Third Training Workshop on Research to Inform Agricultural and Food Security Policy and Practice in Kenya

July 16 – 19, 2018

ILRI Campus, Nairobi

Workshop Proceedings

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1. Introduction

The International Livestock Research Institute (ILRI) and the Swedish *AgriFoSe2030* programme, are implementing an initiative to develop the capacity of recent PhD graduates to undertake policy relevant research and analysis and disseminate their work to the policy-making community in support of agriculture and food security in Kenya. In this regard, ILRI and *AgriFose2030* organized the third and the last training workshop titled "**Research to inform agricultural and food security policy and practice in Kenya"** at ILRI Campus, Nairobi on 16th – 19th July 2018. This report is a record of the proceedings of the workshop and a summary of participants' evaluation of the series of capacity building workshops.

The training covered the following topics: -

i.	Systematic reviews
ii.	Meta-analysis
iii.	Identification of priority policy areas at national level
iv.	Proposal writing for policy research and resource mobilization
v.	Networking skills
vi.	Negotiation Skills
vii.	Identification of priority policy areas at county level
viii.	Communication
ix.	Advocacy
x.	Monitoring and Evaluation

The topics covered had been identified by the participants during the second workshop held in May 2018.

Day 1

Opening session:

Workshop started with opening remarks by Steve Stall, the Program Leader of the Policy, Institutions and Livelihoods programme at ILRI. He welcomed the participants to ILRI and indicated that ILRI was pleased to be a partner in the capacity development initiative. He asked the participants whether they found the initiative valuable and they responded in the affirmative.

Workshop objectives
The objectives of this workshop were to help the trainees understand how to: -

- Conduct good research that is policy relevant;
- Further enhance their communication skills;
- Build alliances for research, communication, and advocacy;

- Develop knowledge networks of researchers, policy analysts, policy advisers, policy makers, media, and civil society; and
- Sustain the efforts of the AgriFose2030 network.

Session 1: Nurturing a network of policy researchers in Kenya

The session was facilitated by the ReSAKSS coordinator, Joseph Karugia. The session was meant to provide a general overview of what has been covered so far and how the different pieces fit together. The topics for the training workshop were categorized along the following themes:

- Getting the science right
- Communicating research using different channels
- Building alliances using networking and negotiation skills
- Sustainability through M&E and proposal writing skills

Joseph noted that the achievements of the initiative could be enhanced through further mentor mentee interaction beyond the current project.

Comments on the presentation

- The importance of communication was emphasized to sustain the AgriFose2030 network
- Formal and informal networks are important: they are enhanced by a common objective and when everyone appreciates the value of networking
- It was noted that most policy briefs were quite relevant with important policy messages. The next important step will be to get the messages out.

See the Google drive link in Annex 1 for presentation details

Session 2: Systematic reviews

The session was facilitated by Paul Guthiga. The topic was informed by the need to provide more practical experience and build up on what was learned in the second training. The following topics were covered in the session:

- What is systematic review?
- Why is systematic review necessary?
- Key characteristics of systematic reviews
- Framing the question
- Inclusion-exclusion criteria
- Study methods-Outcome indicator description
- Literature search
- Quality assessment
- Summary evidence and interpreting findings

The second part of the session was presented by one of the trainees, Cecilia Onyango. She used the brief session to share her experience on using systematic analysis in her study on "Precision Agriculture in Sub Saharan Africa".

Comments on the presentations

- Quality assessment depends on the inclusion or exclusion criteria chosen. This will also determine the reliability of the results.
- The time requirement of undertaking a systematic review depends on the topic and the focus
- Concerns were raised on the likelihood of missing out on studies done within the country by using "Sub Saharan African" in the search criteria. Another concern was also raised on the likelihood of missing out on important information due language biases.

See the Google drive link in Annex 1 for presentation details

Session 3: Meta-analysis

This presentation was facilitated by Mohammed Said. The session was to build up on the second training. The following topics were covered in the session: -

- Difference between meta-analysis and systematic reviews
- Definition of meta-analysis and its use
- Reporting the results

The participants were also taken through a step by step process on how to conduct a meta-analysis and generate forest plots using the Microsoft excel spread sheet. At the end of the presentation, the participants were asked to go through the exercise and pick 5 case studies from their studies and analyse them using Meta-analysis.

Comments on the presentation

- Mohammed clarified that forest plots are not available in excel but they are found in "R" software

See the Google drive link in Annex 1 for presentation details

Session 4: Identification of priority policy areas at national level

This session was facilitated by Ann Onyango. Ann is the Agricultural Secretary at Ministry of Agriculture, Livestock and Fisheries for the national government. She gave a background of the agriculture, livestock and fisheries sectors. She said that the agricultural sector in Kenya is large and complex comprising public, parastatal, Non-Government and private actors. She said agriculture sector development influences the development of several sectors and livelihoods of

many people. She went ahead to explain the sources of issues for policy development and review and the current policy initiatives and major issues being addressed by the ministry. Ann also discussed the evidence/research gaps that exist in the sector and the existing opportunities for the young scientists to inform the policy making processes.

Question and answer session

Question: Are the current policy initiatives meant to address the failure of consolidation of the various parastatals and government agencies into Agriculture and Food Authority (AFA)?

Response: Consolidation was meant to bring efficiency in the agriculture sector but unfortunately it came during the transition to devolution. However, it is currently being re-looked at to identify the discrepancies which are making AFA not to function efficiently.

Question: Which initiatives are being undertaken to make sure that agricultural data is available?

Response: The ministry is working closely with other government agencies like Kenya National Bureau of Statistics (KNBS) and Think Tanks like KIPPRA to ensure data availability. At the same time networking is high on the agenda of the ministry to ensure data availability to enhance meaningful policies and strategies.

Question: Is there a possibility of including young scientists in the implementation of various strategies at the ministry?

Response: The opportunities are there but the young scientists need to find ways to exploit them. They need to be brave enough to get into various forums so that they can exploit such opportunities.

Question: In most instances the fisheries sector seems to lack a sense of belonging. It is always being moved from one ministry to another. Why?

Response: The fisheries sector has adequate attention currently. In November, the ministry is going to hold a Blue Economy conference to further the agenda of the sector. The targets of the fisheries sector are also well spelled out in the Big Four Agenda. However, in most instances, many people are not coming out as fisheries specialists and the sector is also under staffed.

Question: It seems that notable evidence and research gaps are eminent in the tea and horticulture sectors. Does it mean the research institutions are not doing enough about the two sub sectors?

Response: The two cash crops, tea and coffee are among the focus of the Big Four Agenda. The policy needs of the horticulture sub sector need to be followed up and the capacity to handle evidence-based policies is still required in the sub sector.

Question: The formulation of various policies is well appreciated. However, is there likelihood that they may contradict each other and therefore result in the country being uncompetitive considering the spirit of regional integration?

Response: This is being addressed through harmonization of policies. Kenya is a strong player at regional level and it tries to harmonize all its policies with regional partners.

Question: Although we acknowledge that there is lack of adequate capacity for good policy analysis, why is there a general tendency to look outside for expertise?

Response: it is important to find the in-roads in this arena. There is a lot of work to be done but most people are not doing it in a good way. A big gap exists in the domestication of the policies at the county level.

Question: Many policies were presented but they were mainly inclined to production. However, many challenges in the sector occur after production, such as post-harvest losses.

Response: the formulation of policies nowadays is more inclined to value chain approach.

Question: To what extent does policy formulation factor in public participation?

Response: Public participation is a requirement in the law and therefore it must be factored in. However, some policies are sometimes meant to attract resources.

See the Google drive link in Annex 1 for a detailed presentation

Session 5: Proposal writing for policy research and resource mobilization
This session was led by Willis Kosura. The aim of this session was to: -

- To equip participants with knowledge and skills to enable them to identify real problems (not imagined) and develop convincing research proposals for funding to alleviate the identified problem
- To impart necessary knowledge and skills for effective scientific writing
- To improve participants' ability to mobilize resources for agricultural research
- To improve the participants skills to communicate research results to facilitate successful adoption (implementation)

The trainees were also informed on how to identify priority projects for funding. Funding sources include government, private sector, NGOs/Civil Society and donors/aid agencies and therefore it is important to know the potential source of funding for the proposal being developed. The criteria for proposal evaluation, places where to find competitive grants, and how to respond to them were also presented. The session was concluded with a presentation on the features of a convincing proposal.

Comments on the presentation

- Remember to always harmonise your objectives with the logical framework

- Write more to gain more confidence even if you fail in the first instance

See the Google drive link in Annex 1 for a detailed presentation

Session 6: Networking

The presentation was facilitated by Joseph Karugia. The session covered the following topics:

- What is a network?
- Why network?
- Elements of a successful network
- Networking skills

It was noted that networking is important in enhancing institutional relations because it brings different institutions to work together. The elements of a successful network were also discussed. They include:

- Network connectivity
- Network health
- Network results

Comments on the presentation

Question: What does it take to be a collaborator and not a competitor with your senior researchers?

Response: It is good to exploit various avenues in which to initiate networks, for example during conferences. You can identify those who can link you up with people you would like to network with. At the same time, it is advisable to exploit the opportunities when they come to listen to your presentations.

Question: As a young scientist, how do you get to be known?

Response: Aim at participating in different conferences. Find out what it takes to participate. Conferences present opportunities for networking. Institutional and individual leadership also matter in terms of opening space for networking.

It is also important to recognise that there is likely some trade-off between working to influence policy and doing excellent research as both require financial and time investments.

See the Google drive link in Annex 1 for a detailed presentation

Day 2

The day started with a recap of the previous day's work. This was facilitated by Paul Guthiga. The participants took some time to remind themselves important take-home messages which they had learned. Some of them included: -

- Practical application of systematic reviews and systematic analysis
- The 9 steps of undertaking meta-analysis

The participants were challenged to get together and do a proposal on a topical policy issue. This could be an initial step in finding a common ground to work together and therefore sustain the network.

Session 7: Negotiation in agricultural policy formulation and implementation

The presentation was made by Stephen Wambugu. The participants were given an opportunity to share in the plenary their experience with negotiations. The following topics were covered in this session:

- Understanding the concept of negotiation
- Aims/goals of negotiation
- Types of negotiations
- Stages in the negotiation process
- Skills for effective negotiation
- Handling difficult situations

The presentation concluded by providing tips for effective negotiation.

Comments on the presentation

- It is advisable to get prepared with relevant data to avoid losing out in a negotiation. However, in most instances it is a win-win situation for both parties. Most importantly the person involved in a negotiation should get well prepared.
- Negotiation is also applicable in proposal development
- When a party is not willing to negotiate in priority agenda, it is advisable to use a third party because sometimes what matters is whom you know and not what you know. However, it is important to time your negotiation to an occurrence which is relevant to your idea.

See the Google drive link in Annex 1 for a detailed presentation

Session 8: Identification of priority policy areas at County level

The session was facilitated by Mary Nzomo. Mary is the County Executive Committee (CEC) Member for Trans Nzoia County and the Chair, Agriculture CECs Caucus of Council of Governers. The session dwelt on status of County Integrated Development Programme (CIDP) development and implementation, major agricultural policy issues that counties are facing, what

evidence/research gaps exist at the county level and the opportunities for the workshop participants to inform policy direction at county level? It was noted that the main problem with policy in Kenya is implementation and cascading it to the county level. The role of Counties in agriculture and food security as defined in the fourth schedule of the constitution was also explained.

The following major gaps at the county level were noted: -

- Development of a handbook which can guide legislative and policy development at the county government
- Inadequate public participation in the development of the CIDPs
- Anchoring the development of the CIDPs to the constitution
- Weak linkage between research and extension

Comments on the presentation

Question: The presenter listed 21 priority areas which the counties are working to develop. Is it possible to narrow them down?

Response: The areas are many, but they are going to be done in phases. However, the national government is not moving at the required pace in terms of developing various relevant policies. Most counties are currently working with an organisation called Agile Harmonized Assistance for Devolved Institutions (AHADI). AHADI enhances capacity of the local and national governments to implement devolution by piloting innovative tools, providing knowledge sharing mechanisms and building capacity to benefit both devolved and national-level institutions This could also be an opportunity for training participants to work with the Counties because they understand the policies.

Question: What level of mechanization technologies are you envisioning to promote at the county level given the current levels of land fragmentation.

Response: We aim to promote many other forms of mechanization like motorised farm implements and animal drawn implements and not only tractors.

Question: Trans Nzoia County is renowned as a maize producing County. Why don't you consider working on ways to improve maize farming in the county instead of diversifying to other emerging crops in the county like sugarcane?

Response: Maize farming is not very profitable currently as an enterprise if a farmer is cultivating less than 5 acres. The acceptance of the emerging crops is due to the economies scale.

Question: The presentation did not provide a detailed policy development for fisheries industries. How are you going to achieve the Big Four Agenda and the Vision 2030 if we cannot give attention to the fisheries sector. Most counties have shunned fisheries in their development

agenda. Is it because of lack of capacity for fisheries development or is it due to inadequate knowledge on the potential of the aquaculture industry?

Response: Fisheries sector is well captured in most of the CIDPs. For example, Trans Nzoia county has already set up a fish hatchery and they are currently rehabilitating the equipment of the economic stimulus programme.

Question: Have you factored in cross cutting issues in the agriculture sector at the county level?

Response: Cross cutting issues like gender are always factored in all programmes at the county. This is done in collaboration with other departments like gender, water and environment.

Question: How are you using research information to inform decision at the county level? There seems to be a weak link between research and county activities.

Response: It is true there is a weak link. A gap exists and more so in food safety matters.

Question: Under every policy statement, you have many objectives. However, this seems overwhelming. The key question should be: Which public goods and services can enhance achievement of the objectives?

Response: There are many areas that were presented because they cut across all the counties. Mary Nzomo suggested that if any of the participants can identify a policy area which they think they can work on, she is ready to assist to convene meeting with her counterparts in counties.

Question: Agriculture is a multi-stakeholder sector. Do you have sector working groups at the county level?

Response: Sector working group members are selected from county departments with subject matter specialists. The sector working group at caucus level draws it representation from both the counties and the national government. A suggestion was made to consider incorporating researchers and other stakeholders in the county sector working groups.

Question: Have you attempted to cost the implementation of various proposed policies?

Response: Most have been converted into project in the CIDP's.

Lastly it was noted that most of the government institutions are not fully utilizing the well-established international research organisations like ILRI located in the country.

It was also noted that a review of the county CIDPs, revealed that most were lacking a business case for invetsment.

Session 9: Communication (1)
The session was facilitated by Anne Nyamu. The session focused on choosing the appropriate communication channels for communicating with policy makers.

The principles of effective communication were explained together with the important question to ask before communicating. The four questions are: -

- Who do you want to reach? (policy makers)
- Why do you want to reach them?
- How do you reach them?
- What are your main messages? (What do you want to tell them?)

The trainees were also informed on how to choose appropriate communication channels for policy makers. Some of the channels discussed include: -

- Printed and audio-visual methods
- Mass media
- Social media

Comments on the presentation

Some policy makers are afraid of modern technologies because a few of them intrude in individual privacy.

See the Google drive link in Annex 1 for a detailed presentation

Session 10: Communication (Part II)

The session was facilitated by Anne Nyamu. This session was a feedback on the latest versions of policy briefs submitted by the trainees. First, the trainees were given an opportunity in plenary to mention challenges and lessons learned in generating the policy briefs.

Challenges

- Some trainees mentioned that they had difficulty in trying to simplify their policy brief from the technical language to easy-to-understand language.
- Others mentioned that they had difficulty in reducing the content of the brief. However, they were advised that trying to edit a research report to policy brief won't work. The participants were advised to write from scratch.
- Some also mentioned that they had difficulty in incorporating infographics in the briefs.

Lessons learned

- How to get a key issue
- Importance of reflecting on the evidence or the data
- Read and re-read what you have written
- Writing policy messages as opposed to recommendation

Thereafter, each resource person was allocated 2–3 policy briefs to review. The reviewers met with authors of the policy briefs to provide feedback. Subsequently, mentors met with the mentees to discuss the policy briefs and agree on necessary revisions and enhancements of the briefs. At the end of the session, resource persons provided general comments on the briefs to the whole group.

Feedback from the resource persons

Anne Nyamu

Anne said that most trainees were not doing well in meeting the deadlines. She however noted that the trainees had done very well in improving their language skills and the made great stides in writing good policy briefs. She noted that most of them used simplified language with catchy titles and sub-headings. She said that most trainees had gotten right the aspect of length of the policy brief. She urged them to write for a specific audience and narrow down their scope. She said that most people are not clear on whom they are writing for and some of the key messages are not clear. Anne also mentioned that a few policy recommendations were clear and actionable but there is need to include all the references. She said the programme will provide some support in the development of the infographics for each of the policy briefs. Generally, a good progress was noted.

Willis Kosura

Willis said that each of the participant had made a commendable effort in developing the briefs. However, he noted that the briefs should emanate from an identified problem. He mentioned that the policy brief traces and points out the meaning of the results. He said that the following elements were not covered well: -

- What is the issue?
- Why is the issue important?
- The issue is important to who? Is it country, region or global
- What can be done about it - what is the urgency
- When can it be done?
- How then can it be done?
- What is the kind of cost?

Mohammed Said

Mohammed said that generally, a big difference was noted from the time the trainees started writing the policy briefs. However, he said there is room for improvement and urged the trainees to adhere to the following: -

- Get the numbers - they are important
- Get the niche of your policy brief – the entry points are key. What is the relevance of your work in supporting policies and strategies
- Avoid being general. Narrow down to a specific Ministry
- Your policy brief should be clear and concise such that anyone can pick it and present.

Paul Guthiga

Paul said that progressive improvement of policy briefs was noted. However, the main challenge is moving out from the scientific approach used in the thesis to a policy orientation. It is important to pursue the evidence that prevails. He advised the trainees to free themselves from the believe that they need to say everything they said in their research. He asked the trainees to ensure that

the policy messages are sharper because most were more generalized. He also said that the title of a brief should be framed in a way that elicits action from the policy makers. They should avoid passive topics.

Stephen Wambugu

Stephen reminded the trainees that a good title should have cause and effect words. He said evidence-based policy issues use numbers to build a case. He advised the trainees to produce policy briefs with crystal clear messages.

Joseph Karugia

Joseph started by reminding all that the policy brief did not require new research to be conducted, but it should be based on completed research. He said that data or evidence must be included in a policy brief. He urged the trainees to ask themselves whether they have convinced the policy maker with the policy brief they have developed. He said that the background of a policy brief must support the policy recommendations. He noted that some were putting a lot of information in the introduction and background sections which in some cases contradicts their main messages. He urged the trainees to intensify dissemination of messages from the briefs by looking at which policy brief can influence policy decision in which organisation. He said that the primary place to publish the policy brief is the trainee's institution.

Day 3

The day started with a recap of the previous day and it was facilitated by Joseph. The participants were given an opportunity to describe what they learnt from the previous day's work.

Lessons learned, and opportunities identified

- It is imperative to ask yourself how you will use the output of your work
- It is important to create more awareness and avenues of engagement using evidence or data
- Negotiation skills are important in demonstrating the cost and e benefits of a project and more importantly when you must accommodate the different views
- Negotiation happens all the time and therefore it is important to prepare for negotiations that are impromptu
- Facilitation as a third party is also important in negotiation. Participants were urged to look at literature on facilitation
- Most of the policy briefs are on land use for crops and livestock and therefore most of them are relevant to what the counties are working on. An opportunity to present the policy briefs at County level was identified
- Opportunity to partner with counties to enhance aquaculture production was noted
- The participants learned the practical aspects of preparing the CIDPs

- An opportunity to participate in the agriculture sector working groups was also identified
- Several avenues for influencing policies were demonstrated
- Twitter was noted as powerful tool to disseminate science
- Important take home message for the participants - ask yourself – Whom do I want to write to?

Session 11: Advocacy

The session was facilitated by Mohammed Said. The session built on the presentation that was made by him in the second workshop. Examples of various completed projects were used to demonstrate the aspects of organisational capacity for advocacy. Several examples were used to distinguish among the following research outputs: -

- Journal article
- Research briefs
- Policy briefs
- Facts sheets
- Synthesis reports
- Blogs
- Video documentaries

A template on communication was also prepared to help the project to start focusing on how to communicate the policy briefs. Each trainee was asked to fill the template.
See the Google drive link in Annex 1 for a detailed presentation

Session 12: Monitoring and Evaluation

The presentation was done by Stella Massawe. The session mainly featured a practical exercise on developing a Theory of Change (ToC) for research to inform policy and planning. The session started with recap on the definition of ToC and why is it important to develop it. The components of theory of change and who has responsibility of constructing the ToC were also explained.

The six steps in constructing the ToC were also discussed and the participants were given a checklist of key items that should be included in a TOC.

Comment on the presentation

Some theories of Change are complex depending on the project.
See the Google drive link in Annex 1 for a detailed presentation

Session 13: Next steps

The session was facilitated by Joseph Karugia. The following actions were agreed upon:
1) Finalization of Policy Briefs:

a) 1st revised draft submitted to mentor: 31st July 2018

b) Comments by mentor: 4th August 2018

c) 2nd revised draft submitted to mentor and Joseph: 10th August 2018

d) Incorporation of infographics -: 17th August 2018

e) Final Draft submitted to Joseph Karugia: 20th August 2018

2) Implementation of ToR—Post-docs

a) Use online and mobile instructional materials

b) Finalize policy briefs

c) Identify relevant policy dialogue forums, attend and make presentations

d) Continue consultations with mentors and communication, learning and M&E experts

e) Prepare third quarterly report

f) Participate in evaluations of the project in achieving the learning outcomes including completing workshop evaluations and end of project online survey

g) Share relevant learning materials with others

3) Implementation of ToR—Resource Persons

a) Review policy briefs/products and other knowledge products developed by mentees

b) Evaluate progress reports prepared by the post-docs

c) Identify policy dialogue and dissemination forums and attend with the post-docs

d) Mentor, coach and advise - on a continuous basis

e) Participate in the evaluation of the project, including preparing third quarterly progress report

4) Facilitation by ILRI

a) Monitoring agreements with all participants

b) Organizing the capacity building workshops

c) Developing online and mobile content, and delivering it on appropriate learning management systems

d) Providing overall coordination and management support

e) Link to access workshop materials and other relevant documents:

f) Explore dissemination opportunities with partners - MoALF, CoG, and others

g) Arrange for publication of the briefs

5) Progress Reporting

Part 1: Reporting on Deliverables

#	Deliverable	Activities	Status	Remarks

Attach deliverable: policy brief, poster, other knowledge products; proceedings of policy forums; seminar reports; notes of meetings with mentors; pictures taken at forums, seminars, etc.; any other relevant materials

Part 2: Reporting on outcomes—short-term, intermediate

- Awareness;
- Changes in awareness;
- Changes in your knowledge; others' knowledge
- Changes in attitudes;
- Use of the knowledge/skills gained;
- Your involvement in new initiatives;
- How has participation in the ILRI/AgriFose initiative changed the way you do your work? – engagement with policy makers; teaching; engagement with colleagues, fellow researchers; new networks; etc
- What benefits have you experienced? planned and/or unplanned

N/B: Nothing is too small to report

Annexes

Annex I: Workshop Presentations and Reference Materials

https://drive.google.com/drive/folders/1WVViR8LibyIwaNtMhgY431kgLoX3aEzGg?usp=sharing

Annex II: Workshop Evaluation Summary

A third and final training workshop on *Research to Inform Agricultural and Food Security Policy and Practice in Kenya*, was held at ILRI, Nairobi, Kenya between 16th and 18th of July 2018. To evaluate the training performance and solicit feedback, participants were given a four page questionnaire to rate the various components and aspects of the workshop, including an assessment of the training in comparison to the previous trainings. The components rated were the workshop sessions and activities, logistics, while another section dealt evaluating the participants learning experiences from the series of workshops and give an overall assessment. Analysis results of the workshop contents are presented in table 1 and figure 1 while areas of improvements and general feedback are presented towards end of results sections.

Evaluation Results

All the 12 participants returned their evaluation forms translating to 100% feedback, which was an excellent response rate.

Workshop sessions and activities were rated on a scale ranging from 1 for poor to 5 for excellent, as presented in Figure 1. The lowest average rating was 4.1 (Very good) for the quality of the session on identification of priority policy areas at national level and adequacy of time for discussion whilst the highest average rating was 4.9 (excellent) that was for relevance of workshop to my work. The presentations that had at least one participant not providing a rating were; i) quality of the session on negotiation skills, ii) quality of the session on proposal writing for policy research and resource mobilization, iii) quality of the session on meta-analysis, iv) quality of the session monitoring and evaluation.
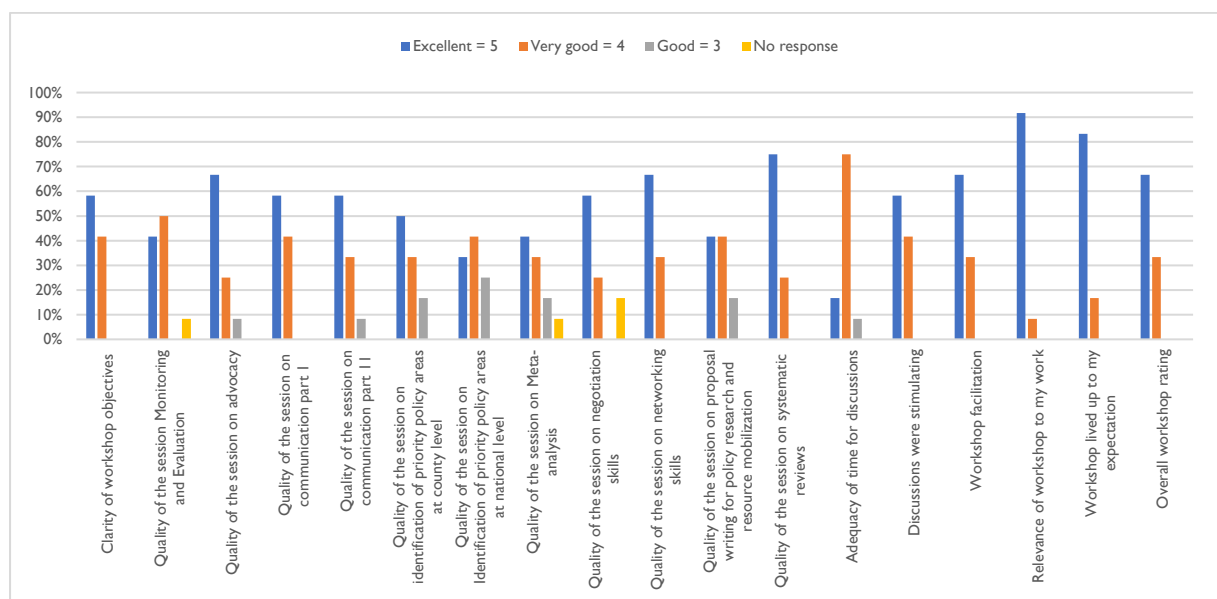
Figure 1. Percentage distribution of ratings for workshop content

Overall, 92% of the participants rated relevance of workshop to my work as excellent. Overall, the average rating of workshop was 4.7 which translated to "very good".

Figure 2 below presents results of assessment on logistics. Communication regarding workshop details had highest rating with 4.9, with 100% of respondents rating it "very good" and above. Only six of the

participants had their accommodation catered for, and the hotel accommodation got a rating of 4.8 which rated second top of logistics. Workshop room facilities got an average rating of 4.4, which translates to 'very good'; this lower rating is attributable to the no response by one (8.3%) of the participants and the 16.7% of the participants who rated it as "Good".
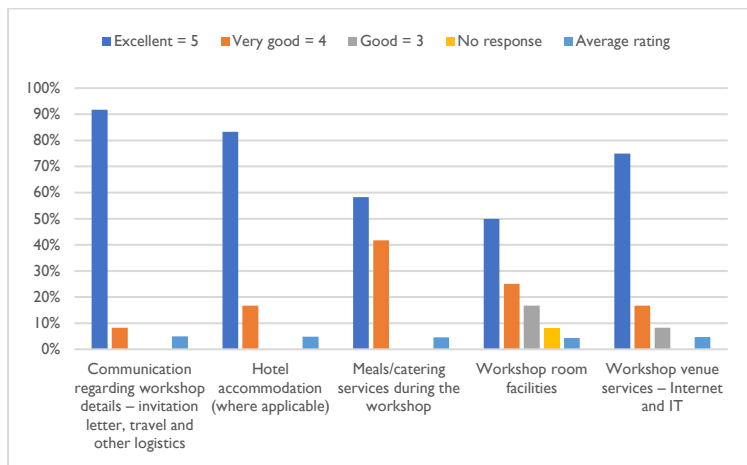

Figure 2: Evaluating logistics

About eight of every ten (83%) of the participants rated the third workshop to have excellently addressed their priority topics (Table 1) as were listed during the second training evaluation. The workshop also excellently enhanced the learning experience of three quarters (75%) of the participants. Similarly, 75% were equally connected with the material learned in the first and second workshops.

Table 1. Participants' views on third workshop

Third workshop evaluation	Strongly agree	Agree	Average
The third workshop addressed your priority topics	10 (83.3)	2 (16.7)	4.8
The workshop enhanced the learning experience	9 (75)	3 (25)	4.8
There was a clear connection among the material learned in the first, second and third workshops	9 (75)	3 (25)	4.8

The participants were further asked to evaluate their learning experience as having significantly improved, moderately improved, not improved and unable to rate, whilst providing comments and or recommendations on areas of improvement on four specific areas of coverage as outlined in table 2 and Box 1 below. All the respondents felt that their knowledge and understanding of aligning their research to and engaging in policy making process (getting the science right) compared with the situation before the workshop significantly improved compared with before. Most (75%) of the participants attested to have significantly improved their knowledge and understanding of building

alliances to influence policy (through networking and negotiating) compared with the situation before the workshop.

Table 2: Evaluating learning experience from the series of workshops

How would you now rate your knowledge and understanding of:	Rating (n, %)	
	Significantly improved	Moderately improved
1. Aligning your research to and engaging in policy making process (getting the science right) compared with the situation before the workshop	12 (100)	-
2. Building alliances to influence policy (through networking and negotiating) compared with the situation before the workshop?	9 (75)	3 (25)
3. How to communicate with policy makers (policy communication and advocacy skills) compared with the situation before the workshop?	10 (83.3)	2 (16.7)
4. Proposal writing and M&E skills compared with the situation before the workshop?	10 (83.3)	2 (16.7)

In verbatim, Box 1 below presents comments and recommendations the participants had for each of the four learning experiences from the series of workshops.

Aligning your research to and engaging in policy making process (getting the science right) compared with the situation before the workshop

1. I now understand and have knowledge on the importance of key data necessary for policy
2. It is important to conduct needs assessment and interact with policy makers
3. My knowledge before policy and practices workshop was very minimal. Now am all set and confident to participate in policy processes and brief writing
4. Policy brief preparation

Building alliances to influence policy (through networking and negotiating) compared with the situation before the workshop?

1. I have gained insight on key skills in negotiation
2. Workshop presentations thoroughly researched and informative

How to communicate with policy makers (policy communication and advocacy skills) compared with the situation before the workshop?

1. I am now more aware of the use of twitter and other social media channels in research dissemination and communication
2. In terms of simplifying the scientific language to that understood by policy makers.
3. It has enhanced my presentation skills

Proposal writing and M&E skills compared with the situation before the workshop?

1. I can now draft a TOC for my project
2. My knowledge has significantly improved, I can develop a toc for my research project

Box 1

Again, all the participants believed that the series of workshops met their objectives, and that they would recommend them to others. On whether they had applied any of the skills learnt during the program in their work, all participants reported to have done so. Their comments and explanation to how and where they applied these skills are reported verbatim in Table 5 below.

Table 3: Comments about

i) Recommending this training program to others

- Because all research should be made known to policy makers. No money and time should go into drain; we should contribute to change we want to see in the country
- To all people doing research to learn policy skills and purpose to generate research evidence to inform policy.
- It is a well delivered course and very relevant in addressing development goals
- This training has been an eye opener on the role I can play in informing policy making process
- Very helpful for recent PhD graduates
- And I would like to volunteer to mentor others in the future
- I expect by having a caucus of practitioners, we'll transform the countries agricultural performance
- Other researchers should be trained to learn how to communicate their findings to influence policy
- Because it's an eye opener in the need of evidence for policy formulation

ii) Explanation to application of skills learnt during the program at work

- I have applied the theory of change in a proposal submitted recently for funding
- The ABC principle I have applied on my policy brief though met with challenges of transiting from research/report writing to policy brief writing
- The communication skills come in handy in writing of more policy briefs and research proposals"
- I am very aware of the policy issues and how to contribute to policy better
- I have included issues of policy and research dissemination in all new proposals I have written
- I have gained a lot of skills in writing briefs and other knowledge products
- I have used skills learned in problem analysis - to identify and prioritization of Garissa county nutrition and health challenges
- I have been able to get incorporated in the ministry of agriculture linkages technical working group
- Manuscript writing - used systematic review
- Volunteered to take part in policy review documents in network related issues
- Writing a policy brief in other areas
- Creating a theory of change in ongoing research proposal
- Improved communication skills with my colleagues, advisors and employer management"
- The opportunity to develop a draft policy brief as well as theory of change have been informative, occasionally challenging
- I developed theory of change pathways for a proposal and I was successful (after workshop 2)
- In conducting research to generate indelible evidence critical in informing policy
- In preparing a poster for the AVCD end-project conference
- In preparing a policy brief in progress
- I have already identified stakeholders to partner with in the future research activities

Conclusions

Overall the third workshop was a success with high ratings in workshop sessions and activities, was well planned and organized, conducted by invaluable and resourceful trainers. Despite the time limitations and other varied challenges, the participants strongly believed the series of workshops achieved their purpose. Objectives were met, and participants learnt a lot that they were already putting into practice in their work. They were sure they would recommend the training to others.

Annex III: List of participants

NO	Name	GENDER	ORGANISATION	Telephone
1	Jane Mutune	Female	University of Nairobi,	0714 986 104
2	Charles Recha	Male	Egerton University	0720 277 736
3	Esther Kanduma	Female	University of Nairobi,	0722 674 542
4	Samuel Omondi	Male	University of Nairobi,	0720 292 325
5	Dasel Kaindi	Male	University of Nairobi,	0721 691 478
6	Eunice Githae	Female	Chuka University	0725 286 095
7	Geraldine Matolla	Female	University of Eldoret	0724 951 440
8	Stephen Mureithi	Male	University of Nairobi,	0720 401 486
9	Jacqueline kariithi	Male	Kenyatta University	0726 355 500
10	Cecilia Onyango	Female	University of Nairobi,	0715 606 563
11	Godwin Macharia	Male	KALRO	0723 765 846
12	Jeremiah Okeyo	Male	EMBU University	0721 706 888
13	Evelyne Kihiu	Female	KIPPRA	
14	Hon. Mary Nzomo	Female	County Government of Trans Nzoia	0722 875781
15	Ann Onyango	Female	Ministry of Agriculture Livestock and Fisheries	
16	Joseph Karugia	Male	ILRI	
17	Mohammed Said	Male		
18	Paul Guthiga	Male	ILRI	
19	Stella Massawe	Female	ILRI	
20	Stephen Wambugu	Male	Chuka University	
21	Willis Kosura	Male	University of Nairobi,	
22	Eric Macharia	Male	ILRI	
23	Leonard Kirui	Male	ILRI	
24	Anne Nyamu	Female	consultant	

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Agriculture for Food Security 2030
- Translating science into policy and practice

SLU   LUND UNIVERSITY   SEI   UNIVERSITY OF GOTHENBURG

Third Training Workshop: Research to Inform Agricultural and Food Security Policy and Practice in Kenya
16-18 July 2018

Tentative Agenda

DAY ONE – Monday, 16 July			
Time	**Topic/Activity**	**Responsible**	**Potential areas of coverage**
08:00 - 08:30	Registration	Rita Chuma	
08:30 - 08:45	Opening Session: Welcome remarks	Steve Staal	
08:45 - 09:15	**Session 1:** ILRI/AgriFose2030 initiative to develop capacity to inform policy and practice	Joseph Karugia	This session will provide an overview of what has been covered so far and how the different pieces fit together.
09:15 – 10:45	**Session II:** Systematic reviews Discussion	Paul Guthiga	This session will use a practical example of a systematic review report to cover the following aspects: • Framing the question • Identifying relevant work • Assessing the quality of studies • Summarizing the evidence and Interpreting the findings Structure of the session: - • 15 minutes plenary presentation • 15 minutes plenary presentation by one of the participants on their practical experience in undertaking systematic review • 30 minutes group work (the participants will be organized into groups to review the report using the lens of the 5 broad areas of systematic review describe above and report to the plenary) • 15 minutes of group presentation Pre-workshop preparation: A systematic review report to be shared with the participants to read through.
10:45 – 11:00	**HEALTH BREAK**		
11:00 – 12:00	**Session III:** Meta-analysis	Mohamed Said	This session will use a report that has applied meta-analysis to show how to practically and numerically pool the results of the studies and arrive at a summary estimate. Structure of the session: -

			20 minutes plenary summary presentation on the study
			10 minutes Q&A
			30 minutes of interactive practical session on data analysis
	Discussion		Pre-workshop preparation: The data of the study can be shared with the participants (in MS Excel format) to familiarize themselves
12:00 – 13:00	**Session IV:** Identification of priority policy areas at national level Discussion	Anne A. Onyango, MBS Agriculture Secretary, State Department for Crops Development, Ministry of Agriculture and Irrigation	This session will cover the following aspects: - • What are the current policy initiatives (strategies) in the agriculture sector in Kenya? (The ASTGS and NAIP process) • What major issues are being addressed? • What evidence/research gaps exist? • What opportunities exist for the workshop participants to inform policy direction at national level? Structure of the session: - 20 minutes plenary presentation 30 minutes of Q&A session *Pre-workshop preparation by trainees:* Participants to prepare questions that they would like the presenter to address.
13:00 – 14:00	**LUNCH**		
14:00 – 15:30	**Session V:** Proposal writing for policy research and resource mobilization Discussion	Willis Kosura	This session will cover the following areas: • Why proposal writing skills for policy research? • The art of proposal writing for policy research • Elements of a good/successful proposal • Sources of funding for policy research
15:30 – 16:30	**Session VI:** Networking skills Discussion	Joseph Karugia	This session will be a plenary discussion aiming to clarify why the researchers need networking skills; the skills needed; and how they can improve their skills in this area. It will address the following issues: • What is a research/policy network? • Why network? • Elements of a successful research/policy network *Pre-workshop preparation:* Read shared materials and/or online resources and respond to questions provided (see attachment)
16:30 – 16:45	**HEALTH BREAK**		
16:45 – 17:30	Mentor/Mentee Meetings	ALL	
DAY TWO – Tuesday, 17 July			
08:30 – 08:45	Recap of Day One		
08:45 – 09:45	**Session VII:** Negotiation Skills	Stephen Wambugu	This session will be a plenary discussion aiming to clarify why the researchers need negotiation skills; the skills needed; and how they can improve their skills in this area. It will address the following issues: • Understanding negotiation • Negotiating techniques and strategies • How to handle difficult situations

			• Planning to negotiate
	Discussion		*Pre-workshop preparation:* Read shared materials and/or online resources and respond to questions provided (see attachment)
09:45 – 10:45	**Session VIII:** Identification of priority policy areas at county level	Hon. Mary Nzomo CECM, Agriculture, Livestock and Fisheries, Trans Nzoia County and Chair, Agriculture CECs Caucus	This session will cover the following aspects: - • Status of CIDP development and implementation • Major agricultural policy issues that counties are facing • What evidence/research gaps exist? • What opportunities exist for the workshop participants to inform policy direction at county level? Structure of the session: - 20 minutes plenary presentation 30 minutes Q & A session
	Discussion		*Pre-workshop preparation by trainees:* Participants to prepare questions that they would like the presenter to address.
10:45 – 11:00	**HEALTH BREAK**		
11:00 - 13:00	**Session IX:** Communication (1)	Anne Nyamu	This session will focus on choosing the appropriate communication channels for communicating with policy makers: • Printed and audio-visual materials • Briefing paper • Policy briefs • Brochures • Letters to policymakers • Books • Evaluation reports • Videos • Websites, blogs • Presentation in meetings, conference, seminars • Discussion during site visits • video conference • webcast/teleconference (internal and external participants) *Mass media* • TV/radio interviews, chat shows • Documentaries • Current affairs programmes • TV/radio spots • News stories • Opinion articles *Social Media* • Twitter • Instagram • Face Book • WhatsApp
	Discussion		• etc
13:00 - 14:00	**LUNCH**		

14:00 - 16:30	**Session X:** Communication (II) Discussion	Anne Nyamu	This session will be on feedback on the latest versions of policy briefs submitted by the trainees Structure of the session: At least three Resource Persons (Anne, mentor, plus another RP) will provide 3-minute feedback on each policy brief. *Pre-workshop preparation by the trainees:* Read the following materials: • How to communicate effectively with policymakers: combine insights from psychology and policy studies • Is Twitter a forum for disseminating research to health policy makers? • Getting the Message? Guidance on communication
16:30 - 16:45	**HEALTH BREAK**		
16:45 - 17:30	Mentor/Mentee Meetings	ALL	
17:30 – 19:00	**NETWORKING RECEPTION**		
DAY THREE – Wednesday, 18 July			
08:30 – 08:45	Recap of Day Two		
08:45 – 10:15	**Session XI:** Advocacy	Mohamed Said	This session builds on a presentation that was made by Dr. Mohamed Said in the second workshop. It will further discuss aspects of organisational capacity for advocacy and what to do in case that capacity does not exist within a research organization. Partnerships is encouraged, and this should be considered during project design phase. The session also offers an opportunity to discuss how to identify opportunities for influence and impact. ***Categories of policy advocacy activities:*** • Direct advocacy • Indirect advocacy ***Key capacities for policy advocacy:*** • Credibility • Issue identification • Research analysis and policy development • Community outreach and grassroot organizing • Relationship with decision makers • Understanding decision-making process • External communication • Internal communication • Ability to form networks and coalitions • Resource management (human and financial resources to achieve advocacy goals) ***Identifying opportunities for influence and impact:*** • Mapping the decision-making process • Identifying decision-making audiences • Advocacy tools for working with decision-makers • Building coalitions • Persuasion and influence ***Different avenues for policy advocacy:*** • The media, • Local programme administrators • Advocacy and professional organisations • Foundations

	Discussion		*Pre-workshop preparation by the trainees:* Reading material shared on "Effective Policy Advocacy- Learning from the Renewable Natural Resources Research Strategy"
10:15 –10:30	**HEALTH BREAK**		
10:30 – 12:30	**Session XII:** Monitoring and Evaluation	Stella Massawe	This session will give the participants an opportunity to undertake a practical exercise on developing a Theory of Change (ToC) for research to inform policy and planning. The session will cover the following aspects: • Recap on the definition of ToC and why is it important to develop it? • Components of theory of change • Who has responsibility of constructing ToC • Steps in constructing a ToC • Criteria for an optimal ToC • Review of different examples of Toc • Creating a theory of change for your project Structure of the Session: - 15 minutes: Plenary presentation 30 minutes: Review and discussion of examples of ToC 15 minutes: Short video and some brief discussion 90 minutes: Group work (participants will be organized into groups of three people to draft a ToC using guidelines and materials provided. The assignment will involve reading some short write up and going through the examples. 30 minutes: Group presentations and plenary discussions *Pre-workshop preparation by the trainees:* Read the document on how to create a ToC and identify a project for use in the practical assignment of developing a ToC.
	Discussion		
12:30 – 13:30	**LUNCH**		
13:30 – 14:30	**Session XII:** *Continues*	Stella Massawe	
14:30 – 15:00	**Workshop evaluation and closure**	Joseph Karugia	