6	3	4	18
Translate available scientific knowledge to the context of the platform		1	4	8	4	17
Foster the process by which knowledge is constructed from the perspective of all actors	8	4	2	1	3	18
Enable Actors to accept different perspectives as to what is knowledge and be able to interpret, adapt and respond to a changing environment	7	10	1		2	19
*not every participant ranked all of the possibilities hence the variation in total numbers						

Question: Which of the approaches to facilitating learning do you think are the most effective (choose 2). The results for this question are given in the table below and again illustrate that participants valued equally the knowledge of individual stakeholders who determine what they will learn. Particularly the need for adequate reflection on what was learnt and how it is relevant to stakeholders' situation was recognised by the majority of the participants.

Approach	No. of participants*
Actors determine the content of what they want to learn	10
Using an expert to impart knowledge and learning	1
Actors have scope to reflect on what they have learnt and how it is relevant to their situation	15
Using controlled experiments	0
Everyone is seen as an expert	8
*Not all participants chose two options	

Post workshop questions on knowledge and learning were not formulated as the results from the working groups on how they would enable co-creation of knowledge gave a much diversified picture of participants understanding than reflected through more 'directive' questions.

The East and Central Africa group showed an understanding of need to capture the change process. They specifically noted that they required tools and frameworks to create a safe environment for knowledge creation and learning. They also highlighted the use of regular reflection between platform meetings of a core group.

The West and Central Africa group still saw knowledge as information to be shared through bulletins and research reports. N2Africa group which is only commencing to work through innovation platforms showed a strong tendency to see knowledge as information on technology and technology transfer and did not emphasise social learning and tracking of the change process.

3.5 Short summary of main outcomes

The analysis of case studies proved valuable in understanding various levels of intervention, and aspects of platform formation and implementation. Two of the cases were extremely well documented highlighting the need to document and make meaning of the change process from the very beginning. Methodologies and frameworks to be able to do so are still required.

The session on the comparison between networks and organisations was generally appreciated as illustrating possible tension for facilitators who straddle both set ups. The point on documenting the change process within the platforms in order to create learning and adaption within the organisation and institutional set up did not receive the same attention.

Sharing frameworks for making meaning became a very abstract session due to the fact that the majority of the participants were only in the initial stages of establishing and implementing platforms. Interestingly, the time line of the workshop developed by the participants indicated a very diverse scoring between 4 and 2. This reflects, no doubt, the very different stages the individual sites are in and their recognition of the need to track the change process.

3.6 Reflection and suggestions for improvement

As noted above, a particular challenge for this session was the fact that participants were at very different stages of platform formation and implementation. As a result, some were already faced with the challenge of capturing knowledge and learning within the platform and documenting the change process, whilst for others the concept of innovation platforms is quite new. It was therefore not possible to work with participants on the basis of their engagement with platforms to identify what knowledge was being created (beyond technological solutions). This diversity is reflected in the outcome of the working groups on enabling co-creation of knowledge (see point 5 above). As a result it was a very abstract session and could not build on existing learning and knowledge creation in the platforms.

Support to facilitators to enable co-creation of knowledge requires not a frontal presentation but, as with other facilitation skills, an accompaniment on an ongoing basis at ground level to allow for structured reflection on change dynamics after the initial set up of the platforms.

Inclusion of session on Participatory Action Research could set the scene for such discussions. However, to be meaningful this needs adequate time allocation to be put into practice. The global workshop was important for allowing for sharing of information of approaches etc. for the purposes of reflection on facilitation needs, however, regional workshops might be better suited to cater to the different development stages of the platform implementation.

4. Reflexive and Monitoring in Action (RMA)

4.1 Rationale

Though ideas on multi-stakeholder platforms are firmly rooted in theories on innovation systems, their validity and contributions to effective research for development and achieving development outcomes still needs to be demonstrated. It is assumed that multi-stakeholder platforms can lead to diverse changes, for example improved knowledge, attitudes, practices, skills and innovation capacity of stakeholders, increased coordination, complementary and collective action, and improved livelihoods. Several experiences from earlier projects have shown that multi-stakeholder platform can support innovation, but there is limited insight in how to monitor and evaluate (M&E) the process behind this. Reflexive monitoring in action summarises the collective and dynamic stakeholder process of action, observation, reflection and revision of innovation strategies in light of the changing (problem) context. Reflexive monitoring in action can support continuous stakeholder learning and enhance adaptive capacity in multi-stakeholder platforms, as well as the documentation of such processes.

4.2 Session's objectives and overview of session activities

The objectives of the session are the following:

- Getting a basic understanding of simple, complicated and complex situations and the implications for monitoring and evaluation;
- Getting acquainted with the principles of Reflexive monitoring in action;
- Learning to work with some of the reflexive monitoring methods and tools.

Overview of key session activities:

- Explanation of the distinct character of RMA vis-à-vis other M&E approaches: During this session the three dimensions of complex problems were explained (certainty, agreement and systemic stability) and their different types of monitoring and evaluation. RMA is especially supporting the learning processes when dealing with complex problems and (system) innovation.
- Introduction of the key principles of RMA: The sub-session started with discussing the concept 'reflexivity'. With the help of a video 'Overview Effect' various aspects of reflexivity were highlighted, like the change of perspective, the re-construction of reality, emergent outcomes and turning the camera. This was followed by discussing the role of the monitor, the short feedback cycles, the ambition, and the focus on the connection between short term activities and long term (innovation) goals.
- Exercise 1: Working with the learning framework: After an explanation of the process conditions and learning framework with effect indicators, four groups were formed to work with the tool. For the exercise the learning framework was used in combination with the Most Significant Change method. The question for discussion was what type of learning and/or change took place in the story?
- Exercise 2: Working with the timeline: After explaining the use and steps of the timeline, we used the timeline exercise for evaluating the workshop. For this purpose the facilitators left the room. The participants could decide how they wanted to work with the timeline (in groups of plenary, with cards or online). The participants draw the events of the timeline, and gave their scores for each session. The result was shared with the facilitators (see attachment for the results).

4.3 Analysis of Training Needs Assessment results

The Training Needs Assessment contained two questions on monitoring and evaluation:

- a) What are for you the main puzzles and constraints regarding monitoring and evaluation of the multi-stakeholder platform?
- b) What kind of support would you find useful in dealing with monitoring and evaluation challenges?

The answers to the first question provided by the respondents varied from developing indicators (2) to methods that bear relevance for stakeholders. Answers to the second question pointed towards the direction of ‘we need proper tools’ and ‘capacity strengthening in M&E.’ In the more general questions 8 respondents indicated that their M&E capacities are good and three ‘somewhat good’.

Concluding we could say that the questions asked in the Training Needs Assessment are too general in nature and do not provide very specific answers. Nevertheless we could say that despite their M&E capacities, participants still seems to look for guidelines to do M&E for innovation.

4.4 Reflection on pre- and post-workshop quiz

Knowledge questions:

Understanding of simple, complicated and complex problems and the implications for monitoring and evaluation

Both the pre and the post workshop quiz inquired after the participants’ understanding about simple, complicated and complex problems and the implications for M&E. The participants could indicate to what extent they had understanding of this topic ranging from 1 (no understanding at all) to 5 (good understanding). In the pre workshop quiz the average score on this question was 3 (out of 5), while the after workshop quiz shows an average score of 4.2.

Recognising the principles of Reflexive monitoring in action

Both the pre and post workshop quiz asked to what extent participants knew about principles of Reflexive monitoring in action. The results of the pre and post workshop are reflected in table 1:

	Before the workshop	After the workshop
None	1	-
One principle	10	4
Two principles	4	5
Three or more principles	3	8

Recognising the role of the monitor

Before and after the workshop participants were asked about the role of the monitor in RMA.

	Before the workshop	After the workshop
Relative outsider that asks daring questions	7/18	13/17

Attitude questions:

Before the workshop participants indicated to what extent to have a positive attitude towards new monitoring approaches like RMA: Learning new M&E approaches like RMA:

Possible answers	# of participants
Really appeals to me	15
Could be useful	1
Is not what I am interested in	1
No answer	1

After the workshop we have not repeated this question, but asked participants after intended use also as a measure of attitude (see answers under intended use).

Use and intended use of RMA by participants:

Methods being used before the workshop:

Before the workshop the question was asked what type of M&E they already used:

Possible answers	# of participants
Quantitative methods	15
Qualitative methods	6
Reflexive methods	4
No answer	0

Combinations of answers	# of participants
Quantitative methods only	7
Qualitative methods only	1
Reflexive methods only	0
All methods	1
Quantitative and qualitative methods	4
Quantitative and Reflexive methods	3

(RMA) Tools being used by participants:

Before the workshop a number of participants indicated they are using some of the (RMA) tools:

Answers	# of participants
Timeline	4
Collective system analysis	3
Actor analysis & causal analysis	3
Dynamic learning agenda	
Reflexive process description	1
Network learning indicators	1
Learning history	
Eye-opener workshop	1
None	9
One	6
Two	2
More than 3	1

Intended use of RMA:

After the workshop the question was asked whether participants intended to start using principles and tools of RMA.

Answers	# of participants
For sure I will use some of the principles and tools	16
I may use some of the principles and tools	1
I do not know yet	0
I will certainly not use RMA	0

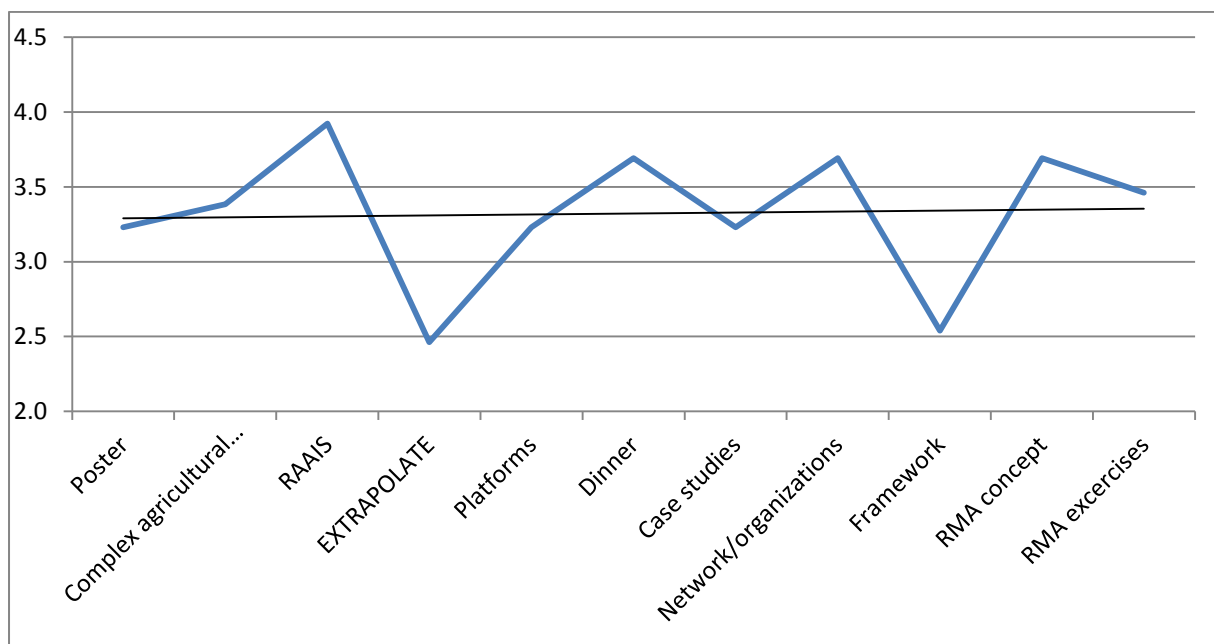
The one participant that indicated he/she may use principles and tools, indicated he/she does not feel confident enough to do so. The participants that indicated they surely use principles and tools, mentioned the following principles and tools:

Answers	# of participants
Using an embedded monitor	6
Short feedback cycles	9
Taking into account systemic stability, challenging rules, assumptions etc.	15
Collective system analysis	7
Timeline	16
Dynamic learning agenda	4
Network learning indicators	4

4.5 Short summary of main outcomes

Although rather frontal and theoretical the participants enjoyed the introduction, the video (Overview Effect: <http://youtu.be/CHMifOecrlo>) and the explanation on the principles of RMA. The first exercise (working with the learning framework) was quite challenging for some of the participants. First of all the concept of a story of change seemed new to some, while others felt inhibited to share stories since their platform just started. For the sake of the exercise people could use stories from other programmes as well. Placing the stories in the learning framework was interpreted by groups in different fashions. Some analysed only one story, and showed the differing levels of change in one story, while others analysed 4-5 stories. Looking at the various matrices the participants could indicate the level of learning and change quite easily. For this exercise two main lessons can be extracted: a) The exercise needs more explanation, and b) unfavourable stories of change could be added to the exercise. The question was posed whether this would be an appropriate tool for the beginning of a platform. It actually could be used after first activities have taken place but is more suitable for collecting mid and long term results.

The timeline exercise (see below figure and table) as evaluation of the workshop worked really well. Instead of indicating highs and lows, they scored the sessions. This actually resulted more in an assessment than in a learning exercise. Nevertheless they seemed to have had quite some discussion.



Day/ Session:		A	B	C	D	E	F	G	H	I	J	K	L	M
Day 1	Poster	2	4	3	2	3	3	3	4	3	4	3	4	4
	Complex agricultural problems	3	3	5	3	2	2	4	5	4	3	4	3	3
	RAAIS	4	3	4	5	4	4	4	4	4	4	4	4	3
Day 2	EXTRAPOLATE	1	2	3	3	5	4	2	2	-2	5	3	2	2
	Platforms	2	3	3	5	4	3	4	4	2	3	2	4	3
	Dinner	5	4	5	5	3	4	4	2	2	4	2	4	4
Day 3	Case studies	2	4	4	1	4	4	4	3	2	4	2	4	4
	Network/organizations	2	5	3	3	4	5	3	3	4	4	4	3	5
	Framework	2	4	2	1	4	4	4	3	2	2	1	2	2
Day 4	RMA concept	3	4	4	4	4	2	5	4	4	4	4	3	3
	RMA excercises	3	3	4	3	5	4	4	4	3	4	4	2	2

From the pre- and post-workshop quizzes it may be concluded that participants enhanced their understanding of M&E for innovation platforms in general and of RMA in particular. They were eager to learn new approaches and all have the intention to start using some of the principles and tools of RMA.

4.6 Reflection and suggestions for improvement

In general reflexive monitoring in action resonated with the participants. This was especially shown during the introduction, in the timeline evaluation and in the pre and post workshop quizzes. On top of that two of the participants indicated during private conversations they wanted to learn more about RMA.

Lessons learned include: Explain exercises clearly and take a little bit more time for exercises. Although the timeline was meant for learning and documenting progress, it was eventually used as a kind of scoring and evaluation instead. This issue deserve a better explanation as well next time.

References

- Boogaard, B., Klerkx, L., Schut, M., Leeuwis, C., Duncan, A., Cullen, B., 2013. Critical issues for reflection when designing and implementing Research for Development in Innovation platforms. Report for the CGIAR Research Program on Integrated Systems for the Humidtropics. Knowledge, Technology & Innovation Group (KTI), Wageningen University and Research Centre, Wageningen, the Netherlands.
- Mvumi, B.M., et al., 2009. Doing Things Differently: Post-Harvest Innovation Learning Alliances in Tanzania and Zimbabwe, In: Pascal C. Sanginga, et al. (Eds.), Innovation Africa, Enriching Farmers' Livelihoods. Earthscan, p. 199.

Workshop Materials

Presentations

- Agricultural innovation: <http://www.slideshare.net/ILRI/ht-capdev-schut>
- Deciphering the DNA of innovation platforms: <http://www.slideshare.net/ILRI/crp-cap-deviddo30apr2014>
- Making meaning: Knowledge creation, learning and documentation: <http://www.slideshare.net/ILRI/ht-capdev-ekong>
- Reflexive monitoring in action: <http://www.slideshare.net/ILRI/ht-capdev-arkesteijn>
- Prioritizing interventions in the Humidtropics using EXTRAPOLATE: <http://www.slideshare.net/ILRI/ht-capdev-robinson>

Workshop posters:

- [Intensifying maize-legumes systems through innovation platforms in Rwanda: Experiences from SIMLESA project, 2012-2014](#)
- [Mukono/Wakiso R4D platform in the Lake Victoria basin of Uganda](#)
- [Overview of N2Africa research for development platforms in Ethiopia, Uganda, Tanzania, Nigeria and Ghana](#)
- [Overview of N2Africa-Ethiopia Project: Achievements and future plans](#)
- [Overview of the Burundi platform, south region](#)
- [Overview of the Central Mekong flagship, humidtropics](#)
- [Overview of the Kiboga-Kyankwanzi platform in the Lake Victoria Crescent Uganda](#)
- [Overview of the Mushinga innovation platform, Democratic Republic of the Congo](#)
- [Overview of the Nicaragua research for development platform](#)
- [Overview of the Northwest Vietnam platform, Central Mekong flagship area](#)
- [Stakeholder platforms to guide N2Africa business clusters in Tanzania](#)

Video:

<https://www.youtube.com/watch?v=zDHRp2h-GZk>

Other materials shared with participants:

<https://www.dropbox.com/sh/zqobr02v0rcrycr/AABfhKKk90HIHVVaXZI7ZbvLa>

Photos:

<https://www.flickr.com/photos/ilri/sets/72157644852167154>

Annex I – Workshop Program

<i>Day</i>	<i>Time</i>	<i>Activity</i>
Tuesday 29 April 2014	08.15	Registration
	08.30	Introduction
	09.00	Logistics
	09.15	Pre-workshop quiz
	10.15	Coffee break
	10.30	Poster presentation
	12.00	Lunch
	13.00	E-mail time
	13:30	Introduction to complex problems and agricultural innovation
	15.00	Coffee break
	15:30	Rapid Appraisal of Agricultural Innovation Systems (RAAIS)
	18:00	Closure
Wednesday 30 April 2014	08.30	EXTRAPOLATE
	09.30	Introduction to Innovation platforms
	10.00	Coffee break
	10.30	Coordination and facilitation
	12.00	Lunch
	13.00	E-mail time
	13.30	Power, conflict and resources
	15.00	Coffee break
	15.30	Monitoring & evaluation
	18.00	Closure
19.30	Diner	
Thursday 1 May 2014	08.30	Case studies
	10.30	Coffee break
	11.00	Networks versus organisations
	12.00	Lunch
	13.00	E-mail time
	13.30	Frameworks for analyzing the change process and creating knowledge
	14.30	The Triangle of Change The Circle of Coherence
	15.00	Coffee break
	16:00	Frameworks for Making Meaning
18.00	Closure	
Friday 2 May 2014	08.30	Exploring the situation and recognizing complexity
	09:30	Getting acquainted with complexity and principles of Reflexive Monitoring in Action (RMA) methodology
	10.00	Coffee break
	10.30	Working with Reflexive Monitoring and Evaluation
	12.00	Lunch
	13.00	E-mail time
	13.30	Working with RMA
	15.00	Coffee break
	15.30	Plenary exchanges: Reflection on RMA and methods
	16.00	Post-workshop quiz
	17.00	Wrap up
17.30	Closure	

Annex II - List of participants



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Annex III - Participant evaluation

Results can be found on the next pages.


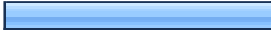

1. Overall, how would you evaluate this Humidtropics Capacity Development Workshop?

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		0.0%	0
3 - Good		57.1%	8
4 - Excellent		42.9%	6
answered question			14
skipped question			0



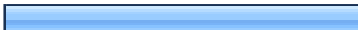
2. Overall, how would you evaluate the relevance of content of this workshop to your work in the Humidtropics?

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		0.0%	0
3 - Good		57.1%	8
4 - Excellent		42.9%	6
answered question			14
skipped question			0

3. Overall, how would you evaluate the quality of facilitation in the workshop?

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		7.1%	1
3 - Good		42.9%	6
4 - Excellent		50.0%	7
answered question			14
skipped question			0

4. Overall, how would you evaluate the organization (logistics, meals etc.) of this workshop?

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		14.3%	2
3 - Good		28.6%	4
4 - Excellent		57.1%	8
answered question			14
skipped question			0

5. How would you evaluate MARC SCHUT's intervention (Day 1)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	0.0% (0)	35.7% (5)	57.1% (8)	7.1% (1)	14
The facilitator stimulated my interest in the topic.	0.0% (0)	0.0% (0)	35.7% (5)	57.1% (8)	7.1% (1)	14
I was encouraged to participate in the workshop and/or online activities.	0.0% (0)	0.0% (0)	35.7% (5)	57.1% (8)	7.1% (1)	14
The facilitator was enthusiastic about the topic.	0.0% (0)	0.0% (0)	14.3% (2)	78.6% (11)	7.1% (1)	14
Appropriate teaching techniques were used by the facilitator to enhance my development.	0.0% (0)	0.0% (0)	42.9% (6)	50.0% (7)	7.1% (1)	14
The facilitator was well prepared.	0.0% (0)	0.0% (0)	21.4% (3)	71.4% (10)	7.1% (1)	14
The facilitator treated me with respect.	0.0% (0)	0.0% (0)	14.3% (2)	78.6% (11)	7.1% (1)	14
Overall, the facilitator effectively supported my learning.	0.0% (0)	0.0% (0)	50.0% (7)	42.9% (6)	7.1% (1)	14
The content will be useful to me in the future.	0.0% (0)	0.0% (0)	35.7% (5)	57.1% (8)	7.1% (1)	14
Materials/handouts (where provided) were easy to follow.	0.0% (0)	7.1% (1)	42.9% (6)	42.9% (6)	7.1% (1)	14
answered question						14
skipped question						0

6. How would you evaluate TIM ROBINSON's intervention (Day 2)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	28.6% (4)	50.0% (7)	21.4% (3)	0.0% (0)	14
The facilitator stimulated my interest in the topic.	0.0% (0)	28.6% (4)	50.0% (7)	21.4% (3)	0.0% (0)	14
I was encouraged to participate in the workshop and/or online activities.	14.3% (2)	35.7% (5)	35.7% (5)	7.1% (1)	7.1% (1)	14
The facilitator was enthusiastic about the topic.	7.1% (1)	14.3% (2)	50.0% (7)	28.6% (4)	0.0% (0)	14
Appropriate teaching techniques were used by the facilitator to enhance my development.	14.3% (2)	42.9% (6)	35.7% (5)	7.1% (1)	0.0% (0)	14
The facilitator was well prepared.	0.0% (0)	14.3% (2)	71.4% (10)	7.1% (1)	7.1% (1)	14
The facilitator treated me with respect.	0.0% (0)	14.3% (2)	42.9% (6)	28.6% (4)	14.3% (2)	14
Overall, the facilitator effectively supported my learning.	0.0% (0)	42.9% (6)	35.7% (5)	7.1% (1)	14.3% (2)	14
The content will be useful to me in the future.	0.0% (0)	7.7% (1)	53.8% (7)	38.5% (5)	0.0% (0)	13
Materials/handouts (where provided) were easy to follow.	0.0% (0)	42.9% (6)	28.6% (4)	0.0% (0)	28.6% (4)	14
answered question						14
skipped question						0

7. How would you evaluate IDDO DROR's intervention (Day 2)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	0.0% (0)	7.7% (1)	92.3% (12)	0.0% (0)	13
The facilitator stimulated my interest in the topic.	0.0% (0)	0.0% (0)	30.8% (4)	69.2% (9)	0.0% (0)	13
I was encouraged to participate in the workshop and/or online activities.	0.0% (0)	0.0% (0)	30.8% (4)	69.2% (9)	0.0% (0)	13
The facilitator was enthusiastic about the topic.	0.0% (0)	0.0% (0)	30.8% (4)	69.2% (9)	0.0% (0)	13
Appropriate teaching techniques were used by the facilitator to enhance my development.	0.0% (0)	0.0% (0)	7.7% (1)	92.3% (12)	0.0% (0)	13
The facilitator was well prepared.	0.0% (0)	0.0% (0)	7.7% (1)	92.3% (12)	0.0% (0)	13
The facilitator treated me with respect.	0.0% (0)	0.0% (0)	30.8% (4)	69.2% (9)	0.0% (0)	13
Overall, the facilitator effectively supported my learning.	0.0% (0)	0.0% (0)	15.4% (2)	84.6% (11)	0.0% (0)	13
The content will be useful to me in the future.	0.0% (0)	0.0% (0)	23.1% (3)	76.9% (10)	0.0% (0)	13
Materials/handouts (where provided) were easy to follow.	0.0% (0)	0.0% (0)	15.4% (2)	84.6% (11)	0.0% (0)	13
answered question						13
skipped question						1

8. How would you evaluate ZELALEM LEMA's intervention (Day 2)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	7.1% (1)	64.3% (9)	28.6% (4)	0.0% (0)	14
The facilitator stimulated my interest in the topic.	7.1% (1)	7.1% (1)	71.4% (10)	14.3% (2)	0.0% (0)	14
I was encouraged to participate in the workshop and/or online activities.	7.1% (1)	21.4% (3)	50.0% (7)	21.4% (3)	0.0% (0)	14
The facilitator was enthusiastic about the topic.	7.1% (1)	7.1% (1)	50.0% (7)	35.7% (5)	0.0% (0)	14
Appropriate teaching techniques were used by the facilitator to enhance my development.	14.3% (2)	14.3% (2)	57.1% (8)	14.3% (2)	0.0% (0)	14
The facilitator was well prepared.	0.0% (0)	14.3% (2)	50.0% (7)	35.7% (5)	0.0% (0)	14
The facilitator treated me with respect.	0.0% (0)	0.0% (0)	42.9% (6)	50.0% (7)	7.1% (1)	14
Overall, the facilitator effectively supported my learning.	0.0% (0)	14.3% (2)	64.3% (9)	14.3% (2)	7.1% (1)	14
The content will be useful to me in the future.	7.1% (1)	7.1% (1)	64.3% (9)	21.4% (3)	0.0% (0)	14
Materials/handouts (where provided) were easy to follow.	7.1% (1)	14.3% (2)	42.9% (6)	28.6% (4)	7.1% (1)	14
answered question						14
skipped question						0

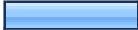
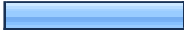

9. How would you evaluate JULIA EKONG's intervention (Day 3)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	7.1% (1)	42.9% (6)	50.0% (7)	0.0% (0)	14
The facilitator stimulated my interest in the topic.	0.0% (0)	0.0% (0)	50.0% (7)	50.0% (7)	0.0% (0)	14
I was encouraged to participate in the workshop and/or online activities.	0.0% (0)	0.0% (0)	42.9% (6)	57.1% (8)	0.0% (0)	14
The facilitator was enthusiastic about the topic.	0.0% (0)	7.7% (1)	38.5% (5)	53.8% (7)	0.0% (0)	13
Appropriate teaching techniques were used by the facilitator to enhance my development.	0.0% (0)	7.1% (1)	50.0% (7)	42.9% (6)	0.0% (0)	14
The facilitator was well prepared.	0.0% (0)	0.0% (0)	42.9% (6)	57.1% (8)	0.0% (0)	14
The facilitator treated me with respect.	0.0% (0)	0.0% (0)	28.6% (4)	71.4% (10)	0.0% (0)	14
Overall, the facilitator effectively supported my learning.	0.0% (0)	0.0% (0)	78.6% (11)	21.4% (3)	0.0% (0)	14
The content will be useful to me in the future.	0.0% (0)	0.0% (0)	57.1% (8)	42.9% (6)	0.0% (0)	14
Materials/handouts (where provided) were easy to follow.	0.0% (0)	7.1% (1)	78.6% (11)	14.3% (2)	0.0% (0)	14
answered question						14
skipped question						0

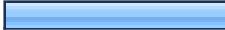

10. How would you evaluate MARLEN ARKESTEIJN's intervention (Day 4)?

	1 (Poor)	2 (Average)	3 (Good)	4 (Excellent)	Not applicable / cannot evaluate	Rating Count
The facilitator explained important concepts/ideas and answered questions in ways that I could understand.	0.0% (0)	14.3% (2)	28.6% (4)	57.1% (8)	0.0% (0)	14
The facilitator stimulated my interest in the topic.	0.0% (0)	7.1% (1)	21.4% (3)	71.4% (10)	0.0% (0)	14
I was encouraged to participate in the workshop and/or online activities.	0.0% (0)	0.0% (0)	42.9% (6)	57.1% (8)	0.0% (0)	14
The facilitator was enthusiastic about the topic.	0.0% (0)	0.0% (0)	21.4% (3)	78.6% (11)	0.0% (0)	14
Appropriate teaching techniques were used by the facilitator to enhance my development.	0.0% (0)	7.1% (1)	35.7% (5)	57.1% (8)	0.0% (0)	14
The facilitator was well prepared.	0.0% (0)	0.0% (0)	14.3% (2)	85.7% (12)	0.0% (0)	14
The facilitator treated me with respect.	0.0% (0)	0.0% (0)	21.4% (3)	78.6% (11)	0.0% (0)	14
Overall, the facilitator effectively supported my learning.	0.0% (0)	7.1% (1)	28.6% (4)	64.3% (9)	0.0% (0)	14
The content will be useful to me in the future.	0.0% (0)	0.0% (0)	28.6% (4)	71.4% (10)	0.0% (0)	14
Materials/handouts (where provided) were easy to follow.	0.0% (0)	14.3% (2)	50.0% (7)	35.7% (5)	0.0% (0)	14
answered question						14
skipped question						0




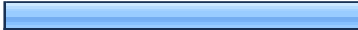
11. Please evaluate the quality of pre-workshop communications with the organizers

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		21.4%	3
3 - Good		28.6%	4
4 - Excellent		50.0%	7
answered question			14
skipped question			0



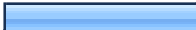

12. Please evaluate the support offered during the workshop

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		0.0%	0
3 - Good		35.7%	5
4 - Excellent		64.3%	9
answered question			14
skipped question			0



13. Please evaluate the booking of air-travel arrangements (if handled by the organizers)

		Response Percent	Response Count
1 - Poor		7.1%	1
2 - Average		0.0%	0
3 - Good		7.1%	1
4 - Excellent		28.6%	4
Not Applicable - was booked by my own organization		57.1%	8
answered question			14
skipped question			0



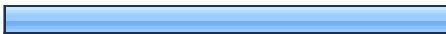
14. Please evaluate the quality of airport transfers

		Response Percent	Response Count
1 - Poor		15.4%	2
2 - Average		15.4%	2
3 - Good		30.8%	4
4 - Excellent		38.5%	5
answered question			13
skipped question			1


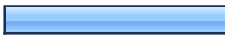
15. Please evaluate the quality of local transfers (Hotel - ILRI // ILRI - hotel)

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		0.0%	0
3 - Good		50.0%	7
4 - Excellent		50.0%	7
answered question			14
skipped question			0

16. Please evaluate the hospitality at ILRI (lunches and coffee breaks)

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		7.1%	1
3 - Good		21.4%	3
4 - Excellent		71.4%	10
answered question			14
skipped question			0

17. Please evaluate the group dinner (Haandy restaurant)

		Response Percent	Response Count
1 - Poor		0.0%	0
2 - Average		0.0%	0
3 - Good		64.3%	9
4 - Excellent		35.7%	5
answered question			14
skipped question			0



18. What were the best aspects of the workshop?

	Response Count
	14
answered question	14
skipped question	0

19. What could we do to improve the workshop in the future?

	Response Count
	13
answered question	13
skipped question	1

20. Are you a "core" Humidtropics participant or a N2Africa participant?

		Response Percent	Response Count
"Core" Humidtropics participant		64.3%	9
N2Africa participant		35.7%	5
	answered question		14
	skipped question		0

Page 4, Q18. What were the best aspects of the workshop?

1	The facilitation The sessions The logistics	May 2, 2014 5:51 PM
2	The best aspects were group discussion	May 2, 2014 5:45 PM
3	Logical sequence of learning topics adding more insight	May 2, 2014 5:45 PM
4	Learning and sharing from facilitators and others participants The methodology and tools used	May 2, 2014 5:45 PM
5	Workshop was very interactive and facilitators were highly skilled. Time management was also good. Facilitators kept to their time	May 2, 2014 5:42 PM
6	It was extremely interactive and facilitated sharing of experiences	May 2, 2014 5:42 PM
7	Participation and group exercise	May 2, 2014 5:39 PM
8	Session on RMA	May 2, 2014 5:39 PM
9	The fact that all sessions were interactive. I liked the clickers too	May 2, 2014 5:39 PM
10	Practical session	May 2, 2014 5:37 PM
11	Really enjoyed the poster presentation and learning about the experiences of other participants in their respective action areas and action sites. I found most all of the sessions to be very informative and really assist in clarifying key concepts in Humidtropics as well as introduce us to different tools to assist us in identifying, documenting, and evaluating change. Thanks so much to all the facilitators!	May 2, 2014 4:20 PM
12	Very participatory, interactive and friendly! I completely agree with the relevance of platforms but as an approach it is not clear for my project how to adopt it and alignment with HT activities.	May 2, 2014 4:08 PM
13	The poster presentations and sharing of experiences by all participants Group exercises (when they were explained well)	May 2, 2014 3:44 PM
14	The participatory approach adopted	May 2, 2014 1:57 PM

Page 4, Q19. What could we do to improve the workshop in the future?

1	Continue as you have done	May 2, 2014 5:51 PM
2	Provide reading materials on time	May 2, 2014 5:45 PM
3	End with and put more feedback time how the learning - approaches will be applied by the participants in a specific project at hand but can be a problem depending on the variation of participants	May 2, 2014 5:45 PM
4	To make more people from each action area work together so that they can come up with concret ideas they can work on after the workshop	May 2, 2014 5:45 PM
5	Increase level of relevant exercises in each of the sessions to enhance sharing of experiences	May 2, 2014 5:42 PM
6	To be more oriented on Humidtropics IDOS	May 2, 2014 5:39 PM
7	Spend more time on coordination and facilitation with tips and exercises	May 2, 2014 5:39 PM
8	Keep it up, respond to cookie requests.	May 2, 2014 5:39 PM
9	Increase logistic support to participants from outside "core Humidtropics"	May 2, 2014 5:37 PM
10	More time to introduce, discuss, and practice using different M&E tools. I would have liked to have learned more about the other tools for reflexive monitoring in action, and also how this might look when it is employed in the IP. I feel that this could be a very nice follow-up workshop to this workshop in the future to provide us with the opportunity to more deeply study and practice using these tools - especially as we advance in our work on the platforms and begin to employ these M&E strategies and techniques.	May 2, 2014 4:20 PM
11	Very large issues have been covered in the workshop which are really very practical. However, had more number of days been allotted it would have been possible to capture the sessions in detail.	May 2, 2014 4:08 PM
12	As a Humidtropics person I found it difficult to relate to N2Africa people, and I am sure it was vice versa. It would have been nice if the group was more targetted. Gender balance needs to be improved. It was clear language was also an issue for many participants, and some complex concepts and instructions for group work were too difficult for many to understand. I think you need to take that into consideration when implementing a workshop with a diverse range of participants. All in all I did not feel that most sessions (except for the case of Marc's) took into consideration the different levels of comprehension/English abilities of participants.	May 2, 2014 3:44 PM
13	I am honestly satisfied with all aspects of the workshop	May 2, 2014 1:57 PM