Second training workshop on research to inform agricultural and food security policy and practice in Kenya

May 7–9, 2018

ILRI campus, Nairobi

Workshop proceedings

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Contents

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 second three-day training workshop titled "Research to inform agricultural and food security policy and practice in Kenya" at ILRI Campus, Nairobi on 7–9 May 2018.

The beneficiaries of the capacity development initiative are drawn from public universities and leading research institutions in the country. A total of 12 participants (5 male and 7 female) attended the workshop. The training sessions were facilitated by researchers and professors affiliated to Kenyan institutions and ILRI staff. The training gave participants an opportunity to widen their understanding on the following technical areas: generating and using evidence; engagement in policy processes; policy communication and advocacy; and monitoring and evaluating. The topics covered had been identified by the participants during the first workshop held in February 2018.

The workshop started with the welcoming remarks from the Director of Policy, Institutions and Livelihoods programme at ILRI, Steve Staal. He said that he was happy to note that after the first workshop, many of the participants had gotten an opportunity to participate in various policy forums. This was followed by self-introduction of all the participants.

2. Workshop objectives and expected outcomes

The objectives of the workshop and the expected outcomes were presented by the project coordinator, Joseph Karugia. He reminded participants that this was the second in a series of three workshops with the third one planned for July. He said that the topics identified for the second workshop were based on a skill gaps identified during the first workshop. Joseph mentioned that the main objective of the workshop was to enhance the capacity of participants to undertake policy relevant research and analysis and disseminate their work to the policy-making community. Specifically, the workshop objectives were:

- To provide interactive sessions to share experiences
- To undertake exercises to apply the skills learned
- To identify priority topics for the third workshop
- To provide a platform for networking; face-to-face meetings

At the end the workshop the following outcomes were expected:

- Participants capacity to undertake policy relevant research and analysis and disseminate it effectively enhanced

- Participants interact and share experiences
- Skills learnt used to develop policy knowledge products
- Priority topics for the third workshop identified
- Participants agree on modalities of sharing information, collaboration, etc. among themselves beyond the workshops

Joseph also said that during the reporting of the deliverables by the participants, it is important for them to mention how the skills gained from the workshop have changed their individual ways of working.

Day 1

Session 1: Key aspects in policy research and analysis

The session was facilitated by Paul Guthiga. He started by giving an overview of how to identify a policy relevant problem. He went ahead to describe the principles of policy relevant research. He said good policy research is:

- Embedded in a policy context
- Internally and externally validated
- Responds to policy questions and objectives
- Fit for purpose and timely
- Crafted with an analytical and policy perspective
- Open to change and innovation
- Realistic about institutional capacity and funding opportunities

Paul also discussed the key issues in designing policy relevant research and aligning it to policy processes. He also presented ways to formulate good policy research questions and how to gather evidence for policy research. He added that data that forms the basis of evidence should be as current as possible.

The second part of presentation by Paul was on meta-analyses and systematic reviews. He started by describing the concepts in meta-analysis and the nine steps for undertaking meta-analyses. He described each step backed by relevant examples.

The summary messages from Paul's presentation were:

- To stand a good chance to influence policy, a researcher should undertake policy relevant research
- To be effective in influencing policy, a researcher should understand characteristics of politics, policy and policy making
- Researchers should keep abreast of policy making processes and anticipate knowledge gaps and endeavour to fill them

- Researchers should appreciate different sources of evidence, both qualitative and quantitative, and use them appropriately
- Systematic reviews and meta-analysis offer an opportunity to pull evidence from an extensive body of research and literature

Comments on the presentation

- The most important aspect of data in policy making is its ability to allow for prediction and its availability, and not necessarily its age
- Awareness of pros and cons of meta-analyses is important
- External validation of research may require extra resources. However, it is important to involve relevant stakeholders from the conceptualization stage to get a better buy-in
- A better way to link research and policy is through collaboration

See the Google drive link in Annex 1 for presentation details

Session 2: Engagement with policy processes in Kenya

This presentation was facilitated by Joseph Karugia. The key question about the topic was how scientific knowledge can be used more effectively in policy processes. He said that science needs to be at the policy table, however, it shares the table with other non-scientific reasons for making policy choices. These include personal and political beliefs and values; lessons from experience; trial and error learning; and reasoning by analogy. He presented a diagrammatic representation of the policy process in Kenya. He highlighted that the process is long term and can take between 5 and 10 years. The presentation by Joseph also highlighted a framework for knowledge transfer. He said that framework is based on five questions as developed by Lavis et al. (2003):

- What should be transferred to decision makers (the message)?
- To whom should research knowledge be transferred (the target audience)?
- By whom should research knowledge be transferred (the messenger)?
- How should research knowledge be transferred (the knowledge-transfer processes and supporting communications infrastructure)?
- With what effect should research knowledge be transferred (evaluation)?

The presentation also dwelt on politics and policy making because political matters and pressures weigh heavily when policy choices are made and in this respect stakeholder mapping becomes important. Joseph gave an example of a study on community-based animal health workers (CBAHW) in Kenya to demonstrate the effect of politics on policy making.

The following conclusions were made from the presentation:

- Research knowledge can and does get used in making policy choices
- Other competing factors should be considered and not be dismissed as the "enemy"
- Researchers need to plan and invest time and resources to engage with policy processes
- There is need to nurture a culture of policy-relevant research within our universities and research organizations
- There is need for research-attuned culture among policy makers
- There are differences across political time, policy time, and research time

See the Google drive link in Annex 1 for presentation details

Session 3: Understanding the barriers to effective policy engagement for functional policies

This session was facilitated by Willis Kosura. He began presenting a list of issues that barriers to effective policy engagement revolve around:

- Lack of capacity to engage stakeholders
- Limited funds
- Insufficient knowledge on policy processes
- Closed policy processes
- Mistrust between policy makers and stakeholders
- Frequent changes in government and corresponding reshuffles/manifestos

The presenter also talked about the agricultural stakeholder analysis and their roles. He said that effective communication and participation are key to ownership of the policy process by stakeholders. He mentioned forms of participation in policy process and an array of challenges facing the stakeholders. He concluded the presentation with a practical exercise on how to identify barriers to policy engagement.

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

Session 4: Presentation of individual engagement strategies

This was a group exercise which was led by Joseph Karugia. The participants were asked to form groups of four people and identify a chair and a rapporteur. Each person in the group was asked to take two minutes to describe a research project that they are working on or had

completed recently. The group members were then asked to select one of the projects on which to develop a policy engagement strategy. The strategy highlighted the following:

- Message(s)
- Target audience(s)
- Messenger
- Knowledge transfer process(es)
- Performance measures for outputs, intermediate outcomes and outcomes
- Anticipated barriers to engagement and how they will be overcome

The participants prepared a five-minute presentation on the strategy.
See the Google drive link in Annex 1 for a detailed presentation

Session 5: Policy advocacy

The presentation was facilitated by Mohammed Said. He talked about concepts, strategies and effective communication in policy advocacy. He started with a brief overview of the policy framework and defining policy advocacy. He demonstrated what advocacy entails, using the case of the Kenya Wildlife Conservation Association. He showed participants the achievements of the organization in their policy advocacy work. Mohammed described, with relevant examples, the essential steps in undertaking policy advocacy. In the last part of the presentation he described the tips for effective policy advocacy:

- Define your goal
- Identify your target
- Make your audience act
- Keep it simple and brief
- Be persuasive; combine the rational and emotional
- Determine the primary message
- Create secondary messages for each of your audiences
- Write and share the message
- Do not use jargon in your messages
- Know the language of your audience

Comments from the presentation

Participants discussed the role of journalists and the media in policy advocacy. It was noted that in some instances, journalists and the media have misinterpreted scientific messages. In realization of this gap, it is good to invest in building the capacity of journalists in science communication. For example, CAADP has initiated a programme to train journalists how to report on agricultural development and food security issues in Africa.

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. Each participant was given an opportunity to mention at least one message which they learnt from the presentations from the previous day.

Session 6: Existing opportunities for policy dialogue in Kenya (Part II)

The presentation was made by John Maina. He started his presentation by describing the work of a policy researcher/analyst. He said that policy researchers/analysts are active observers of the political world. He added that although they are not part of the legislative system, they take careful note of and study all elements of new policies and laws as they are being developed. John also mentioned the effective ways to promote and disseminate research findings:

- Publication of findings in scholarly journals—make them accessible to policy makers
- Presentations at national or local professional conferences
- Poster presentations at local and national conferences
- Presentations at policy dialogue fora

The presenter also described the definition of policy dialogue and the opportunities available for policy dialogue in Kenya. He noted that in the agriculture sector the opportunities for policy dialogue are available in:

- Formulation of policies, strategies and plans
- CAADP process
- Joint Sector Review (JSR)
- Kenya SAKSS Node

John also presented a draft policy matrix indicating opportunities where expertise is required to inform the government, development partners and non-state actors in Kenya. He said that implementation of policy actions proposed in the matrix together with other initiatives like the Agricultural Sector Growth and Transformation Strategy and the National Agriculture Investment Plan would present opportunities for studies and policy dialogue for consensus.

The summary of the presentation is as follows:

- Every facet of modern life is touched by government policies, so one can specialize in almost any field that best suits him/her.
- The most important work of policy researchers is to find out how policy initiatives would affect the lives of people from all walks of life.

- Take careful note of and study all elements of new policies, strategies and plans as they're being developed (national strategies, sectoral strategies and continental strategies).
- Members of the SAKSS Network create avenues to disseminate their research work by organizing policy dialogue fora.

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

Session 7: How to inform policy: A policy analyst's perspective

This was an interactive Session where the Executive Director of Kenya Institute for Public Policy Research and Analysis (KIPPRA) Rose Ngugi, gave a talk about her perspectives on how to inform policy in Kenya. She started by giving a brief description about KIPPRA and its mandate. She said that KIPPRA is an autonomous think tank established under an Act of Parliament to provide evidence-based public policy advice to the Government of Kenya. She said that the institute also conducts capacity building for officers in the public and private sectors through their Young Professionals programme. She also mentioned that the institute participates in various task forces and review of government strategies. She added that a task force is one of the important channel to share research outputs.

Take home messages

- It is important to conduct policy surveillance on the current issues. It provides a guide on the current research agenda for policy and student researchers.
- Public participation is an important process of empowering the public
- It is important to ask yourself whether you are tackling the real issues in your research

Questions from the presentation

- Whose views matter in a public participation process and do we have structures to ensure that the voice of the common person is heard?
- Politics cannot be divorced from policy making
- What are some of the factors that hinder engagement in policy making?
- What can the Ministry of Agriculture and Livestock learn from the successful policy frameworks implemented by the Ministry of Health in Kenya?
- Policy making is an elaborate process, however, does it need to take such a long time like five years as witnessed in some cases?

Comments

- The best way to engage with policy makers is to ensure that that the idea is implementable.
- A project will get a better buy-in if it has different dimensions. It is important to bring the policy makers on board from the inception stage of research.
- It is also imperative to narrow the scope of a policy research or deepen to a certain level to gain interest.
- A policy takes a long time because of the negotiation process particularly with stakeholders and interest groups.
- Give some consideration for learning by doing.

Session 8: Monitoring and evaluating research to inform and support agriculture policy processes

The session was facilitated by Stella Massawe. She started by defining monitoring and evaluation (M&E) and its importance for development interventions. She also described the meaning of research impact and the key points about economic and societal impact of research. She said that when one is developing a plan for generating the impact of a research project, it is imperative to define how a research question relates to a real-world problem. She said this can be achieved through:

- A problem tree analysis
- Stakeholder consultation
- Creating the theory of change for an intervention to identify what to monitor and evaluate
- Defining key indicators along the pathways, including their measurements, methods, and data requirements

Stella used three examples to demonstrate the concept of impact pathway.

In the second part of the presentation she discussed the theory of change. She said that creating a theory of change is a prerequisite for most development research projects. She added that the theory of change is a tool for design, management and evaluation of development interventions. Stella then described the benefits of using the theory of change in project or a programme. The theory of change:

- Helps identify elements of programmes that are critical to success.
- Helps build a common understanding of the program and expectations among stakeholders based on a common language.
- Provides a foundation for the evaluation.

- Identifies measures for determining progress on intervening variables on which outcomes depend.
- Identifies assumptions that are being made.

The presentation also highlighted the various components of the theory of change and the steps involved in constructing it. At the end of the presentation participants were given a group task on constructing and using a theory of change.

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

Session 9: Writing skills for effective policy communication

The session was facilitated by Stephen Wambugu. He started by outlining the importance of good writing skills and the characteristics of a good scientific report. He said that a good scientific report should be conventional, clear, concise, accurate and accurate; and should use formal language, exercise caution (hedging), avoid direct quotes, get to the point and be illustrated with figures.

Stephen also discussed a generic format of a scientific report:
- Title page
- Acknowledgement/Authors' details and disclaimers
- Abstract/summary
- Table of contents
- Lists of figures and tables
- Title page
- Acknowledgement/authors' details and disclaimers
- Abstract/summary
- Table of contents
- Lists of figures and tables

He made the following concluding remarks on his presentation:
- Good research alone is insufficient to influence policy
- Good research must be communicated to the right people (policy makers among others) using the right writing skills
- Anyone can learn and have the requisite writing skills
- The more you write, the better you become

Day 3

The day started with a recap of the previous day work. Each participant was given an opportunity to describe what they learnt from the previous day's work.

Session 10: Communication (Part II)

The session was facilitated by Anne Marie Nyamu. She started by giving a recap of topics covered during the previous workshop. She also reminded the participants on the steps of preparing a policy brief. This was followed by presentations of policy briefs by each participant. Each participant was given three minutes to present their policy brief and two minutes for plenary discussion. The format of the presentation was based on the following outline:

- What is the problem/policy issue?
- What are you proposing? (What is your proposed solution and why?)
- What is the result? (What do you want the policy maker to do about it?)

he discussions of the presentations were based on the following criteria:
- Language: is it appropriate for policy makers?
- Is the issue relevant for policy?
- Is the brief technically sound?
- Is the issue realistic?
- Is the issue well-articulated and complete?
- Is it well laid out and attractive?

After the presentations, Anne took some time to elaborate on the structure and content of the policy brief. She also highlighted how to design and use infographics in a policy brief. The following action points were agreed in preparation for the third training workshop:
- Participants were asked to revise their policy briefs based on information gathered from the workshop and references provided (develop in Word)
- Use infographics (if your data is quantitative) and graphics appropriate to your audience
- Share policy briefs with resource persons for comment by latest 9 June 2018
- Share completed policy briefs with everybody by latest 9 July 2018
  See the Google drive link in Annex 1 for a detailed presentation.

Session 11: Online learning

The presentation on online learning was done by Philip Sambati. He took time to demonstrate to the participants some of the available online learning resources.

Session 12: Action points

The session was facilitated by Joseph Karugia. The following actions were agreed upon:

1) Third Workshops—Dates agreed upon:

    a) Third Workshop: July 16–18, 2018

    b) Project closing workshop proposed for September

2) Priority topics for the third workshop:

Individual workshop participants were asked to identify areas to be covered in the next workshop and write them on color coded cards in order of highest priority to the lowest. Once this was done, participants formed three groups and discussed their priorities and agreed on group priorities presented in Table I below.

Table I: Group prioritization of topics

Priority	Group 1	Group 2	Group 3
Priority 1	Linking individual research to the big picture/ extracting policy messages and policy implication from research work	Experiential skills on meta-analysis, systematic reviews, theory of change and use of info graphics	More time on theory of change
Priority 2	Participation / Procedure in policy dialogue forum	How to pitch policy content and developing catchy policy titles	Communication and other policy products- Infographics and newspaper briefs
Priority 3	Theory of change in practice/ research proposal	How to mobilize resources for policy research and implementation	Meta-Analysis and Systematic Reviews
Priority 4	Outline of a policy brief	Networking and negotiation skills	Identifying Policy priority areas at country and national levels

3) Implementation of ToR—Post-docs

    a) Attend third training workshop

    b) Use online and mobile instructional materials

    c) Finalize policy briefs and other knowledge products

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

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

    f) Prepare second quarterly report

    g) Participate in evaluations of the project in achieving the learning outcomes including completing workshop evaluations and online surveys

    h) Share relevant learning materials with others

4) Implementation of ToR—Resource Persons

    a) Prepare training materials for the third workshop

    b) Facilitate sessions during the training workshop

    c) Contribute to development of online and mobile instructional materials

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

    e) Evaluate progress reports prepared by the post-docs

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

    g) Mentor, coach and advise on a continuous basis

    h) Participate in the evaluation of the project, including preparing quarterly progress reports

5) Facilitation by ILRI

    a) Compile workshop content/curriculum from list of suggested topics (identified by participants)

    b) Monitoring agreements with all participants

    c) Coordinating development of workshop agenda

    d) Coordinating development of the training materials

    e) Organizing the capacity building workshops

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

g) Providing overall coordination and management support

6) 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;
- Knowledge;
- Attitudes;
- Use of the knowledge/skills gained;
- 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? planned/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 second training workshop on *Research to Inform Agricultural and Food Security Policy and Practice in Kenya*, was held at ILRI, Nairobi, Kenya between 7 and 9 May 2018. To evaluate the training performance and solicit feedback, participants were given a five-page questionnaire to rate the various components and aspects of the workshop, including an assessment of the second training in comparison to the first training that was conducted in February 2018. The components rated were the workshop sessions and activities, logistics, while another section dealt with how to improve future workshops and gather other suggestions and topics for subsequent training. Analysis results of the workshop contents are presented in Table 2 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.

The workshop session, activities and content were rated on a scale ranging from 1 for poor to 5 for excellent. The lowest average rating was 3.4 (Good) for the presentation on online learning whilst the highest average rating was 4.9 (excellent) that was for relevance of workshop to my work. Some of the presentations that had an averaging rating of less than 4 were: i) adequacy of time for discussion; and ii) monitoring and evaluating research to inform and support agriculture policy processes. Five participants (41.7%) did not rate the presentation on engagement in policy processes.
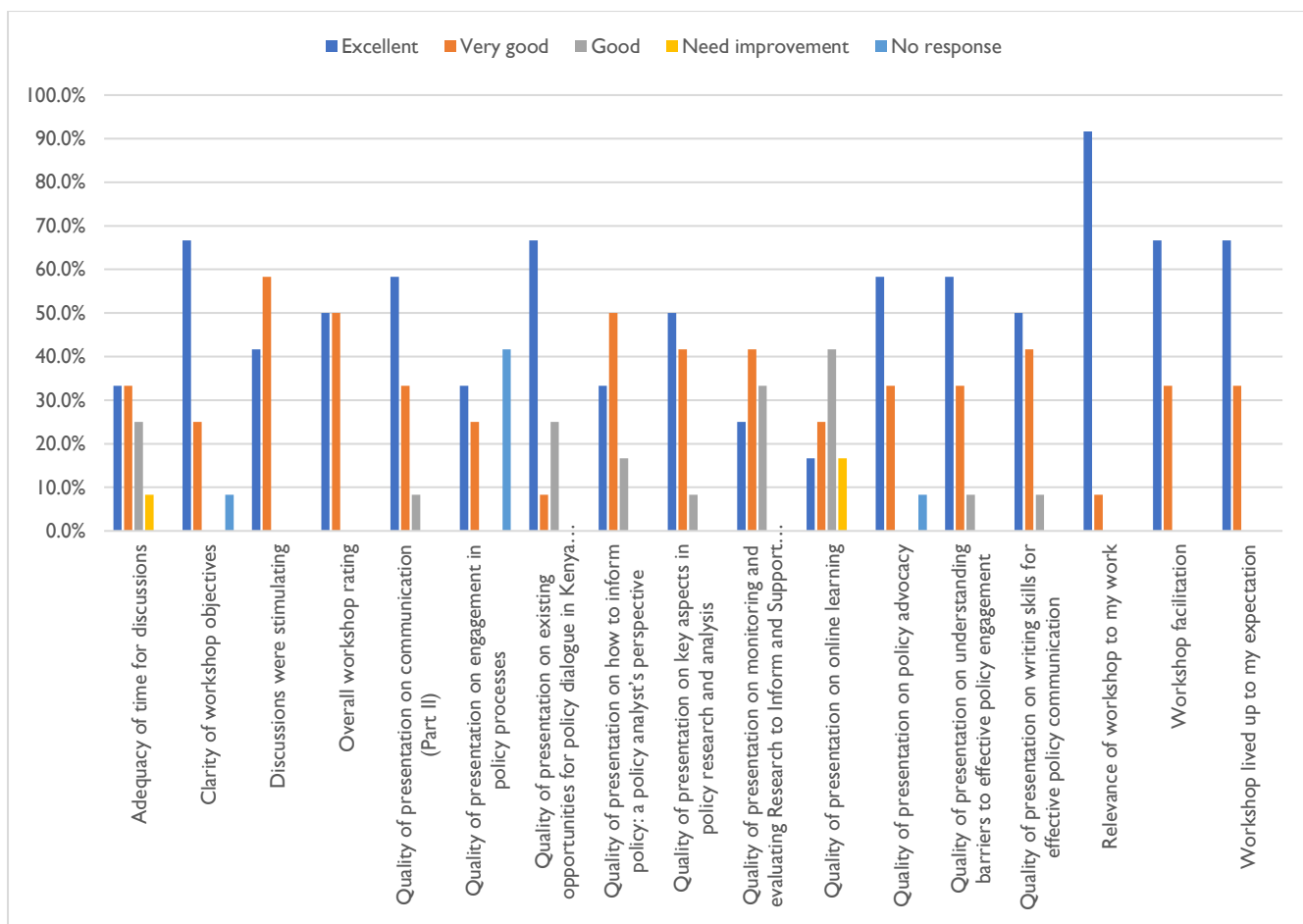
Figure 1. Percentage distribution of ratings for workshop content

Overall, 92% of the participants rated relevance of workshop to my work as excellent. The average rating of workshop was 4.5 which loosely translated to "very good". However, this rating would have been higher had there been a higher rating for each of the presentations which had a lower score than the overall workshop rating.

Figure 2 presents results of assessment on logistics. Workshop room facilities had the highest rating with 4.7, with 66.7% and 33.3% of respondents rating the room as "excellent" and "very good" respectively. Five of the participants had their accommodation catered for; the hotel accommodation got a rating of 3.6 which was the lowest of all components. Communication regarding workshop details (invitation letter, travels and other logistics) got an average rating of 4.3, which translates to "very good"; this lower rating is attributable to the no response by one of the participants.

Figure 2: Evaluating logistics

About one-third (67%) of the participants indicated the second workshop excellently addressed their priority topics, as listed from the first training (Table 2). The workshop also excellently enhanced the learni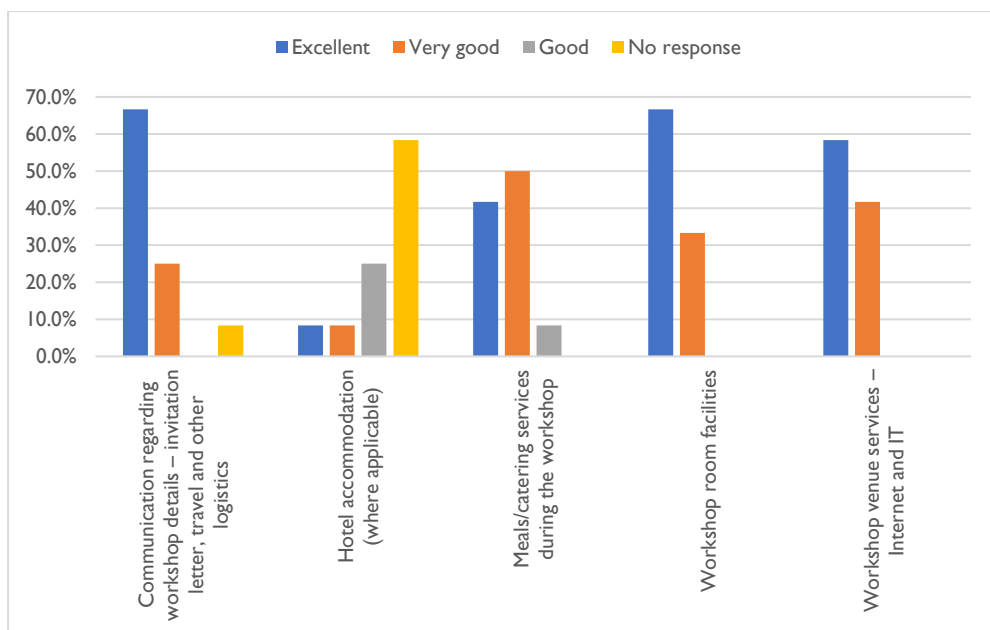ng experience of 75% of the participants, while 67% were equally connected with the material learned in the first workshop.

Table 2. Participants' views on second workshop

Second workshop evaluation	Excellent = 5	Very good = 4	No response	Average rating
The second workshop addressed my priority topics	8 (66.7)	3 (25)	1 (8.3)	4.3
The workshop enhanced the learning experience	9 (75)	2 (16.7)	1 (8.3)	4.4
There was a clear connection with the material learned in the first workshop	8 (66.7)	2 (16.7)	2 (16.7)	4.0

Besides evaluating presentations and logistics, participants were further asked to evaluate their learning experience as having significantly improved, moderately improved, not improved and unable to rate, while also providing feedback on five specific areas of coverage as outlined in Table 3 and Table 4. About 82% of the respondents felt that their knowledge and understanding of the key aspects in policy research and analysis significantly improved compared with before. Most (75%) of the participants attested to have moderately improved their knowledge and understanding of monitoring and evaluation and the theory of change approach.

Table 3: Evaluating learning experience

How would you now rate your knowledge and understanding of	Rating (n, %)		
	Significantly improved	Moderately improved	Not improved
1. The key aspects in policy research and analysis	9 (81.8)	2 (18.2)	-
2. Engagement in policy processes	6 (50)	6 (50)	-
3. Barriers to effective policy engagement	9 (75)	3 (25)	-
4. Policy advocacy	9 (75)	3 (25)	-
5. Existing opportunities for policy dialogue in Kenya	6 (50)	6 (50)	-
6. How to inform policy: a policy analyst's perspective	3 (25)	8 (66.7)	1 (8.3)
7. Monitoring and evaluation and the Theory of Change approach	3 (25)	9 (75)	-
8. Writing skills for effective policy communication	7 (58.3)	5 (41.7)	-
9. Communication (Part II)	8 (72.7)	3 (27.3)	-
10. Online learning	4 (33.3)	7 (58.3)	1 (8.3)

From their comments and recommendation, it was evident that the monitoring and evaluation and the theory of change approach required more time and perhaps more practice was required (Table 4).

Table 4: Comments/recommendation on areas of improvement on specific presentations

i) The key aspects in policy research and analysis

- More clarity on how the policy message, outputs and outcomes should be drafted
- The interaction with resource persons has significantly improved my knowledge on policy processes and research

ii) Engagement in policy processes

- Now can identify opportunities for poicy dialogue

iii) Barriers to effective policy engagement

- Able to identify the barriers and ways to overcome them. Though much attention was not given on how to overcome the barriers, the class exercise was very helpful

iv) Policy advocacy

- Participation in policy dialogues experientially
- Significance of policy advocacy in policy making

v) Existing opportunities for policy dialogue in Kenya

- Awareness on existing opportunities
- Participation in policy dialogues joint reviews experientially

vi) Monitoring and evaluation and the theory of change approach

- Hands on as regards theory of change is imperative
- More time should be given
- Required a bit more time

vii) Online learning

- Knowledge of sites that i did not know existed
- This session is always rushed and too much info is given within a very short time without any room for assimilation and practice

From feedback, the participants hailed the good job done by the facilitators, quoting they were knowledgeable and that the content of the presentations were excellent. Table 6 lists the suggestion made on improving future workshop, including recommended additional areas/topics for similar future training.

Table 1: Suggested ways to improve on and additional areas to be covered in similar future training workshop

1. Suggest ways we can improve the training workshops (you may add suggestions for improvement in respect of the areas where the scores were low in the table above)

- add more time for discussions and group works
- need more information on how to write a theory of change for research proposals
- the existing opportunities were shared but I think there is more to be done at personal level to reach out and get involved in policy development
- time for one-to-one sessions with mentors

2. Workshop presentations

- give more time to practice and review on the presentation of policy briefs, other policy documents and theory of change
- give more time to technical issues and allow participants to digest the concepts
- good
- great so far
- online resources are very important for data searching and communication. Phil is normally very fast in talking, and sometimes we may not get the key messages. The workshop materials should be shared immediately when ideas are still fresh
- shorten some of presentations or split those to fall into different sessions
- the presentations were very good
- very good for most but some were too fast eg the online material use

3. Workshop logistics

- Excellent
- Good
- improve accommodation
- the logistic were good
- well done

4. Workshop in general

- allow more time for discussions and group work - include practicals for the different presentations
- excellent
- good
- the workshop was enlightening. I am learning new skills
- well organized and very resourceful

5. What additional areas would you recommend for coverage in the 3rd training workshop?

Priority I

- o carrying out interdisciplinary research to inform policy
- o experiential skills on graphics
- o grants application
- o meta-analysis
- o more experiential learning on meta-analysis
- o more practice with theory of change
- o pitching policy and other messages
- o resource mobilization
- o theory of change

Priority II

- o communication
- o communication and engagement in policy dialogues/forums
- o experiential skills on theory of change
- o integrating research finding into policy briefs
- o more insight on monitoring and evaluation
- o more on systematic reviews and meta-analysis
- o networking and negotiation skilss
- o proposal writing and resource mobilization
- o writing technical reports or news release

Priority III

- o experiential skills on systematic reviews
- o meta-analysis and systematic review
- o negotiations at policy forums
- o writing blogs to influence policy issues
- o writing policy research proposals

Priority IV

- o experiential skills on meta-analysis
- o identifying policy priority areas at county and national levels
- o meta-analysis in depth
- o scaling up policy review to national government

Conclusions

Overall the workshop was a success with good organization, well planned and invaluable and resourceful trainers. Despite the time limitations, the participants described it as well done, informative, and highly relevant to work. In future, it would be necessary to consider the suggested improvements and additional areas to ensure overall success in achieving the goal of the workshop.

Annex III: List of participants

	Training Workshop: Research to Inform Agricultural and Food Security Policy and Practice in Kenya					
	List of Participants					
NO	Name	GENDER	ORGANISATION	Email	Telephone	County
1	Jane Mutune	Female	University of Nairobi	mutheumutune22@gmail.com	0714 986 104	Nairobi
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4	Dasel Kaindi	Male	University of Nairobi	mulwa.dasel@yahoo.com	0721 691 478	Nairobi
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21	John Maina	Male	MOALF	mainalmd@yahoo.co.uk		Nairobi
22	Rose Ngugi	Female	KIPPRA			Nairobi

Annex IV: Workshop agenda

ILRI
INTERNATIONAL
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INSTITUTE

AgriFoSe2030
Agriculture for Food Security 2030
- Translating science into policy and practice

SLU   LUND UNIVERSITY   SEI   UNIVERSITY OF GOTHENBURG

Second training workshop: Research to inform agricultural and food security policy and practice in Kenya
7–9 May, 2018
Tentative Agenda

	DAY ONE – Monday May 7th		
Time	**Activity**	**Responsible**	**Potential areas of coverage**
08:30 - 09:00	Registration	Rita Chuma	
09:00 - 09:15	Opening Session: ▪ Welcome remarks ▪ Introductions	 Steve Staal ALL	
09:15 - 09:30	▪ Workshop objectives and expected outcomes	Joseph Karugia	Objectives; approach; expected outcomes.
09:30 - 10:30	Key Aspects in Policy Research and Analysis ▪ Discussion	Paul Guthiga ALL	This sesion will present and illsutrate key aspects of policy analysis: ➢ Identifying a policy relevant problem ➢ Designing policy relevant research & aligning research to policy processes ➢ Methods of gathering evidence (quantitative & qualitative methods) ➢ How to undertake meta - analysis and systemic reviews ➢ Steps of policy analysis
10:30 - 10:45	HEALTH BREAK		
10:45 - 11:45	Engagement in policy processes Discussion	Joseph Karugia	➢ Organizing framework for policy engagement ➢ Politics and policy development ➢ Identifying opportunities for policy dialogue ➢ Networking, stakeholder mobilization and creating alliances in policy engagement Using a relevant example to illustrate how reseachers can effectively engage policy makers to bring about policy change
11:45 - 12:45	Understanding barriers to effective policy engagement	Willis Kosura	This session will cover common barriers to policy engagement and how to overcome them. These may include: - ➢ Lack of adequate capacity to engage ➢ Limited funds ➢ Lack of sufficient knowledge about policy processes

Time	Session	Presenter	Details
	Discussion		➢ Closed policy processes ➢ Policymakers do not see stakeholders' evidence as credible ➢ Frequent changes in governments (reshuffles) - slows down/delay progress, etc.
12:45 - 13:45	**LUNCH**		
13:45 - 14:45	Exercise	Participants	Participants develop policy engagement strategies for their research
14:45 - 15:30	Presentations of individual engagement strategies	Participants	Presentations of policy engagement strategies for comments/suggestions in plenary
15:30 - 15:45	**HEALTH BREAK**		
15:45 - 17:00	Policy advocacy Discussion	Mohammed Said	➢ This session will focus on the following aspects: - ➢ What is Policy (recap) ➢ Policy Framework ➢ What is Policy Advocacy ➢ Policy Advocacy Essential Steps ➢ Policy Advocacy: Required Expertise ➢ 10 Tips for effective Policy Advocacy ➢ Case Example
17:30	**NETWORKING COCKTAIL**		
DAY TWO– Tuesday May 8th			
08:30 - 09:00	Recap of Day One		
09:00 - 10:00	Existing opportunities for policy dialogue in Kenya (Part II) Discussion	John Maina	Kenya CAADP process – Kenya SAKSS, Joint Sector Review, Biennial Review Mechanism, etc.
10:00 - 11:00	How to inform policy: A policy analyst's perspective Discussion	Rose Ngugi	This will be an interactive session where current the Executive Director of KIPPRA will make a 20 - minute presentation and thereafter field questions from the trainees. The trainees are encouraged to think beforehand about the questions that they would like addressed.
11:00 - 11:15	**HEALTH BREAK**		

11:15 - 12:15	Monitoring and evaluation
	
	Discussion
		Stella Massawe	➢ Introducing M&E
			➢ Understanding the concept of theory of change (ToC) and impact pathways
			  o Defining theory of change and impact pathways
			  o Why use theory of change
			  o Components of theory of change
			  o Representation of a TOC
			➢ Constructing a TOC
			  o Understanding the ToC template
			  o Brief Individual Reading (materials to be shared)

12:15 - 13:00	Group Work	Participants	Participants discuss in groups the ToC of potential policy options arising from their research
13:00 - 14:00	**LUNCH**		
14:00 - 14:30	Group Work continues	Participants	Participants discuss in groups the ToC of potential policy options arising from their research
14:30 - 15:00	Group work presentations	Participants	Presentations by groups and discussion in plenary
15:00 - 16:00	Writing skills for effective policy communication Discussion	Stephen Wambugu	This session will cover different aspects of effective writing for scientists for effective communication The session can use practical examples from research reports that have employed good writing skills to communicate policy messages
16:00 - 17:30	Mentor/Mentee meeting	ALL	Resource persons and post - docs discus and lay plans for presentations at policy forums, completion of deliverables, etc.
DAY THREE – Wednesday May 9th			
08:30 - 09:00	Recap of Day Two		
09:00 - 09:30	Communication (Part II) Discussion	Anne Marie Nyamu	➢ Recap topics covered during 1st workshop ➢ Recap on tips for preparing policy briefs
09:30 - 10:30	Presentations of policy briefs	Participants	Participants each present their policy briefs: 3 minutes PowerPoint presentation; 2 minutes discussion (5 minutes for each participant) Proposed structure: • What is the policy issue? • What are you proposing? What is the solution and why? • What is the result? What do you want the policy maker to do about it? Wrap up: Lessons and challenges faced as they prepared briefs
10:00 - 10:30	**HEALTH BREAK**		
10:30 - 12:00	Communication (Part II) Discussion	Anne Marie Nyamu	• Structure and design of policy brief • Using infographics effectively • Tips for influencing policy
12:00 - 13:00	Online learning Discussion	Phil Sambati	How to use and access the available online learning materials
13:00 - 14:00	**LUNCH**		
14:00 - 15:30	Identifying priorities for the 3rd workshop	Stella Massawe/Paul Guthiga	
15:30 - 16:00	**HEALTH BREAK**		
16:00 - 16:30	Closing		