

**An evaluation of multi-stakeholder platforms for scaling
land restoration practices in Kilolo and Lushoto districts,
Tanzania**



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Abbreviations

ACATI	Accountable Climate Action
CIAT	International Center for Tropical Agriculture
DSLAG	Dar es salaam Learning Alliance Group
EAMCEF	Eastern Arc Mountains Conservation Endowment Fund
FFS	Farmer Field School
FORUM CC	Forum for Climate Change
ICRAF	World Agroforestry Center
IITA	International Institute of Tropical Agriculture
KCCMP	Kihansi Catchment Conservation and Management Project
LA	Learning Alliance
MoU	Memorandum of Understanding
MSP	Multi-stakeholder Platform
NLA	National Learning Alliance
NRI	University of Greenwich, Natural Resource Institute
PACCA	Policy Action for Climate Change Adaptation
TFCG	Tanzania Forest Conservation Group

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1. Summary

Taking into account the ongoing impacts of climate change on resilience and land degradation the establishment of learning alliances (also commonly referred to as multi-stakeholder platform or innovation platforms). The Policy Action for Climate Change Adaptation (PACCA) project introduced the climate change learning alliances in Kilolo and Lushoto districts in 2015. The International Institute of Tropical Agriculture (IITA) led the PACCA project. PACCA partners included the International Center for Tropical Agriculture (IITA), and the World Agroforestry Centre (ICRAF). Stakeholders with the potential to address climate change issues in agriculture, including representatives of farmers' associations, researchers, extension officers, civil societies, and government policymakers were invited to form district learning alliance platforms. The learning alliances are operating in the two districts with the focus on enhancing resilience of the local communities.

The objectives of the learning alliance include i) co-developing with the stakeholders solutions to address climate change, land restoration, and enhanced agricultural livelihoods, ii) peer learning on natural resource management, and iii) policy influence at sub-national and national levels. The learning alliance members are diverse representing different disciplines, gender and age groups. The stakeholders include ministry and local government officials, CBOs, NGOs, researchers, private sector, civil society and farmer organizations. However, efforts to understand how these innovation platforms operate to scale innovations, and in particular enhance land restoration are insufficient. Such knowledge is critical for improving the design of sustainable land management, systems, within the context of a rising interest in the multi-stakeholder platform approach to support the transformation of food systems in developing countries.

This report investigates the functioning and outcomes of the multi-stakeholder platforms established in Tanzania. The study focused on two platforms in Kilolo and Lushoto districts and analyzed their activities to support scaling agricultural innovations. The findings show that the platforms are successful in network building and knowledge dissemination. However, there is a low participation of women and young people. At the local context, targeting women and youth in leadership positions and farmer champions can increase visibility and attract membership among these target groups to the platforms. For the youth, it was suggested to raise awareness through the

education institutions such as tertiary facilities, colleges and universities. Additionally, membership certificates for the youth can promote membership in the platforms.

In Lushoto district, the platform activities to support land restoration focused on erosion control engaging village ambassadors to disseminate knowledge on creation of water canals, afforestation, dissemination of tree seedlings to farmers and the drafting of a bylaw to protect the natural resources used as indicators in indigenous forecasting by elders. The platform in Kilolo focused on bee keeping to incentive protection of natural resources, protection of riparian zones and water bodies, terracing, dissemination of seasonal forecasts and agro-advisories, and set up farmer field schools on conservation agriculture and good agricultural practices.

Monitoring of the outcomes of the platform activities in relation to how they contribute in agricultural transformation for communities is weak. The alliance members identified weaknesses in achieving planned activities and outcomes, organizing meeting and the platform contribution to policy processes. The diversity of stakeholders, in the platform could become vital in thought leadership on sustainable land management, climate change and agricultural livelihoods. Members proposed the creation of a fund to support sub-national learning alliances. The findings indicate that alignment of the multi-stakeholder platform activities with political agendas, government priorities, and policy processes is critical for their success to support the spread of land restoration initiatives.

1.1 Objective of the study

The main objective of the study was to evaluate the functioning of the learning alliances in Kilolo and Lushoto districts and their contribution to land restoration outcomes.

1.2 Study design

1.2.1 Methods

A semi-structured questionnaire (see Annex) was used for the individual interviews among members of the platforms in Lushoto and Kilolo. This included interviews with key informants from the ministry offices in Dodoma and Dar es Salaam who regularly participated in the platform activities. Topics discussed included the establishment and the composition of the IPs, their

agendas, innovations promoted, relevant outcomes perceived by members as meaningful, and challenges. The interviews helped document the process in each platform and assess lessons about the conditions under which multi-stakeholder platforms can effectively support land restoration outcomes. The Monitoring and Evaluation questionnaire was implemented in both Swahili and English. On average, each interview lasted for about one hour.

2. Findings

2.1 Respondents characteristics

Twenty respondents, who are active members of the platforms, were selected for the interviews. The platform members are drawn from government. Additional respondents represent NGOs, CBOs, private sector, and civil society.

Table 1: Characteristics of respondents interviewed

Institution	Location	Gender
Government	Lushoto	Female
Private sector	Lushoto	Male
Civil Society	Iringa	Male
CBO	Lushoto	Female
Government	Lushoto	Male
NGO	Lushoto	Male
Government	Lushoto	Male
CBO	Dar es salaam	Female
Village chairperson	Lushoto	Male
Government	Kilolo	Male
Civil society	Lushoto	Male
Government	Dodoma	Male

Government	Kilolo	Male
Government	Lushoto	Male
NGO	Iringa	Male
NGO	Lushoto	Female
Government	Kilolo	Male
CBO	Lushoto	Male
Civil society	Lushoto	Male
Government	Dodoma	Male

Only twenty percent of the respondents interviewed were female, which is indicative of the low representation of women. We also recorded a very low representation (less than 5%) of young people in the platforms.

2.2 Operation of the platforms

In the two districts, the ministry of agriculture facilitates the platforms through the district council. In Kilolo, the learning alliance started with 25 different stakeholders and in Lushoto 14 members. In both districts, the learning alliance was established in 2015 in partnership with the Policy Action for Climate Change Adaptation project led by IITA in collaboration with CIAT and ICRAF. The learning alliances are composed of diverse stakeholders, who include NGOs, CBOs, Ministry of agriculture, universities, local government officials and farmer representatives.

In Lushoto district, the learning alliance focused on erosion control engaging village ambassadors to disseminate knowledge on creation of water canals along valley bottoms, which helped to adapt to floods. In this district, there is siltation due to the harvesting of forests, which is affecting the bottom valley farming and quality of drinking water in Sunga. The learning alliance also prioritized afforestation to address this challenge. Friends of Usambara (FOU), a member of the platform, provides seedlings of *Pinus patula* to farmers in the area to reduce siltation. In the village of Boheloi, village ambassadors and elders provide traditional weather forecasts. The learning

alliance in Lushoto promoted a bylaw to protect the natural resources used as indicators in the indigenous forecasting by elders.

In Kilolo, the learning alliance hosts a bee-keeping project to support the protection of natural resources, for pollination and to diversify household incomes. Mahenge and Mazombe Development Association (MMADEA, which is also a member of the Kilolo platform spearheaded the protection of riparian zones and protection of streams and riverbanks. This initiative promoted the conservation of water and riverine vegetation.

2.3 Gender and youth participation

Overall, there is a notable underrepresentation of women and young people in the learning alliances established in Kilolo and Lushoto districts. The key informants interviewed noted that the inclusion of women and young people is important for implementing solutions because they represent the population most vulnerable to climate change and are majorly involved in the implementation of agricultural activities. The stakeholders highlighted the need to create opportunities within the existing platforms groups for women and youth participation. This will address the generational and gender-gap. Some of the recommendations are to reach out to potential women who are active local leaders on the benefits and activities of the platforms. For the youth, it was suggested to raise awareness through the education institutions such as tertiary facilities, colleges and universities. Awarding membership certificates can enhance youth participation.

2.4 Facilitation and information sharing mechanisms

The two district learning alliances faced financial challenges, which caused delays and poor coordination of some of the planned activities. In both districts, the local district agriculture department facilitated the learning alliances. The learning alliances played a role to linking the stakeholders', institutions and society. The structure and framework of the platforms is regarded as useful by most of its members. The stakeholders noted the need to improve the coordination of the platforms.

The evaluation established that the platforms have established a clear and well-defined information sharing mechanism. Information dissemination is mainly through mobile phones, radio,

“Women involvement requires to be enhanced because they are active in implementing the knowledge and skills obtained from the learning alliance”

Stakeholder, Lushoto

WhatsApp, SMS messages and in-person workshop (meetings and workshops). Lushoto district additionally used focus group discussions and established rural climate change ambassadors who spearheaded the knowledge sharing. Livestock and irrigation were included as minor topic areas for the platform discussions and activities.

Table 2: Scoring of the functioning of the learning alliances

	Score in %
1. Learning alliance facilitation	70
2. Organization of meetings and activities	60
3. Participatory discussion of the activities	80
4. Information sharing within the Learning experience	60
5. Extent to which you felt involved/engaged in the activities of the Learning alliance	90
6. Conflict resolution within the Learning alliance	80
7. Level of awareness and understanding of the critical issues being addressed by the Learning alliance	70
8. Extent to which these issues are relevant for you/or how important it is for you to address the issue	80
9. Learning alliance outcomes	50
10. Extent to which your knowledge of natural resource management approaches has changed	70
11. Extent to which your knowledge of policy issues has changed	60

12. Extent to which interaction between you and other actors has changed	80
13. Extent to which interaction across all actors in the Learning alliance has changed	80
14. Extent to which the planned activities and expected objectives have been achieved	50
15. Extent to which members worked together on the basis of a landscape action plan	80
16. Extent to which members were able keep each other informed and learn from one other	70
17. Commitment of the participating members	80

From the results, it is evident that the multi-stakeholder platforms contributed to involvement and interaction of members on relevant topics. The platform members are committed to deliver and they stated that topics related to the environment and agriculture are pertinent in the districts and therefore are issues they want to be involved. The platforms objectives to involve the members focused on (a) sharing practices on climate change and natural resource management, and (b) co-creation of locally relevant solutions. The alliance members identified weaknesses in achieving planned activities and outcomes, organizing meeting and the platform contribution to policy processes. This was attributed to the limited funding available to support the goals of the learning alliances. The diversity of stakeholders, in the platform could become vital in thought leadership on sustainable land management, climate change and agricultural livelihoods. Members proposed the creation of a fund by the government to support sub-national learning alliances.

2.5 Coordination

The management structure included a board composed of a chairperson, secretary and steering committee members. The board's role was coordination and dissemination of information. The satisfactory level to which members were informed on the initiatives in the platforms and the opportunities they offered for peer learning, contributed to their commitment to participate.

2.6 Innovation in information sharing

The results rated the main innovation promoted by the Learning alliance was use of radio, and webinars to communicate information (Figure 1). Radio has the greatest potential to reach up to sixty percent of the community members.

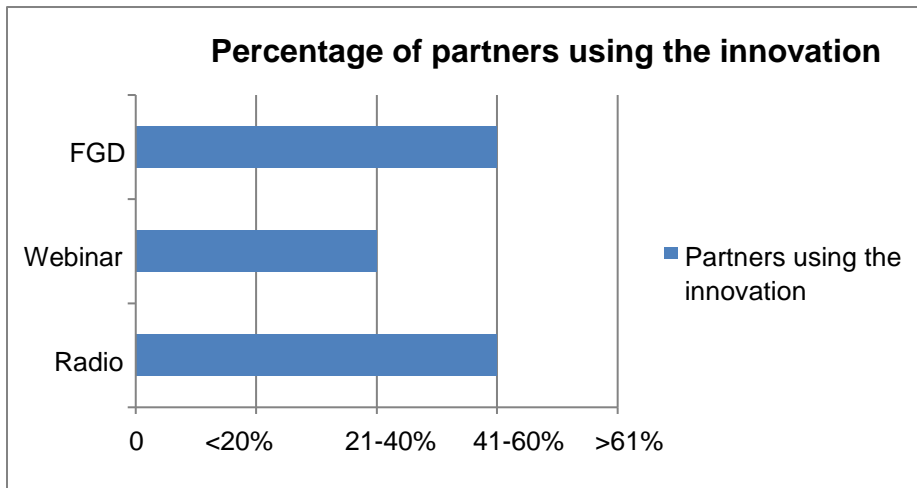


Figure 1: Innovation and percentage of users reached

2.6.1 Potential to reach women

Results showed that both Radio and focus group discussions have the highest potential to reach up to 60 percent of the women farmers. For webinars, the potential to reach women was between 20 to 40 percent.

Supporting mechanisms/infrastructure needed to achieve the reach more members of the community include enhancing member's knowledge (technical and digital), and expanding membership to include stakeholders with experience using the innovations. It was noted that involving members in national workshops and trainings could increase their awareness, and exposure to different and innovative (disruptive) information sharing mechanisms.

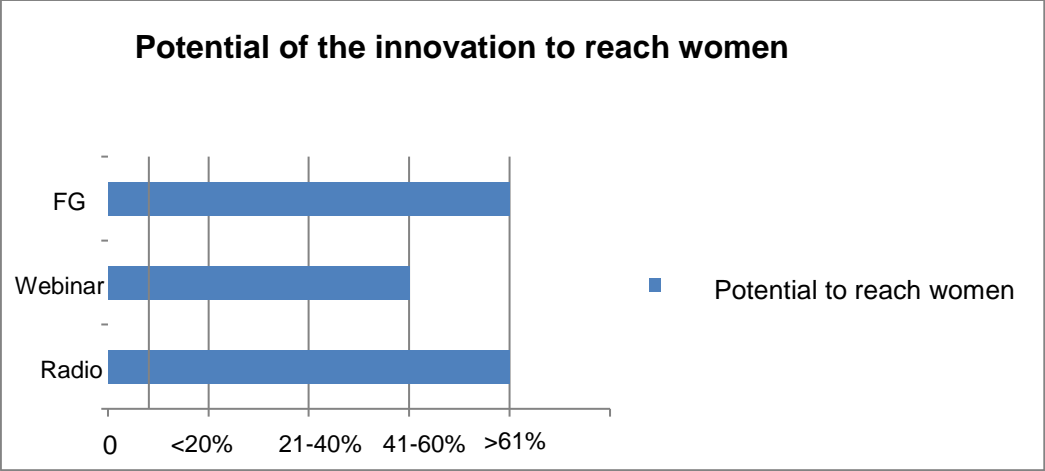


Figure 2: Innovation potential to reach women

2.6.2 Potential to reach the youth

Results targeted to evaluate the potential of innovations to reach youth farmers. The results were ranked as follows: 1 indicated less than 20 percent, 2 was for 20 to 40 percent, 3 indicated 40 to 60 percent and 4 more than 60 percent as shown in Figure 1.3. Results showed that both Radio and focus group discussions (FGD) have the highest potential to reach more than 60 percent of youth famers. Webinars have a potential to reach between 40 to 60 percent youth. Radios and FGD are more successful innovations was due to ease to use in local context and accessibility. Webinars are less common because of the limitations in technical skills, limited access to computers and internet.

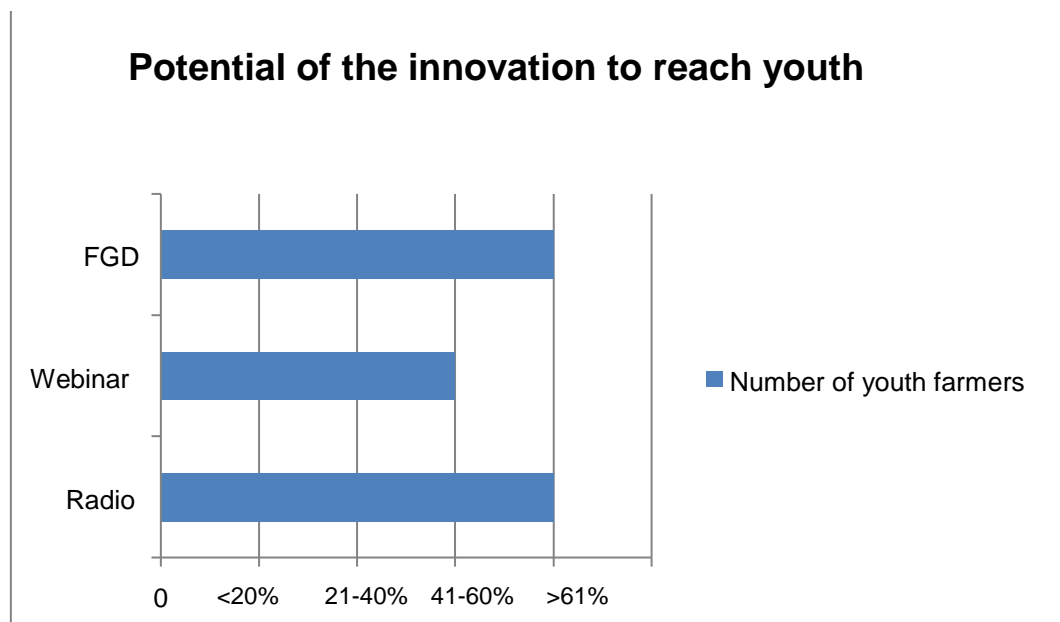


Figure 3: Innovation and potential to reach the youth

3. Outcomes of the multi-stakeholder platforms

3.1 Kilolo district

- I. In Kilolo district, one of the members used the opportunity and knowledge gained from the platform to apply for the Commonwealth Professional Development Fellowship. He attended a two-month training at the University of Greenwich in London, from Sept 2017 up to Nov 2017.
- II. Establishing partnership with the University of Greenwich: A MoU between Kilolo District and the University of Greenwich to support the establishment of 15 farmer field schools (FFS): 11 for sunflower, 2 for maize, 1 for Irish potatoes and 1 for rice. Three hundred seventy five farmers were trained during the eight months the FFS were implemented. The topics for the weekly farmers' trainings focused on good agricultural practices (GAPs), increasing resilience to the climate change, improved seed, and the application of seasonal forecasts in agriculture.
- III. The University of Greenwich supported the Kilolo District with six rain gauges, which were distributed in the lower, middle and highland agro-ecological zones. The district

meteorological officer collects data and forwards it to the national office on a monthly basis. The information is supporting the national meteorological agency to understand the rainfall trends and track the changes that may affect human activities at the local level. At the local level, the information is shared with the village and district offices to help in estimating changes in crop productivity, environmental damage and in disaster management planning and budgeting.

- IV. Dr. Tim Chancellor, Director of capacity strengthening and partnerships, Greenwich University, visited Kilolo District and conducted trainings for 15 village agricultural extension officers on climate change impacts in agriculture, conservation agriculture, and online data collection using Open Data Kit software. Three tablets were donated to the extension officers for data collection.
- V. The University of Greenwich conducted a study on the role of mobile phones in the dissemination of agricultural information in Kilolo District. Farmers in this study received automated calls with information on the weekly weather forecast for their location.
- VI. The Kilolo District platform prepared a project proposal for funding submitted to the Eastern Arc Mountains Conservation Endowment Fund (EAMCEF). The project was successful and its implementation is in progress in three villages with a project total budget of TZS. 10,000,000. The project is supporting the establishment of soybean production for soil health, nutrition, and adaptation to impacts of climate change. The villages adjacent to Udzungwa Forest Reserve and Kilombero Nature Reserve are direct beneficiaries
- VII. Training on Conservation Agriculture in nine villages from three wards (Kimala, Masisiwe and Idete) adjacent to Udzungwa Scarp Mountains and Nature Reserve. About nine FFS were established on conservation agriculture. Six hundred eight four households benefited directly in the trainings on soil erosion control, terracing, the use of improved seed, and postharvest handling. The project is in progress with funding received from the Tanzania Forest Conservation Group (TFCG).

- VIII. Provision of 287 beehives, 9 honey extraction machines, and 16 pairs of honey harvesting kits to 16 beekeeping groups from 8 villages as means of reducing encroachments to water resources along Kihansi River Basin. About 185 households are direct beneficiaries. Kihansi Catchment Conservation and Management Project (KCCMP-NEMC) is funding the project.
- IX. Support of 20 Farmer Field Schools (FFS) on maize and Irish potato in eight villages to improve community livelihoods. About 500 farmers are direct beneficiaries. Kihansi Catchment Conservation and Management Project (KCCMP-NEMC) is funding the project.

3.2 Lushoto district council climate change learning alliance

In Lushoto district, the outcomes of the multi-stakeholder platform are:

- I. Use of local radio to initiate climate change discussions and increase community awareness and knowledge dissemination.
- II. Developing projects focusing on irrigation, environmental conservation, afforestation and infrastructure improvement for value addition of milk.
- III. Training school children on afforestation and provision of tree seedlings.

4. Challenges of the multi-stakeholder platforms in Kilolo and Lushoto

Despite commitment from members and achievements of the platforms, the Kilolo and Lushoto district learning alliances are experiencing challenges. These are:

- i. **Lack sustainable funding:** this is the greatest challenge hindering the platforms in the two districts. Lack of adequate capital also hinders the scaling of innovations to address land degradation and climate change.
- ii. **Limited government support:** The platforms have not received government funding targeting climate change and environmental issues. During the survey, members proposed that the government could support the learning alliances through formalizing the learning alliances, support for infrastructure such as vehicles, stationery, offices space and consumables during meetings and community outreach activities.

- iii. **Lack of political will:** key informants at the national level acknowledged the role played by the platforms but noted lack of political will poses a challenge for the operation of the learning alliances. The district legislator's offices can provide political support and champion the activities of the platforms.
- iv. **Sustainability of the learning alliance:** There has been quarterly meetings by the learning alliances steering committee in Lushoto, with village meetings led by the climate change ambassadors. In Kilolo, since the launching of the learning alliance in December 2015 until December 2019, there have been only three major stakeholders meetings because of lack of funds.
- v. **Leadership:** Majority of the learning alliance members called for the active participation of the private sector. Leadership of the learning alliance was suggested to change every three years. The key attributes proposed for leaders are:
 - (i) Dedication
 - (ii) Good knowledge of climate change
 - (iii) Good communication and networking
 - (iv) Commitment to the multi-stakeholder platform goals

5. Conclusion and Recommendations

The activities of the platforms could be clustered around the network strategy, including both types of actors involved and types of interactions. Agricultural technologies and practices are the main entry-point in most platforms. Despite limited financial resources that hindered the potential of the learning alliances in both Lushoto and Kilolo, are positive results observed in the local communities. Through the information sharing mechanisms, members of the alliance gained knowledge on management of the environment and climate change. In addition, through meetings and discussions, the district officials gained knowledge on the climate change adaptation and mitigation measures. Measures recommended to increase the outcomes of the platforms include:

- Capacity building for stakeholders through trainings, workshops and seminars
- Prioritizing adaptation and mitigation options identified by the climate change learning alliance by local institutions and actors
- Providing regular updates to the ministry on the activities and outputs of the platforms

- Capacity building of the platforms actors on appropriate technology for data collecting and dissemination of information related to climate change and land restoration
- Enhance the participation of women and youth
- Regular communication such as monthly and quarterly reports
- Funding to support the operations and implementation of the proposed activities
- Youth local champions, politicians and the Faith based organizations (FBO) need to be encouraged to join the learning alliances due to their potential to influence to achieve desired land restoration outcomes.

Annex: Monitoring & Evaluation of the Multi-stakeholder Platform Survey

Notes: This tool was used to evaluate the functioning and outcomes of the Learning Alliance around critical platform indicators.

Country

District

Learning Alliance Name

Facilitator

Date

Characteristics and functioning of the Learning Alliance

1. What was the origin of the learning alliance?
 - i. The alliance started from scratch
 - ii. The alliance was formed from existing networks
 - iii. The alliance already fully existed
2. What was the average number of institutions/actors, both local and external involved in the Learning Alliance
3. List and provide name and type of actors involved in the Learning alliance

Name	Type (e.g. research, government, NGO, CBO, private sector, civil society, policy makers)
1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Notes on Origin

- 4. How were institutions/actors incorporated into the membership of the learning alliance?
 - i. Membership was by invitation
 - ii. Institutions were open to join at any time
 - iii. Membership was open at the beginning but new members did not join after some time

5. Do you feel you have adequate number and type of members based on the goals of the platform?
Please explain

6. Was the learning alliance inclusive in membership who represented a diversity of interests, the marginalized and vulnerable affected by the issues it was aims to address? Yes/No and How?

7. Who would you recommend to join?

8. What would you recommend to help attract more members in the future

9. What was the current structure of the Learning Alliance

- i. Structured with elaborate procedures for running the Learning alliance
- ii. Amorphous

Notes on structure -----

10. How was the Learning alliance facilitated?

- i. Facilitated by researchers
- ii. Facilitated by local stakeholders, if YES, who?
- iii. Joint / Alternating facilitation

Notes on structure -----

11. Did the Learning alliance have common objective being addressed?

- i. Yes
- ii. No

12. What was the Common challenge/objective ?

Notes on common challenge -----

13. Do you feel the learning alliance members have a mutual understanding on the purpose/objective of the platform

14. What were the Information sharing mechanisms ?

- i. Have clear information sharing mechanisms
- ii. Do not have clear information sharing mechanisms-information sharing is adhoc

Notes on Information sharing mechanisms e.g. posters, booklets, websites etc that the Learning alliance used to share information?

15. Inventory and description of all the innovations promoted by the Learning alliance, including Natural Resource Management technologies

Row	Innovation (this could be technology, social, market innovation etc...)	Description	What is the innovation (what is new, improved etc)	How does the innovation respond to increasing productivity / addressing natural resource management issues	Partners using them 1= less than 5 2= 5 to 10 3= more than 10	Potential reach of women farmers 1= less than 20% 2= 20 to 40% 3= 40 to 60% 4= More than 60%	Potential reach of youth farmers 1= less than 20% 2= 20 to 40% 3= 40 to 60% 4= More than 60%
1							

2							
3							
4							
5							
6							
7							

Notes: Although this information is organized in form of a table, the innovations should be described and elaborated in separate pages.

16. How were the activities of the learning alliance funded?

17. What model of financing would you recommend to help achieve sustainability of activities of the learning alliance

18. What are the successes implementing these innovations?

19. What are some of the challenges and failures encountered when implementing these innovations?

20. What are the impacts of the innovations for women and youth? -----

21. Were there challenges in bringing sufficient capacities and resources into the learning alliance? --

22. How are the innovations or interventions promoted by the Learning alliance influencing local or national policies, strategies, priorities or plans? -----

23. What were the approach/processes used by the learning alliance to achieve influence and **with whom**? -----

24. How is policy change e.g. recent policies, strategies, plans and priorities introduced by the Government affecting/affected the initiatives of your Learning alliance? -----

25. What needs to change /do differently next time for the running/operation of the Learning alliance and how? -----

26. What are your recommendations on value propositions for investment that can contribute in socially equitable land management or land restoration outcomes? -----

27. What are the priorities should the alliance focus on in future collaboration?-----

