



Post-harvest innovation project: Enhancing performance at the interface of supply and utilisation

Post-Harvest Innovation Learning Alliance (PHILA) Zimbabwe: Review Workshop



Report of a Workshop organised by the PHILA management team, University of Zimbabwe and the Natural Resources Institute (UK), from the 13th to the 14th December 2005, at the Mandel Training Centre, Marlborough, Harare, Zimbabwe

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Project website: <http://www.nri.org/PHILA/>

Acronyms and Abbreviations

| | | | |
|----------|---|----------|---|
| AEO | Agricultural Extension Officer | M&E | Monitoring and Evaluation |
| AES | Agricultural Extension Specialist | MAFS | Ministry of Agriculture and Food Security |
| AETS | Department of Agricultural Engineering & Technical Services | MOU | Memorandum of Understanding |
| AMSDP | Agricultural Marketing Sector Development Programme | MT | Management Team |
| ARDA | Agricultural and Rural Development Authority, Zimbabwe | NFN | Natural Farming Network |
| AREX | Department of Agricultural Research and Extension, Zimbabwe | NGO | Non Governmental Organisation |
| ARTing | Action Research & Training | NIS | National Innovation System |
| ASDP | Agricultural Sector Development Programme | NPPC | National Plant Protection Committee |
| ASDS | Agricultural Sector Development Strategy | NRI | Natural Resources Institute |
| BAFOD | Backing up Farmer Organised Dynamics | O&OD | Obstacles and Opportunities for Development |
| CAMPFIRE | Communal Areas Management Programme | OPRA | Open Performance Review Appraisal |
| CARITAS | Catholic Development Organisation | OPV | Open Pollinated Varieties |
| CBO | Community Based Organisation | Output/s | The change/s (e.g. in knowledge, practices) to be effected by the project |
| CFU | Commercial Farmers Union | PADEP | Participatory Agricultural Development and Empowerment Project |
| CPHP | Crop Post-Harvest Programme | PH | Post-Harvest |
| CPS | Crop Promotion Services | PHILA | Post-Harvest Innovation Learning Alliance |
| CRS | Catholic Relief Services (Zimbabwe) | PHMS | Post-Harvest Management Services |
| CS | Case Study | PHS | Plant Health Services |
| DALDO | District Agriculture and Livestock Development Officer | PIM | Participatory Impact Monitoring |
| DDF | District Development Fund | PM | Project Memorandum |
| DEs | Diatomaceous earths | PPRI | Plant Protection Research Institute |
| DFID | Department for International Development (UK) | PRA | Participatory Rural Appraisal |
| DTC | Development Technology Centre | PRSP | Poverty Reduction Strategy Paper |
| EC | Emulsifiable Concentrate | PS | Private sector |
| ESAP | Economic Structural Adjustment Programmes | PSP | Public Service Provider |
| FACHIG | Farmers Association of Chiefs/ Headmen Investment Group | PSR | Public Service Research |
| FCOs | Farmer Centred Organisations | RAAKS | Rapid Appraisal of Agricultural Knowledge Systems |
| FEPU | Farmers Education and Publicity Unit | RBZ | Reserve Bank of Zimbabwe |
| FFS | Farmer Field School | RO | Research Officer |
| FGDs | Focus Group Discussions | RT | Research Technician |
| FIK | Farmer Indigenous Knowledge | SACCOs | Savings and Credit Cooperatives |
| FSA | Farming Systems Approach | SC | Steering committee |
| FSD | Food Security Department | SC UK | Save the Children UK |
| GMB | Grain Marketing Board | SEMA | Sustainable Environmental Management Activities |
| GoT | Government of Tanzania | SIDO | Small Industry Development Organisation |
| HH | Household | SMEs | Small to medium enterprises |
| HIV/AIDS | Human Immunodeficiency Virus & Acquired Immune Deficiency Syndrome | SMS | Subject Matter Specialists |
| ICFU | Indigenous Commercial Farmers Union | SSI | Semi Structured Interview |
| ICRISAT | International Crop Research Institute for the Semi-Arid Tropics | SUA | Sokoine University of Agriculture |
| ICT | Information & Communication Technology | T&S | Travel & Subsistence |
| IK | Indigenous knowledge | T&V | Training and Visit |
| INADES | Institut Africain pour le Developpment Economique et Social, Tanzania | TACAIDS | Tanzanian Commission for AIDS prevention |

| | | | |
|-------|--|-------|--|
| IPM | Integrated Pest Management | TASAF | Tanzania Social Action Fund |
| IS | Innovation System | TOR | Terms of Reference |
| ITK | Indigenous technical knowledge | TOT | Training of Trainers |
| LA | Learning Alliance | UZ | University of Zimbabwe |
| LEISA | Low External Input and Sustainable Agriculture | VEO | Village extension officer / bwana shamba |
| LGA | Local Government Authority | WAEO | Ward Agricultural Extension Officer |
| LGB | Larger Grain Borer (<i>Prostephanus truncatus</i>) | ZFU | Zimbabwe Farmers Union |
| LPRI | Livestock Production Research Institute, Mpwapwa | ZRELO | Zonal Research Extension Liaison Officer |

I. Introduction

Learning alliance approach

Conventional approaches to technology transfer within small-scale farming systems have frequently failed. Recent approaches suggest that new products and processes are brought into economic and social use through the activities of a diversity of key actors and organisations, as mediated by existing institutional arrangements and policies – all together referred to as the innovation system.

The key challenge to effecting impact is perceived less in terms of devising new technologies – *doing different things* – but more in terms of improving how the innovation system works – *doing things differently*.

Rising to this broader challenge requires a different approach from that either found in conventional sectoral relationships between state, voluntary and private sectors players, which are often characterised by distrust, fragmentation and short-termism, or permitted by short-term projects with ‘stop-go’ funding regimes.

To this end partners involved in the earlier project on diatomaceous earths have formed a ‘learning alliance’ (LA) to establish better ways in which organisations and individuals associated with the national post-harvest system might work and learn together - the Post-Harvest Innovation Learning Alliance (PHILA).

Collaborative research

In addition to establishing and promoting the alliance, the main planned activities of PHILA over the past eight months have been collaborative research initiatives, referred to here as case studies. These studies, which generally focused on identifying opportunities and constraints at the interface of supply and demand, were also used as a means to engage members from different stakeholder groups in the process: either as part of the case study implementation team, or, as in the case of the district nodal studies, as participants in the multi-stakeholder processes.

: as part of the implementation team, or the interviewees involved in the studies; or, as in the case of the district nodal studies, as participants in multi-stakeholder processes.

Development of the case study terms of reference (TOR) by the management team (MT)¹,

¹ The management team currently consists of William Riwa, Ministry of Agriculture and Food Security, Tanzania; Brighton Mvumi, University of Zimbabwe,

and of the corresponding proposals by the implementation teams, have deliberately involved a number of iterations. The design of the implementation activities typically involved triangulation between different information sources, and it was intended that the research teams would provide regular feedback to the management team, both to optimise the studies and to provide opportunities for mutual learning about the process.

Planned iterations also included submission of draft documents on the case studies to the management team for review and circulation to other PHILA members for their input, and presentation of the upgraded case studies by the implementation teams to a review workshop.

Review workshop rationale

The review workshop was envisaged and designed as a forum in which the case study work would be widely shared among PHILA members, the methodologies and findings robustly tested, and emerging conclusions confirmed - or rejected - and the case study upgraded accordingly. It was also anticipated that consideration of the different case studies according to their focus – service provision, demand, and policy – and in combination; would generate wider insights which in turn could be developed into recommendations.

While PHILA members share a common understanding of the underlying problems, and seek to improve the effectiveness of the national innovation system in sustaining the uptake and adoption of post-harvest knowledge by end users, PHILA as yet has no explicit strategic plan. It was therefore intended that the workshop participants would be invited to provide suggestions as to what form PHILA should take in future, and initiate thinking on a relevant strategic plan.

Objectives and outcomes

In line with the above workshop rationale, the design team decided that the *objectives* of the review workshop would be:

- To share, further develop and learn lessons from:
 - the case studies; and
 - the learning alliance process.

The *outcomes* – deliverables within the timeframe of the workshop – identified as signifying progress towards these objectives were as follows:

- lessons from each case study;

Zimbabwe; and Mike Morris and Tanya Stathers, both from Natural Resources Institute of UK.

- refined lessons from the different case study groups (i.e. supply, demand, policy);
- insights from the combined supply, demand and policy themes;
- case study process learning; and,
- PHILA process learning, and outline plan.

Participants, who were sent an advance copy of the workshop programme, were invited to comment on the proposed objectives and outcomes at the outset of the workshop.

Participants

The total number of participants who attended was 40. From the public sector this included: ward and district level extension staff (5), Rural District Council (1), agricultural officers with national remits (6), and national researchers or scientists (4). Farmers numbered 6, while NGOs and farmer-centred organisations were represented by 4 and 3 staff members respectively. Participants were also drawn from the private sector (1), donor community (2), media (2), parastatal (1) and consultants (1). Additional participants included 1 representative from Tanzania, from public sector research; plus 2 members of the management team from the University of Zimbabwe (UZ) (1) and the Natural Resources Institute of UK (1). The list of participants and their contact details are included as Appendix I. Participants wrote a short summary about themselves and this together with their photos has been added to the PHILA website.

The workshop was opened by Mr. Joseph Gondo, Deputy Director (Operations) of AREX, and a copy of the opening speech is reproduced in Appendix VII.

II. Introductory exercise: participant timelines

Process: The design team felt that there was a need to ensure early participant engagement in the workshop processes, both to 'break the ice' and to set the tone for the workshop as a whole. A modified version of the timeline tool, which had been used successfully during the district workshops, was selected as it would provide the team with an overview of what activities the participants were involved in.

Workshop participants were asked individually to note down the main professional activities, one per sticker, that they had been involved in the past year (November 2004 to December 2005). They were also asked to put a symbol on the sticker representing the stakeholder group they fell into (farmers, researchers, extensionists, NGO staff and policy makers). They were then

requested to locate each sticker in the relevant place on a wall calendar for this period. Afterwards the participants were given an opportunity to examine and comment upon the activities described throughout the past year.

Summary of timeline

The breadth of coverage of participants' activities was notable; a copy of the resulting calendar separated by stakeholder type is shown in Appendix II. Farmers mentioned agricultural activities, planting, cultivating, harvesting, threshing, marketing etc, as well as well-digging, field fencing, dam construction, agricultural training and workshops.

Researchers mentioned surveys and evaluations, training course delivery, training received, workshop participation, proposal writing and research studies covering a wide range of topics: processing of fruits (including baobab), vegetables, cassava; peanut butter; harvesting of maize, sunflower; post-harvest handling of fodder; solar cooking and drying; post-harvest innovation systems; food and seed fairs, field days and agricultural shows; surveys on stakeholder access to maize information; M&E of farmer field school activities and seed fairs; farmer exchange visit methodology development; granary construction/ rehabilitation; maize storage and protection; farmer seminars; information preparation; gender and biodiversity; review of the agro-processing industry. It was notable that 80% of the activities mentioned by the researchers were post-harvest activities.



Participants pasting up activity stickers on the calendar

Extensionists mentioned: contour pegging; demonstrations; dam rehabilitation; training on ploughing; field days on Moringa processing; agricultural shows; seed and livestock fairs; irrigation survey; fish ponds; treadle pump distribution; seed distribution; crop (grain & vegetable) production; workshop attendance; He-goat pass-on programme and remedies; conservation agriculture workshops; farm implement purchasing; and master farmer training.

NGO staff mentioned: information gathering and dissemination; database development; workshop organisation and attendance; project evaluation; drip irrigation installations; livestock fairs; farmer field schools; establishment of farmer study cycle groups; conservation farming training of trainers and demonstrations; collaborative research on empowerment initiatives; seed and input fairs; financial support to AREX staff to help mobilise them; seed distribution.

Policy makers mentioned: advising farmers on contributions; encouraging farmers to put in submissions for field pegging; touring Mlezu College with farmers; and tree planting.

The calendar became notably busier in October and November 2005, although this might simply reflect it being easier to remember activities undertaken during the last couple of months as opposed to those which happened six or more months ago. Only three stickers were placed on January 2005 which was thought to be due to many people still being on holiday after Christmas.

The diversity of activities that participants were involved in became very clear from this timeline activity as too did opportunities for building relationships for further collaboration between stakeholders. The information strengthened the self-introductions that participants had made when they just mentioned their names and organisations and it provided a good picture of what people actually do in their jobs. Current 'buzz-word' agricultural topics such as conservation agriculture and *Jatropha* processing etc were highlighted. There was a suggestion that participants may have felt, because of the workshops focus, they should mainly mention post-harvest activities.

A quick analysis of the stickers reveals that general post-harvest activities were mentioned in all months except January 2005, post-harvest activities tended to increase from March 2005 onwards. PHILA-specific activities were mentioned in March 2005 when the Tanzanian project inception workshop was held in Morogoro, and then in May 2005 when the Zimbabwean project inception workshop was held in Harare, Case Study activities were highlighted from September to November 2005. Out of the total 141 stickers, 38% related to post-harvest issues, and 13% to PHILA-specific activities.

III. Background and project linkages

Presenter: Brighton Mvumi

PHILA was initially conceived as a vehicle to explore the institutional learning and change component of the project, 'Post-harvest

innovation: enhancing performance at the interface of supply and utilisation', and was effectively founded at the project inception workshop in Morogoro, Tanzania in March 2005. It was then shared with Zimbabwean stakeholders during the Zimbabwe inception workshop in Harare in May 2005, when participants expressed interest in or 'signed-up' to the PHILA case studies.

The time span for the project was to have been from the 15th January 2005 to 15th January 2006. Delays in issuing the contract however delayed the start of the project by a month, which in turn caused knock-on delays to the project activities. The project is being funded by the Crop Post-Harvest Programme (CPHP) of the UK Department for International Development (DFID).

Project overview

Household food security remains precarious for large numbers of people in the rural areas and food production levels show little or no increase.

While perceptions of the underlying problem are generally shared, post-harvest service provision and supporting research initiatives have tended to focus on the development of technologies with less attention being given to distinguishing between the needs and priorities of different households, to exploring farmers' own research capabilities, or to understanding delivery system constraints.

The project aims to identify constraints and opportunities at the supply-utilisation interface associated with 'responsiveness' and 'demand' respectively. These insights will be used to generate recommendations for in-country post-harvest knowledge managers that facilitate and promote more equitable or inclusive approaches to addressing rural poverty.

Project vision

The project's vision, or long-term goal, specified in advance by CPHP, the funding programme, is that:

National and international crop post-harvest innovation systems respond more effectively to the needs of the poor.

Project purpose

The purpose or medium term objective of the project, which was also specified in advance by the CPHP, was that:

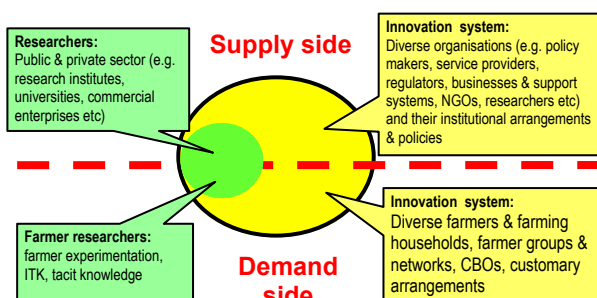
New knowledge is generated and promoted into how national innovation systems can be mobilised to sustain uptake and adoption of CPH knowledge for the benefit of the poor.

Innovation system paradigm

More recent approaches to improving the impact of research and development place greater emphasis on the rapidly changing socio-economic, political and environmental contexts (e.g. civil service reform and decentralisation, changing livelihood scenarios, trade liberalisation, HIV/AIDS), and on the importance of a diversity of key actors and organisations to the scaling-up processes. These key stakeholders and the rules and policies that mediate their relationships, are all together referred to as the 'innovation system'.

Figure 1 portrays a number of players who might constitute the post-harvest innovation system, many of whom would be responsible for bringing new products and processes into economic and social use. The figure, which identifies supply- and demand-side stakeholders, does not show other equally important players, such as bankers and educators, who would provide the contextual framework within which the system operates. The figure highlights the supply-side nature of 'formal' researchers, as compared with the demand-side locus of farmer innovation.

Figure 1. Research in the innovation system



Output objectives

Realisation of the desired changes in the national innovation system is not possible within the timespan of such a short project. The project design however, includes a number of outputs, or deliverables, that should be realised within the project timespan, and whose persisting effects beyond the project timeframe should contribute to the realisation of the longer-term objectives. Not least amongst these is PHILA itself.

Output objective 1: Institutional learning and change

How PHILA members – individuals and organisations – might learn to do things differently (cf. do different things):

To advance improvements in understanding and effectiveness of 'learning alliances' (LAs) as agents of change.

Planned activities to improve institutional learning and change included:

- Workshop presentation on 'learning alliances' (LAs);
- Identification of, and engagement with, LA partners;
- Review of LA's performance;
- Briefing paper on LAs.

Output objective 2: Knowledge management by service providers and supporting research

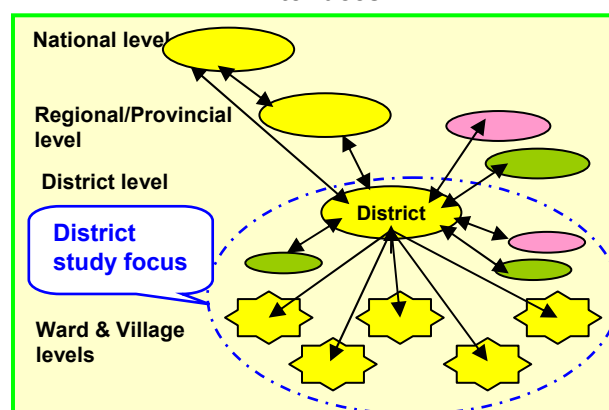
The second output objective focuses on assessing current service provision and supporting research initiatives:

To develop practical 'insights' from current working practices, and to generate 'improved practice' recommendations.

Planned 'case study' activities to develop practical insights, included:

- CS1: Interface analysis of public service provision and public sector research;
- CS2: Interface and comparative analyses: public service providers and farmers; farmer-centred organisations and farmers;
- CS3: District 'nodal' studies:
 - multi-stakeholder workshop to establish what is and isn't working well.

Figure 2. Diagram depicting district level interfaces



Output objective 3: Demand and utilisation

The third output objective examines the demand side of the equation, focusing on farmers in the general context, and on commercial enterprises in the narrower context of manufacturing and distributing PH storage protectants:

To explore and improve the ability of: (i.) farmers, and (ii.) commercial enterprises, to access and utilise relevant PH information.

Planned case study activities to explore and improve demand included:

- CS4: Empowerment / 'people-focused' studies
 - What is empowerment?

- Study of small number of agencies / projects who utilise an ‘empowerment’ approach.
- CS5: Household ‘enquiry visits’: learn to listen, and listening to learn from farmers.
- CS6: Farmer and frontline extension staff exchange visits.
- CS7: Interface analysis of commercial enterprises and service providers.

Output objective 4: Policy and implementation strategies:

The fourth output objective, builds on the findings of the first three, and relates to optimising the impact of new knowledge on the national PH innovation system:

To generate and promote recommendations for policy and implementation strategies that will improve the performance of PH service providers and researchers and enhance related decision-making by farmers and commercial enterprises.

Planned activities to generate policy and implementation strategy recommendations included:

- CS8: Literature review on PH policy experience, advice and formulation;
- Synthesis report based on literature review, and findings from Outputs 1,2 and 3;
- Review of synthesis leading to 1st draft of recommendations;
- Final recommendations;
- Promotional meeting with national innovation systems players.

Whilst it was originally intended to conduct all of these case studies in both Tanzania and Zimbabwe, the current situation in Zimbabwe and lack of interest in implementing some of the case studies meant that only case studies 2, 3, 4, and 8 were commissioned in Zimbabwe. However, an additional case study (9) on the agro-processing industry was identified and commissioned in Zimbabwe following the realisation by stakeholders at the district service provision analysis workshops in Buhera and Binga district that agro-processing was a key but often neglected part of the post-harvest innovation system.

Table 1. Background: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|--|---|
| <ul style="list-style-type: none"> • Technologies are not getting to farmers. There is no or little participation of private sector in technology generation. There is therefore need to involve the private sector in the learning alliance. | <ul style="list-style-type: none"> • The private sector has been invited to this workshop and has been involved in the registration efforts for the DE protectants although due to some legislative hurdles, the protectant has still not yet been registered. |
| <ul style="list-style-type: none"> • Farmer unions are key in advocacy but are not present at the workshop² | |
| <ul style="list-style-type: none"> • Assumptions are made that farmers have access to technologies but it is not so. Researchers have no platform to get technologies to the end user (ie technology fairs under AGRITEX). For industry to invest in any technology, farmers have to accept it first. | |
| <ul style="list-style-type: none"> • Who constitutes PHILA? | <ul style="list-style-type: none"> • Membership is open to all stakeholders: NGOs, farmers/farmers associations, public sector, government, private sector etc. |
| <ul style="list-style-type: none"> • How do we make PHILA sustainable? How do we ensure that there is interest and continuity | <ul style="list-style-type: none"> • The future of PHILA would be discussed as a final item on the programme and requires the participation of all to shape the future of PHILA. |
| <ul style="list-style-type: none"> • A Buhera farmer expressed disappointment that the DE protectants are still not yet on the market! | |
| <ul style="list-style-type: none"> • Binga AREX staff confirmed the effectiveness of DEs on behalf of the Binga farmers. | |
| <ul style="list-style-type: none"> • Concern was expressed that nutritional security is overlooked when issues of food security are dealt with. Also wanted to know why farmers are not adopting research technologies. | <ul style="list-style-type: none"> • This is quite relevant. Issue to be addressed after presentation of case study on agro-processing. |
| <ul style="list-style-type: none"> • Technologies are often presented in technical language which end-users may not be able to understand | |
| <ul style="list-style-type: none"> • A farmer requested copies of all presentations. | <ul style="list-style-type: none"> • Copies of all presentations were to be made available to all participants |

² Also invited to the workshop but came later

IV. Case studies: Service provision

Process: The case study presentations were intended to provide a further iteration in the overall collaborative research process. They would afford researchers an opportunity to share their work and benefit from constructive criticism, and provide participants with opportunities to hear about and learn from the case studies.

Case study presenters were asked to adopt the following format for their (power-point) presentations, for which they would be given 20 minutes:

- Case study title;
- Case study objectives (1 slide);
- Findings: in brief but with enough detail to be meaningful (5 slides maximum);
- Critical review of the methodology: what worked well, what did not work well, how effective/appropriate was the methodology (max 2 slides);
- Lessons learnt from the implementation of the study/Recommendations (2 slides)
- Lessons learnt from the process as a whole, starting from commissioning to completion of the case studies (max 2 slides).

Presenters would also be given a further 10-15 minutes in plenary to address issues of clarification; and would be invited to contribute to an extended period of group work, during which the participants could explore additional issues with them.

In addition to the Zimbabwean case studies, it was also planned that three case studies from Tanzania would also be included to provide for comparison and additional lesson learning.

In order to seek a better fit with the specified objectives (i.e. further developing, learning lessons from the case studies) and outcomes of the review workshop, the presentations are only summarised here, and these 'summaries' have been written (by the presenters and edited by the management team) with emphasis on the issues and areas of weakness identified during the case study presentations and review. While this skewed approach may not adequately capture the strengths of any particular case study, it should, in the longer run, lead to a better piece of work. Moreover, implementation of the case studies was intentionally designed around a series of iterations, this one included, precisely to explore new ways of working and learning together.

Visual presentations were in English with points being clarified in Shona. Discussions, both in

plenary and groups, were in both English and Shona.

The case studies, reported here in chronological order, were presented according to their focus, with the 'demand' group coming first, followed by 'supply' and 'policy'. Copies of the presentations, as handed out at the workshop, will be found on the 'internal' section of the PHILA website: www.nri.org/PHILA/internal/index.html

The following section captures the objectives of all the case studies to give the reader an overview of the initial project design and symbiotic relationship of the different case studies. Summaries, group work and clarification points are given only for those case studies that were presented during the workshop.

Where case studies carried out in Tanzania were presented, reference is made to this fact; otherwise all other case study summaries refer to those carried out in Zimbabwe.

For those case studies which were either not conducted in Zimbabwe or not presented at the workshop, only details of the title and objectives are given e.g. case studies 1, 5, 7.

Case study 1: Analysis of the interface between post-harvest service provision and public research [Tanzania only]

The case study objective was to undertake a broad exploration of current and previous relations, and projected trends, between public service provision and public sector research, with the view of identifying opportunities and generating new ideas for improving the working of the national post-harvest innovation system in general, and service delivery for users in particular.

The main task, as defined in the TOR was to get a broad picture of the nature and number of players, how they have and continue to relate to each other, and opportunities to improve these relationships. The approach was to take the form of an institutional analysis in which all stakeholder types would be identified, the nature of their relationships mapped (including previous PH research), and opportunities and gaps identified.

For reasons of efficiency – use of the same methodology and because public service providers feature in both case studies it was felt that it would make sense for one team of implementers to undertake both this case study and case study 7.

Case study 7: Interface analysis of commercial enterprises with public sector service providers and public sector research [Tanzania only]

The objective of this second case study was to explore the relationship between public service provision and research with those few private sector companies who produce and/or distribute storage protectants. The inclusion of this particular case study stemmed directly from earlier work on diatomaceous earths, and the due process which requires that a private sector company champion the registration.

Case study 2: Comparative analysis of how public service providers and farmer-centred organisations respectively, work with farmers

Summary of Zimbabwean presentation

Presenters: Mutsa Muchemwa & Patisiwe Zaba.

The case study was carried out in two wards of Buhera District, Manicaland Province. The objectives of this case study were to develop insights from a comparative study of the working practices of public service providers (PSPs) and those of farmer-centred organisations (FCOs) in addressing the post-harvest – storage, processing and marketing – needs of farmers. Two PSPs; Departments of AREX and Agricultural Engineering and Technical Services (AETS); which provide post-harvest extension service to farmers, were selected for the study. Their service provision was compared to that of two FCOs, Zimbabwe Farmers Union (ZFU) and Natural Farming Network of Zimbabwe (NFNZ). Farmers' needs and priorities regarding service provision and their perceptions of the services they received were captured using farmer group discussions (FGDs) while data on the organisations were obtained using key informant interviews and reviewing any organisational literature; triangulated with service provision criteria indicators derived from the FGDs. Data were analysed using an organisational analytical model.

The findings revealed that there is no participatory planning either between service providers or with their clients. Although there is some form of collaboration between the two PSPs, there is no evidence of joint strategic planning. The quality of service delivery by both

PSPs and FCOs is judged to have deteriorated due to resource constraints affecting responsiveness of service providers. Farmers prefer individual visits by extensionists, a strategy not used by any of the PSPs and FCOs. Farmers have control over ZFU budgets but not PSPs and NFNZ. ZFU has a diversified structure which incorporates farmers at all levels of decision-making as opposed to the two PSPs and NFNZ.

Monitoring and evaluation, including physical assessment of projects, is not effectively done in either PSP or in ZFU but NFNZ does it. The two PSPs and ZFU rely on activity-based workplans for evaluation. AREX works closest with farmers, followed by GMB, NFNZ and AETS which are all at the same concentric level; and AREX's relationship with ZFU is peripheral.

The researchers found it easy to disaggregate farmers by gender and to collect data from district staff. However, stratifying farmers by wealth and age was not done. Some service provider key informants held back information as they referred some questions to higher offices in line with organisational policies. The researchers had the impression that farmers previously exposed to earlier projects and therefore well-experienced were less objective in judging the service providers than those not previously involved. Some constantly tried to stir the discussion towards their lines of interest.

The tools used were found effective and appropriate for the type of study especially the use of the organisational model which provided a means of comparing results obtained using different tools and from different service providers. Some of the key lessons learnt from the study were that: knowledge of local socio-political environment is required before conducting FGDs; appointments and circulation of themes should be made well in advance; and local leadership should be involved in mobilising farmers.

In order to build trust with farmers, there is need for prompt feedback after a study.

Performance indicators derived from farmers should be used to assess service provision by PSPs and FCOs. PSPs should lobby for resource allocation and they should also team up with other service providers for efficient utilisation of resources.

The workshop provided an opportunity for the subjects of this case study and other stakeholders to obtain feedback on the study, and to contribute to its further development. Their comments, captured in the plenary and group work, are presented together with those for the same Case Study implemented in Tanzania which follows below.

Summary of Tanzanian presentation

Presenter: Judicate Mwanga

This case study was carried out in semi-arid central Tanzania during September 2005 to compare and contrast how Public Service Providers (PSPs) and Farmer Centred Organisations (FCOs) work with farmers in Tanzania (with a post-harvest focus). The objectives of the case study were to develop insights on the working practices of PSPs and those of FCOs in addressing the post-harvest - storage, processing and marketing - needs of farmers and to generate recommendations for better practice, which will hopefully contribute to the overall project aim of improving the effectiveness of the national post-harvest innovation system.

A participatory consultative approach was used to collect information from the selected eight service providers and target five beneficiary villages. Semi-structured interviews (SSI), focus group discussions (FGDs), venn diagramming and direct observation were carried out with farmer representatives, and gendered wealth groups. Respondent organisations and districts were selected by PHILA members using predetermined criteria. An organisational model was used as the analytical framework and involved analysing information in terms of the organisations "being", "doing" and "relating" to farmers and other stakeholders. *Being* encompasses the leadership, vision and mission of an organisation. *Doing* relates to the core tasks of that organisation, including approaches, methods, strategies etc. *Relating* involves the way the organisation communicates and interacts with external stakeholders. Information on these three components was collected for each of the PSPs and FCOs.



Beneficiaries assessing their service providers

Results shows that in terms of 'being', FCOs were better organised with clearer vision, mission, values, mandates and strategies than

PSPs. FCOs were also more transparent and had staff development plans for in-house professional training and short courses whereas PSPs had qualified staff with various levels of education and allowed their staff to take long-term study leave to obtain higher education qualifications without jeopardising their positions.

Leadership in PSPs is selected by higher government authority and is not necessarily based on merit and employment is on a permanent basis whereas in FCOs leadership is determined by the Board of Directors, through competitive interviews and employment terms are not permanent and are performance-based. Most FCO staff members are ex-PSPs, highlighting the fact that PSPs form the human resource pool for FCOs and touching on the complex relationship between PSPs and FCOs. The poor working conditions in PSPs are responsible for the staff shift to FCOs where there is a much more enabling working environment. In FCOs there is collective decision-making through organisational meetings where as in PSPs top-down decision-making based on fear is still in operation.

In terms of 'doing', FCO staff fill-in time management sheets and have, to a great extent, adopted participatory approaches, with farmers as the main actors in their projects with the organisation itself remaining as the facilitators. In contrast PSPs use a less farmer participatory approach doing what has been advised from the top or by a donor. The overall approach adopted by PSPs may have suffered from a lack of consistency, with frequent changes in the development thinking leading to non-strategic changes in the approaches used (e.g. farming systems approach (FSA), farmer field school (FFS), training and visit (T&V), and obstacles and opportunities in development (O&OD)). There is little room for creativity and knowledge-sharing in PSPs while there tends to be much more creativity and sharing within FCOs for instance innovative approaches (e.g. backing up farmers' organisational dynamics (BAFOD), action research and training (ARTing), participatory impact monitoring (PIM), innovative farmers approach, field animators, and use of tobacco leaf technicians in extension services). PSP staff have ambiguous job descriptions; they lack focus and activity prioritisation in comparison to FCOs. Although the PSPs have action plans, they are not fully implemented due to the lack of resources whereas FCOs have clear plans of action which focus on specific recommendation domains with guaranteed resources.

On the element of 'relating', PSP staff are readily available at very short notice. While they perceive themselves as the front-runners for farmers they are not willing to budget for involvement of other stakeholders within their budgets. FCO staff have more rigid time-tables but are willing to include

interventions of other stakeholders in their budgets; they feel that farmers are the owners and managers of their own programmes. Except for profit-oriented FCOs, there is a high level of transparency in most FCOs. In some cases, there are partnership policies or memoranda of understanding (MOUs) for partnerships which do not exist within the PSPs.

With regard to farmers' perceptions of service providers, there was general satisfaction with FCOs as compared to PSPs. Farmers' main criteria of satisfactory service provision included: seriousness; frequent follow-up; fulfilment of promises; and quality of information. The farmers' current service provision needs were quite diverse relating to health, water, education and agriculture.

The lessons learnt from the case study are that one can have good plans and committed staff, but if there are no resources, project activities will not be implemented. Service providers need to have clear service provision approaches and methodologies to ensure good project results. A well-defined job description for staff helps them fulfill their tasks and evaluate their own performance. If farmers are left with their role of being the main actors and other players are facilitators, farmers will integrate the project activities into their "doing". For effective performance of an organisation, staff need motivation and incentives. Development organisations need to be innovative and take advantage of changes taking place to maintain relevance.

With respect to the critique of the methodology, the participatory guideline development was very useful but time-consuming. Enough time must be set-aside to conduct in-depth socio-economic group interviews. The consultation approach used was a good learning opportunity but prolonged participant observation could bring out a clearer and more in-depth analysis and finally there is need for formal introduction letters from PHILA as some stakeholders were reluctant to release information.

Highlights from the group work and clarification questions

In both Tanzania and Zimbabwe, it was observed that although PSP staff are often more highly qualified than FCO staff, they are often less motivated. FCOs tend to have more enabling working environments than PSPs. The fact that most FCO staff are ex-PSP staff, and had often obtained their BSc and MSc degrees while working with PSPs prior to then leaving for better opportunities, was discussed. The Tanzanian study highlighted the need for detailed staff

orientation prior to deployment to ensure they understand the mission and aims ("being") of the PSP they are employed by. The need for continuous capacity building of both staff and farmers by both FCOs and PSPs to keep abreast of new developments in technology and policy changes was highlighted.

While FCOs such as NFNZ in Zimbabwe, and CARITAS, SEMA and INADES in Tanzania, operate in a very localised and/or focused way in fixed localities and for set periods of time, PSPs are mandated to cover a much more extensive area. This carries implications on the one hand, for the quality of service rendered to farmers by PSPs with their 'thinned' coverage, and on the other, for the wider effectiveness and impact of FCOs given their concentration of resources in limited localities.

From the findings of both case studies, it was obvious that FCOs regularly engage PSPs in their operations, and that success stories often put down to FCO activities are in fact a result of collaboration between FCOs and PSPs. Formalising this collaboration would provide better service provision and reduce the likelihood of competition across or between FCOs and PSPs. The credit would also be shared between the two service providers which could be a motivating factor for PSPs.

The review workshop participants felt that neither of the Case Studies presented the findings from farmers' perspectives, hence it appeared the comparison was being conducted only from the perspectives of the service providers themselves without ground-truthing the work with those farmers supposedly receiving the said services. Given that both case study implementation teams had disaggregated the farmers they worked with by gender and in Tanzania also by wealth status, it was disappointing that no reference was made to different farmer groups perspectives and expectations of service provision. When questioned on this the Zimbabwean presenters said despite disaggregating the farmers by gender no differences were identified.

The consideration of only two PSPs and two FCOs by the Zimbabwean case study was felt to be an insufficient number of cases to then be drawing general conclusions about the way PSPs and FCOs work with farmers.

Table 2. Case study 2: Clarification questions in plenary

| | Questions/Comments | Answers/Responses |
|----------|---|--|
| ZIMBABWE | <ul style="list-style-type: none"> Why did some key informants hold back some valuable information especially on budget issues? | <ul style="list-style-type: none"> Scared about issues of accountability and has something to do with their organisational policies. |
| | <ul style="list-style-type: none"> Why is it that ZFU is at the periphery of the venn diagram yet they serve the same clients as AREX? | <ul style="list-style-type: none"> AREX was the source of the data for the venn diagram. It might also be a district issue, as ZFU is not well represented in all districts eg currently there is no ZFU district co-ordinator in Buhera where this study was conducted. The farmers who were interviewed indicated that, that was the case. |
| | <ul style="list-style-type: none"> Is ZFU really at the periphery i.e. from the farmers' perspective? It was also recommended that there should be better collaboration between PSPs and FCOs. That they should work jointly to achieve better service provision e.g. share transport costs or share a vehicle. The presentation brought out what the PSPs and FCOs said about how they worked with farmers but we did not hear much on the farmers' voices. This needs to be made clear in the final document. | |
| | <ul style="list-style-type: none"> Case study was not extensive-not all stakeholders were consulted. Researchers should have interviewed more organisations and consulted more stakeholders. | <ul style="list-style-type: none"> Time to carry out the study was limited, therefore only two FCOs and only PSPs based in Buhera were considered. |
| | <ul style="list-style-type: none"> While the focus group discussion participants were disaggregated by gender, did you find any differences in their demands for services? | <ul style="list-style-type: none"> No differences were identified |
| | <ul style="list-style-type: none"> Is it necessary to circulate discussion themes prior to visiting the organisations? | <ul style="list-style-type: none"> Team was discouraged from circulating themes before the interviews as this could have led to discussed responses to the questions (which could be untrue or slightly doctored) |
| TANZANIA | <ul style="list-style-type: none"> Did the farmers categorise themselves? | <ul style="list-style-type: none"> The researcher identified who fitted where. |
| | <ul style="list-style-type: none"> What do you mean when you say that a faith-based organisation is sacrificial? How do you differentiate between faith-based organisation and hands on organisations? | <ul style="list-style-type: none"> Means that the people who work in this organisation do it for the people and that money is not an issue i.e. they sacrifice their time for the community to do what is good. Faith based organisations work through intermediaries while the hands-on organisations do not rely on intermediaries. |
| | <ul style="list-style-type: none"> The comparison between PSPs and FCOs was quite comprehensive but the farmers' voice or perception was still missing. | |
| | <ul style="list-style-type: none"> The FCOs are working better than the PSPs. Is it because you selected the best FCOs? | <ul style="list-style-type: none"> The selection was random |
| | <ul style="list-style-type: none"> FCOs operate better than PSPs but FCOs ride on the skills and knowledge of PSPs. The brain drain from PSPs to FCOs also contributes to the success of the FCOs and that public service provision is left in the hands of people who are still wet behind the ears while experienced staff move to FCOs. FCOs and PSPs work closely at ground level. They need to collaborate more especially at the top management level. However, the credit tends to go towards the FCOs. There is need for formalisation of the operational modalities. | |

Table 3. Case study 2: Observations and analysis by groups

| | Group 1 | Group 2 | Group 3 | Group 4 |
|-----------------|---|---|---|---|
| Being | <ul style="list-style-type: none"> • PSPs staff are more highly qualified than FCOs. • PSPs staff are less motivated than FCOs. • FCOs have better working conditions than PSPs. • FCOs are better off in terms of resources than PSPs. | <ul style="list-style-type: none"> • There is a need for orientation of PSP staff before deployment (specific to PSPs in Tanzania). | | |
| Doing | <ul style="list-style-type: none"> • FCOs make more frequent follow-ups of their programmes than PSPs. • FCOs operate in a project style e.g. have a life-span of service provision until farmers graduate, whereas for PSPs service provisions is a continuous process. • In terms of coverage; some FCOs e.g NFNZ (Zw) and CARITAS SEMA, INADES (Tz) are highly localised where as PSPs are mandated to cover extensive areas • Both PSPs and FCOs service provision is equally affected by local politics. | <ul style="list-style-type: none"> • There is still need for capacity building of farmers to promote awareness of various technologies and policies. • Farmers tend to remember and positively assess those organisations which deliver tangible benefits. | | |
| Relating | | <ul style="list-style-type: none"> • FCOs do engage PSPs in most of their activities, there is a need to formalise this collaboration. | | <ul style="list-style-type: none"> • Both CSs need to recommend collaboration between PSPs & FCOs and even within themselves. • There should be no competition between PSPs and FCOs as they are both serving the same master, the farmer. |
| Methodology | | <ul style="list-style-type: none"> • Participants were of the opinion that despite the use of criteria in both Tanzania and Zimbabwe, site selection was pre-determined and hence there is possibility of biased conclusions. • In Zimbabwe only two FCOs were studied, the sample was too small to represent this category of service providers. | <ul style="list-style-type: none"> • There was inadequate analysis of farmers' perceptions in both Zimbabwe and Tanzania, current analysis is based on service providers perceptions. • More critical planning in terms of resources needed for the CS in both Zimbabwe and Tanzania e.g. time and capacity. • Circulation of discussion themes to interviewees prior to visiting them should be discouraged as it could bias responses. • The Zimbabwe results were perceived to be biased probably due to desk-based literature review, there is need for greater in-depth consultations with more stakeholders in the field. | <ul style="list-style-type: none"> • Comparisons between PSPs and FCOs need to be made clearer from the Zimbabwean CS. • Zimbabwe team need to analyse their data and indicate how the FCOs and PSPs interact with farmers. • Zimbabwe team had AREX at the centre of their venn diagramming during the institutional analysis; participants would have preferred to see the farmer at the centre. |
| Recommendations | | | | <ul style="list-style-type: none"> • The Zimbabwean CS recommendations need further elaboration. |

Case study 3: Buhera and Binga district nodal studies

Summary of Zimbabwean presentation

Presenter: Brighton Mvumi

The objective of this case study was to explore post-harvest service provision – past, present and potential – at the district level with a view to identifying the strengths and weaknesses of current practice, and to realising opportunities for improving the local post-harvest innovation systems. The delivery mechanism took the form of multi-stakeholder and multi-disciplinary, district planning workshops.

Implementation was initiated by the management team and other key PHILA members, these being Lungowe Marongwe (AES, Crop Production Branch, AREX HO); Kwadzanayi Mushore (RO, PPRI, AREX HO); Diego Matsvange (Livelihoods Manager, SC UK, Harare); Zwanyadza Soroti (CRS, Harare); Norman Mhazo (DTC, UZ); with workshop facilitation provided by Oliver Gundani (freelance facilitator). Support was also forthcoming from district staff, notably Vusumusi Moyo (DAEO, AREX), Tawanda Mapanda (AEO, AREX), Laimon Mutale (Trainer) and Thomas Ngoma (Agricultural Officer) of KMTC; in Binga, and Jackson Mushayapokuvaka (DAEO, AREX) and Abel Mugwati (AEO, AREX) and Basil Musendo (RT, AETS) in Buhera.

The methodology involved the following steps:

- stakeholder analysis of post-harvest players;
- multi-stakeholder workshops held in two dissimilar districts, incorporating the following tools:
 - timelines to explore past changes in the district, service provision and post-harvest issues;
 - presentation by the DAEO's office;
 - statements on stakeholders' core activities, key collaborators and the services they expected from collaborators;
 - exploration of the key characteristics of good service provision, as determined by 'same type' stakeholder groups;
 - linkage matrix: exploration of present linkages between stakeholders ranked against the top few 'good service provision' characteristics;
 - visioning exercise, followed by identification of conducive and impeding factors vis a vis district visions– an initial participatory strategic planning exercise.
 - draft strategies to mitigate the negative impact of factors inhibiting realisation of the district visions

- a video camera was used to assist with recording
- the actual proceedings were punctuated by various specific tools which were used as either energisers or to introduce the next topic
- adaptation of the methodology for the two workshops in Zimbabwe (previously two workshops had been held in Tanzania).

The timelines showed a general lack of detail before 1980. Some of the timeline highlights were: the frequency of droughts being only once in 7-10 years up to the 90s but more frequently in last 5 years; the loss of open pollinated varieties (OPVs) when hybrids were introduced in 1971 in Buhera and 1980 in Binga; the re-introduction of OPVs was not well accepted by the farmers as some of the varieties had performed poorly under field conditions; deliberate promotion of maize after 1980 at the expense of small grains which are more appropriate to these semi-arid areas. Increased donor/NGO activities were noted from 1980 onwards. There was limited mention of crop processing and it was only after probing that more information and experiences were shared. Commercial pesticides were reported to be already in use in the early 70s in Buhera.

The three most important criteria identified by farmers for assessing service provision in Binga were sustainability, realism/achievability, and transparency (in order of decreasing importance) whereas in Buhera, commitment, participatory planning, and understanding each other were the criteria singled out. Following the development of district visions by the participants, some of the negative factors that might impede the vision together with strategies for reducing the impact of these factors were summarised as shown in Table 4.

In Buhera, the facilitator used a participatory tool to psychologically prepare participants to accept the outcome of stakeholder relationship matrix and it worked positively. However, in Binga where the tool had not been used, some stakeholders "disappeared" after the outcome of the relationship matrix, possibly indicating disappointment. Engaging an outsider to facilitate the workshop allowed the key people to actively participate in the workshop. The facilitator stimulated debate, participation and engaged all participants e.g. using role plays. Use of the relationship matrix provided some neutral ground to point out the inadequacies of different service providers or for clients to demand for services.

The use of a video camera in the workshop generally stimulated participation. Unfortunately the operator was not always sensitive to the wider process when asking participants to repeat parts he had missed, and this was somewhat disruptive. Clearer instructions to the operator (i.e. that this particular 'technology' was not to

take precedence over the process), and/or training, would improve the process.

The application of visioning tool was difficult for Binga participants because of rapidly changing macro-environment, hence they agreed on a shorter timeframe for the vision. In Buhera, personification of the ear and eye worked well as both energiser and monitoring tool and allowed process and logistical issues to be picked during the workshop.

The timeline tool helped participants in the respective localities reveal and generate a lot of information that might otherwise have not been shared. Some interesting findings from the workshops included that processing was not generally perceived or understood to be a post-harvest activity, and that the introduction of new technologies does not necessarily translate into a positive impact on people lives.

The outcome of the relationship matrix, though not rigorous, provided individual opinions or perceptions of service provision by those organisational representatives present but which could also be confirmed or challenged by other participants. There is need for more such exercises to bring out mis-aligned relationships, to share information on who offers what service, and as a monitoring and evaluation tool.

It was observed that the IT skew between Harare and district offices makes communication extremely difficult. There was flawed information circulation within the districts as evidenced by

many farmers and some organisations who turned up for the workshops uninvited. Differences in policy implementation were also noted between the districts in terms of farmer incentives when they attend workshops with one of the districts not advocating for giving farmers incentives like other participants.

Very interestingly participants argued that farmers should be centre-staged in PHILA rather than the district extension office (who to some, appeared to be at the centre). The workshops also brought about the realisation by participants that problem-solving is not all about external support; but that better use of available resources might also lead to improved effectiveness. It was felt that the biggest challenge now is how to institutionalise the learning alliance approach, and in particular, to reach out to more farmers and other stakeholders.

Table 4. Obstacles to the visions and suggested strategies for minimising the impact

| Obstacles | Strategies for reducing impact |
|--|--|
| Seed insecurity | Local seed multiplication & bulking; Use of OPV; Promote seed storage |
| High staff turn-over | Recruit locals, facilitate training of locals; Decentralisation of recruitment at district level |
| Poor storage facilities (<i>for grain</i>) | Introduce modern structures |
| Lack of draught power/ farming equipment | Use of minimum tillage |
| Lack of coordination of stakeholders | Use Learning Alliance approach |
| Lack of good strategies | Strategic planning workshop |
| Dependency syndrome | Promote farmer contribution in services |
| HIV/AIDS | Make <i>Moringa</i> more accessible & encourage supply and utilization |
| Poor rainfall seasons | Conservation farming, water harvesting techniques, irrigation |
| Financial constraints | Income generation activities such as group work over a traditional beer |

Summary of Tanzanian presentation

Presenter: Tanya Stathers

The objectives of this case study conducted in Singida and Manyoni districts in Central Tanzania were the same as those for Zimbabwe. The case study was conducted through a participatory multi-stakeholder workshop, using a timeline tool to learn about key general and post-harvest past events in the districts. All participants presented

information about the services they offer to and expect from others, the differing perspectives of good service provision were compared and a relationship matrix tool used to look at how each stakeholder group ranked those they collaborate with in terms of the services they provide. A force-field analysis was used to begin developing a strategic plan for improving post-harvest service provision in the districts.

Key general events included the world wars, independence, villagisation, HIV/ AIDS, El Nino, and the arrival of electricity, tarmac roads, mobile phones. Famines and pest outbreaks (locusts,

quelea quelea, rodents, grasshoppers, stinkbugs, lovebirds) occurred frequently. Post-harvest events included the building of granaries by the colonials back in 1930-50s, the changing storage systems over time from underground pits to woven baskets (vihenge), to sacks and mud plastered woven granaries. The arrival of milling machines, the arrival of the devastating larger grain borer beetle (LGB, *Prostephanus truncatus*) and the ensuing government control campaigns, the arrival of protectants such as Actellic Super dust in the 1980s, the banning of DDT, issues of fake pesticides leading to increased use of ash and neem and registration of two new products, Stocal and Shumba dust. Reports of some farmers using tablet protectants or tobacco pesticides on their grain.

A wide range of criteria were mentioned as being important for good service provision, the top three criteria mentioned by farmers in Singida district were governance, information, and communication, while in Manyoni district, the relevance of the service provided, performance/responsiveness, and leadership were mentioned. The relationship matrix enabled participants to get a clear view of their reflection as perceived by those they work with, and helped identify key stakeholders who had not been included in the workshop.

Singida districts vision for 2015 was about being the best service provision district and meeting their farmers needs, while Manyoni districts was about their farmers being involved in commercial as opposed to just subsistence agriculture and simultaneously conserving the environment and developing sustainably. Obstacles to achieving these visions included: crop & livestock diseases; reduced numbers of extension staff; climate change and unpredictable rainfall; poor infrastructure; high profit margins of stockists; difficult savings arrangements; low levels of trust in the markets; low usage of animal draught power; lack of knowledge about farmers needs; poor crop storage systems; high HIV/ AIDS infection rates; poverty; environmental deterioration; giving up hope; poor communication and participation between stakeholders.

The district extension staff felt that they learnt about how others view their service provision and relationships, and what others' expectations of them were, some weaknesses and strengths in the existing system were identified.

Highlights from the group work and clarification questions

As already indicated a number of the participants had also partaken in the district participatory

planning workshops in Buhera and/or Binga districts. These included the respective district extension staff and other members of the implementation team, together with other local stakeholders. This meant that the degree of familiarity with the case study was much higher than for those case studies undertaken by one or two researchers with remote stakeholders.

The issues raised by the participants in the plenary clarification questions session and then the group work following the presentations of both the Zimbabwean and Tanzanian district stakeholder analysis workshop are shown below. In summary important issues focused on:

- **Stakeholder participation.** Which stakeholders should have been present? Why didn't all those who were invited attend? Issues over lack of national and line manager knowledge of and approval of PHILA activities.
- **Tools.** Some comments suggested that the use of high tech tools (possibly power-point although this was not specified) may have disrupted participation (perhaps inhibiting others less familiar with the approach from presenting or sharing their views). Most comments however were very supportive of the tools mentioning the use of timelines, relationship matrices, cartoons and pictures as having been very positive. It was pointed out that the timeline seemed to capture that information stored in short-term memory (more recent events), better than that associated with events that happened further back in time. Participants found it very interesting to compare the commonality of historic events between Zimbabwe and Tanzania and the impact of the arrival of the larger grain borer (LGB) in Tanzania and the impact of the fear of its arrival on Zimbabwe. They also highlighted the fact very few post-harvest events were mentioned prior to independence. Another issue perceived as important was the loss of biodiversity in Zimbabwe associated with the widespread adoption of hybrid maize varieties and subsequent loss of OPVs, and the negative impact this was having now, when farmers could no longer access or afford to purchase hybrid maize. It was felt that the 'present' state of service provision in the districts had not been captured well by the chosen tools, and one group suggested that questionnaires might have been used to learn more about current service provision. The cost-effectiveness of the tools and process used was also questioned, although not backed up with suggestions of alternatives.

Table 5. Case Study 3: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|---|---|
| <ul style="list-style-type: none"> Has any stakeholder workshop been done at national level as district officers cannot influence policy? | <ul style="list-style-type: none"> The inception workshop was national. |
| <ul style="list-style-type: none"> Do you not think that the PHILA concept should have been publicised? We should have tried to sell the concept to the heads of departments to ensure a larger turn out at the inception workshop and for the concept to filter down. | <ul style="list-style-type: none"> How could the PHILA concept be publicised when this was just the inception workshop? Communications were written to the heads of departments/branches and it was up to them to select who would attend the workshop. Policy-makers would also have been consulted through the Policy Study (Case Study 8) which would generate a policy briefing note as one of the outputs but unfortunately it had not yet been implemented by the time this review workshop was held. However, the need for deliberately engaging policy-makers was noted. |
| <ul style="list-style-type: none"> In order to get a broader picture, one speaker advocated for the use of another tool to capture the events that were occurring at the present time without solely relying on what the stakeholders were contributing. | |
| <ul style="list-style-type: none"> How many stakeholders participated in the district workshops? It is important to understand the reasons for failure to attend by some invited stakeholders. | <ul style="list-style-type: none"> Most district level stakeholders participated and those who did not attend despite being invited were mainly from private sector/local traders who usually prioritise profits. Shortage of fuel also prevented stakeholders operating from outside the district to attend. |
| <ul style="list-style-type: none"> It was observed that there is lack of a mechanism to preserve the more adaptive but less performing local technologies in favour of the high tech exotic material. | |
| <ul style="list-style-type: none"> How do we institutionalise PHILA? How do we ensure ownership of the concept by the district? | <ul style="list-style-type: none"> <i>Response not recorded</i> |

Table 6. Case Study 3: Observations and analysis by groups

| Group 1 | Group 2 | Group 3 | Group 4 |
|--|---|---|---|
| 1. PHILA concept should have been introduced at national level | 1. Zimbabwe and Tanzania had very few post-harvest activities (such as grain protection) before they attained their Independence (1980 and 1961 respectively) | 1. Lack of publicity at national level | 1. Use of relationship matrix Appreciable as tool for feed back and self evaluation |
| 2. A critical analysis of stakeholder's attendance | 2. From the general timeline, construction of Kariba dam affected the lives of the Tonga people (relocation) | 2. Timelines are useful in jogging people's memory. However, they are useful in capturing short term memory | 2. Time line an effective tool of collection information (event trends) |
| 3. An analysis of the reasons of why some stakeholders never turned up for the workshop | 3. LGB outbreak in Tanzania (although it didn't happen in Zimbabwe it triggered a lot of measures being put in place to reduce the chances of this pest getting in to Zimbabwe) | 3. Reasons /explanations of events need to be captured fully. | 3. Use of external facilitator improved participation |
| 4. We need to develop the mechanism of ensuring the ownership of the PHILA Concept | 4. Loss of OPVs after the introduction of hybrids in Zimbabwe | 4. Needed to capture more on the present –needed to use another tool. | 4. The workshops at district level involved the front line staff and farmers. |
| 5. Use of high technology (workshop tools) may disrupt participation | 5. Fake protectants on markets in Tanzania | 5. Need to have a representative sample of all farmers especially in relation to age. | 5. Use of cartoons and pictures added value to presentations. |
| 6. Lack of mechanism to preserve more adoptive technologies in preference to high technology | | 6. Could have also used questionnaires. | 6. Cost effectiveness? |

V. Case studies: Farmer demand

Case study 4: Exploring empowerment initiatives

Process: *Although numerically, and in this report, the supply-side presentations have been reported first, the workshop presentations started with the demand-side case studies (CS 4 and 6).*

Summary of presentation

Presenters: Zwanyadza Soroti and Hopewell Zheke

The objective of this case study was to explore existing in-country initiatives (in any sector) that were using 'empowerment' or 'rights-based' approaches, to facilitate communities or groups in laying claim to - demanding – the services they need, with a view to identifying lessons that might be transferable to agricultural extension in general and to post-harvest relationships in particular. It was anticipated that insights would provide complementary learning opportunities – models to copy, or avoid – for service provision.

Four empowerment cases were studied; these comprised the Communal Areas Management Programme for Indigenous Resources (CAMPFIRE), Farmers Association of Chiefs/Headmen Investment Groups (FACHIG), Farmer Field Schools, and Musasa, a project focusing on the rights of women. The instruments used for data collection included FGDs, key informant interviews and direct observations, and review of literature.

The research findings showed that empowerment was dynamic, both a process and an outcome and that time after launching an initiative had an impact on the level of empowerment. The study identified the following characteristics for an empowering project: ensures access to resources; improves capabilities; encourages collectivity; inspires growth; task-focused; fosters leadership skills; and, provides opportunities for members to function in different roles and to make decisions. Some of the processes that were identified are: group formation, effective partnerships, stakeholder participation, communication, capacity building, resource availability and, lobbying and advocacy. Decentralised governance, new policies and legislature, increase in capacity and capabilities, self-sustenance and ownership of the programme/project were cited as some of the outcomes of empowerment.

A critique of the methodology revealed that a multi-case study design with replications was

useful and minimised subjectivity by triangulating the multiple sources of data gathered from FGDs, key informant interviews, review of secondary data and direct observations. It also revealed that as the primary instrument of data collection, the researcher needed to be aware of the inherent biases. The critique also covered aspects on the choice of sub-case studies, analysis and other aspects that could have improved the methodology and validity of findings.

Recommendations emerging from the study are that there is a need for: ensuring building of strategic partnerships, full stakeholder participation, observing human rights, transparency and accountability in governance issues are, sustainability considerations, and lobbying for change.

Finally, the critique of the PHILA process revealed that some interviewees were reluctant to participate in the survey due to a variety of reasons including the absence of introductory letters. Telephonic interviews can be problematic as one cannot check verbal information against other information sources (e.g. body language). However, the study revealed that the PHILA way of on-going sharing and improving of plans and write ups was positive.

Highlights from the group work and clarification questions

The audience failed to appreciate the link between post-harvest innovation systems or agriculture in general with empowerment especially regarding the Musasa project (based on articulation of women's rights) which two groups felt was irrelevant to PHILA. One group questioned whether the case studies were answering a specific need *viz* farmer-driven initiatives. It was clarified that the objective was to draw lessons from different experiences which could then be applied to PHILA in an effort to improve service provision.

Participants identified motivation and culture as factors influencing empowerment. It was acknowledged that empowerment is a process, that requires resources and commitment from both the empowering agent and the client, in addition to knowledge/familiarity with the process and effective communication at all levels.

It was observed that some relevant stakeholders such as RDCs were not interviewed. In addition, it was suggested that in-depth household surveys were needed to verify whether empowerment had actually occurred or not.

It was felt that farmers are generally not being involved in planning and decision-making which will not result in their empowerment. Challenges identified by the groups included: how to get full and genuine stakeholder participation in the

empowerment process and how the beneficiaries can be recognised as legally empowered, as the case study had highlighted the example of domestic violence not being taken seriously until

it was officially made illegal; at which point the authorities then felt empowered to act against this crime.

Table 7. Case Study 4: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|---|---|
| <ul style="list-style-type: none"> • Is empowerment relevant to PHILA? | <ul style="list-style-type: none"> • We are trying to draw lessons from different experiences. |
| <ul style="list-style-type: none"> • Lack of motivation could be an impediment to participation. | |
| <ul style="list-style-type: none"> • Is choice of case study (Musasa Project) gender-sensitive? Even men are abused. | |
| <ul style="list-style-type: none"> • Do cultural dimensions influence empowerment? | <ul style="list-style-type: none"> • It is important to take culture into consideration |

Table 8. Case Study 4: Observations and analysis by groups

| Group 1 | Group 2 | Group 3 | Group 4 |
|--|---|--|---|
| <ol style="list-style-type: none"> 1. Are beneficiaries legally empowered? 2. Researchers did not interview all relevant stakeholders? eg RDCs 3. Literature review type of study | <ol style="list-style-type: none"> 1. Empowerment is a process 2. Empowerment requirements: <ul style="list-style-type: none"> – Resources – Commitment – Knowledge – Effective communication at all levels 3. Choice of some of the case studies not linked to PHILA e.g. Musasa project | <ol style="list-style-type: none"> 1. How do you encourage full stakeholder participation? 2. In-depth household surveys needed to be carried out 3. Lack of motivation | <ol style="list-style-type: none"> 1. Were the case studies farmer-driven? (i.e. answering a need) 2. Some sub-case studies had little relevance to post-harvest & agriculture 3. Farmers not really involved in planning and decision-making 4. Influence policy formations 5. Choice of Case Study not appropriate e.g. Musasa |

Case study 5: Household enquiry visits - learning to listen and listening to learn

Summary and explanation

Process: During the development of the original project proposal it was planned to build on the enquiry visit approach that had been developed in the parent project. This approach focuses on mainlining farmers in all extension processes. The associated tools provide extension staff with the means to listen and learn from farmers about their diverse circumstances, needs and priorities, and the factors that influence their decision-making. It was intended that service providers in the focal districts of Singida and Manyoni in Tanzania, and Buhera and Binga in Zimbabwe would be introduced to the enquiry visit approach and accompanying tools to facilitate understanding and responsiveness to local post-harvest demand.

This case study was not presented at the review workshop, but is included for information-sharing purposes and to provide a complete record of the research activities being undertaken by the project.

The enquiry visit approach was developed in response to the all too familiar scenario of specific technologies identified and ‘proven’ to work by researchers, failing to be adopted by farmers, and thus failing to have any impact (i.e. address underlying food security problems). It was felt that existing needs assessment practices, if and when used, failed to differentiate between the different types of rural households. As a consequence, either the problems tackled were not relevant to significant sections of the community and particularly poorer households, or the technical solutions failed to take adequate account of the straitened circumstances (e.g. limited resource base, vulnerability etc) of those sections, and were thus inappropriate. The challenge is to mainline the understanding of the diversity of farmers in the minds of service providers (i.e. bring about attitudinal change), and/or to provide them with the practical tools for realising this understanding and enable them to move away from the ‘one size fits all’ approach that is currently widespread.

The enquiry approach specifically provides: opportunities for understanding how farmers learn and make decisions; understanding of how information required by farmers is typically secured from diverse, overlapping information networks (e.g. formal and informal, civil society

and state sector); opportunities to help farmers 'negotiate' the bureaucracies and lay claim to needed resources - 'demand driven' services; an excellent channel for evaluating impact.

Farming households are not homogeneous. They operate in different agro-ecological zones, have different individual and household resources to call upon, are exposed to different social, cultural and institutional pressures, and deploy different livelihood strategies. Storage decision making will be influenced by:

- post-harvest factors: storage practices (e.g. cultural & technical); quantity and quality of grain; timing & levels of infestation etc;
- farming system factors: mixture of crops grown; cash cf food cf fodder crops etc;
- 'livelihoods' factors: household size; social events (e.g. visits, funerals); interventions (e.g. food aid, DE project); market prices, seasonality.

These may also be represented as in Figure 3.

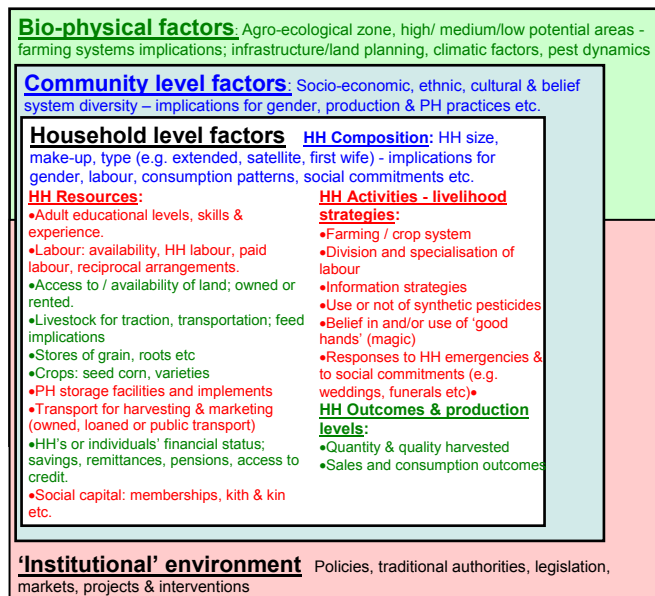


Figure 3. Factors / circumstances influencing farmer post-harvest decision-making

To develop a better understanding of the factors that determine farmer or household decision-making we first needed a *methodology* to steer the research. The methodology in turn was based on two underpinning approaches: farmer participatory approaches (FPAs), to better enable us to learn from farmers; and the sustainable livelihood approach, which not only endorses FPAs but also provides an organising framework to facilitate analysis and understanding. *Tools* (or instruments) were also needed to undertake the activities associated with each of the methodological steps, and a *plan* to link tools, resources and people to these steps, within a given time framework.

The first step in introducing the approach to extension staff (after identifying the working locations) is to ensure that they are not only sensitised to farmer diversity but also to its relevance to responsiveness - tailoring responses to diverse farmers' demands. The second step in the methodology relates to disaggregating the rural community, and is done using participatory wealth ranking (see Box).

Box 1. Why 'wealth' ranking?

Finding out about wealth and incomes within a community is difficult. People are often not willing to provide information on incomes. Questionnaires across the whole community are very time-consuming and can still miss important factors affecting wealth. Community group approaches can miss the poorest people, who often have low levels of involvement in community affairs and may be less likely to express their opinions in discussions.

The concept of wealth ranking is based on using local knowledge about people's levels of wealth. Local people who live and work in the same village and who can observe others over a long time period may be better judges of levels of wealth than an outsider. Also, in all societies, the local people have their own concepts of wealth, which are not only dependent on cash income.

In a wealth ranking exercise, key informants from the local communities rank their fellow villagers into wealth categories. The informants decide on their own definitions of wealth and wealth categories. The wealth ranking exercise therefore helps to bring out the complexities and realities of wealth and poverty, rather than using definitions pre-determined by researchers.

(Source: Jeffries, Warburton, Oppong-Nkrumah & Fredua Antoh)

Participatory wealth ranking by key informants generates a profile of the local community which normally takes the form of 3 – 5 basic household (HH) types. Indicators for each type are usually based on HH resources, livelihood activities and outcomes, but may also include dispositional factors (e.g. sincerity, unselfishness, ready to help). In addition to identifying the basic household types, key informants are also invited to assign all HHs to a particular type, or in larger communities (>150 HHs) to estimate the number or proportions of HHs in each type. Sample households from each HH type may then be identified. The numbers (and proportions) sampled will depend on the purpose of the exercise: training and demonstration purposes might suggest less than those required for more formal research enquiries.

The enquiry methodology is also built around repeat visits (minimum of 3), with open questions being asked of both past activities and future plans. This format allows not only for the checking of dubious information and gap filling from a previous enquiry visit, but also for the exploration of why plans referred to during an earlier visit may have subsequently changed. In

particular we have found that the repeat visit format allows for or enables relationship and trust to develop between researchers/extension staff and the household members, and that together this gives rise to a more comprehensive picture of the household and household decision-making over time.

The current enquiry framework captures: basic interview details; farmer managed trial details and developments (associated with earlier DE trials); farmer's description of PH (or/and crop production) activities; farmer's estimation of PH (or/and crop production outcomes; farmer's view on factors influencing PH (or/and crop production) activity outcomes; farmer's future plans; farmer's information networks; household livelihood activities; and, household livelihood assets.

The enquiry visit approach was originally developed and used in Tanzania in Mlali village, Kongwa district, and in Arri village, Babati district. It has continued to be used in Mlali village, where a good understanding of the factors affecting the post-harvest decision making of 18 households over a three year period has been developed.

In Zimbabwe, the enquiry visit approach is being implemented in Buhera district following training on the tool provided to the district extension staff by the MT in May 2005. The study involves at least 21 farmers in different wealth categories and so far two visits to the same households have been made and a third is scheduled for April/May 2006. Further follow-up on the use of the approach and the associated tools, and the outcome of the data analysis, is planned to take place in Buhera district.

Case study 6: Farmer and frontline extension staff exchange visits

Summary of presentation

Presenter: Tanya Stathers

The objectives of this case study conducted in Mlali village, Kongwa district in Central Tanzania were to explore and develop insights that might improve our understanding of the particular circumstances and mechanisms that facilitate or inhibit farmer-to-farmer learning. It is hoped that these insights will then contribute to the overall aim of improving the ability of farmers to access and utilise relevant post-harvest information, and of helping service providers to better understand, facilitate and/or meet these requirements.

The village of Mlali was selected to host the visit as the project team had been working there for four years with a previous project testing the efficacy and acceptability of diatomaceous earths

and other grain protectants, and the village authorities were happy to welcome the visitors. The participating farmers and extension staff from Singida and Manyoni districts in Central Tanzania were selected by their respective district agriculture and livestock development offices. The ten farmers from each district, included representatives from different wealth groups (ie three, five and two from poorer, medium and higher wealth households), half of them were female, and from Singida several of those who had been involved in testing botanicals as grain protectants as part of a crop protection information promotion project were included. The extension staff, six and four from the two districts respectively included DALDOs, SMS and ward extension officers. The two-day visit occurred in September 2005 during the post-harvest season.



The approach used was one of allowing the visiting farmers complete freedom to wander around Mlali village, interacting as they wished with whomever they chose on whatever topic they wanted. The challenge then related to how we might learn with and through these farmers and extension staff during the exchange visits, with the additional complication of how we were going to capture the actual exchanges – content and mechanisms – between farmers and with and between extension staff. It was decided that visual records and records of oral testimony would be used, to complement any contemporaneous written records. It was felt that not only would visual and oral records help side step any literacy and/or cultural issues, but also that they could be more easily shared with others on return to their own villages. A video diary method was used which involved participants sharing their expectations prior to the visit and their thoughts and feelings about what they had

experienced at the end of each day. These video diary entries were captured using a video camera. Single use cameras were also provided for all the participants and a one hour training course on how to use a camera was conducted on the first morning as most of the participants had not used cameras before. Participants were asked to take photos of anything they found interesting, and it was hoped that by carrying the cameras with them during the visit, an actual record of the things they wanted to learn about from the other farmers would be kept, and could be later analysed and explored. Participants were also given notebooks and asked to make a record of the reasoning behind why they took each photograph, in addition to any other notes they wanted to write down. At the end of the two-day visit, the cameras, video film and notebooks were collected for development and analysis.

Although a thorough analysis of the photos has been done, further analysis of the notebook contents and the video footage is still required. Whilst it was easy to classify the photos by activity e.g. transporting, drying, threshing/shelling, storage, marketing, processing, consumption, livestock keeping etc, it was felt that it would be more meaningful to also categorise them based on the reasoning behind why they were taken. A livelihoods approach was taken for this, so that each photo was classified by activity and capital asset (i.e. natural, physical, human, social, or financial). For example depending on the explanation given by the photographer, a photograph of a drying crib with maize in it might be categorised under: natural - if the reasoning described the maize crop in the crib, or the materials used for building the crib; physical – if the number, size, or capacity, or alternative function of the crib was mentioned; human – if the farmers skills in terms of crop drying, farming or crib construction are referred to; social – if the crib is referred to as evidence of a groups communal activities. All 418 photographs were categorised in this way. Most of the descriptions focused on the presence or absence of the host farmers skills (human capital). When the data was disaggregated by gender, female farmers most commonly mentioned the human skills, followed by natural resources and then physical structures and tools, while male farmers tended to mention human skills most frequently followed by physical structures and tools and then natural resources. Wealthy farmers also tended to mention human capital followed by physical capital and then natural capital. Very few references to either social or financial capital were made. Female farmers tended to visit and talk to other females as opposed to male farmers. Farmers were more likely to include people in their photographs compared to extension staff. The video diary sessions revealed a lot more reflection than was

evident from notebooks and photographs, often describing what Mlali farmers were and weren't doing i.e. not planting in rows with recommended spacing, frequent use of Actellic EC on crops, profitable livestock-keeping, comparison of sunflower yields with their own land etc. An edited video film of the video diary entries is being created for showing back to the participants' villages to help stimulate further debate and learning and to help share the experiences with others in their villages. The participants seemed to find the video diary an easy medium to use, although a few were shy. Notebook entries made by farmers tended to be very brief supporting the decision to use tools such as videos and cameras in addition to notebooks.

Participants appreciated being left free to explore whatever interested them. The cameras worked well, and resulted in high quality visual images with great potential for further sharing of experiences by the participants. The timing of the visit led to a post-harvest focus, and meant that Mlali farmers tended to be at their homesteads as opposed to away in their fields to discuss and share experiences with the visitors.

The edited video film, the photographs and notebooks will be returned to the farmers. Follow-up visits to participants 6-12 months after the study/ exchange visit to learn about how the information they gained has been used are needed. The fact that farmers mainly described other farmers' skills (human capital) or lack of them, highlights: the role of farmers who have had personal experience of the impact of the 'knowledge' on their own livelihoods in service provision, and; the importance of involving farmers in identifying, developing, testing and promoting potential solutions to constraints they face. The trend for women to visit other women highlights the importance for service providers to acknowledge the diversity of farmers and to learn about the needs of different groups (by gender, wealth, age, location etc) and develop strategies for providing the different services they require. The process of thinking about the different human, natural, physical, social and financial resource issues surrounding the service is likely to improve the uptake of information. The timeframe of this case study and the project has been too short to gain any more than a preliminary feel at one point in time.

Highlights from the clarification questions

The presentation generated a lot of interest from the audience. Unfortunately there was no basis for comparison because a similar study had not been conducted in Zimbabwe. However, experiences were drawn from the participants on

previous exchange visits in the country. It was clear from these experiences that the challenge for farmers, extension and NGO staff to capture what interested them in a systematic way as part of the learning process and to facilitate sharing of the information and experiences with others back in their areas of operation; and to subsequently

monitor the uptake of the experiences; had received virtually no attention. Participants felt the use of pictures was a powerful and cost-effective tool for capturing information about exchange visits and for sharing with others.

Table 9. Case Study 6: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|---|--|
| <ul style="list-style-type: none"> • How were farmers selected and what was the age range? | <ul style="list-style-type: none"> • By local extension staff. The age range of the farmers was mid-20s to mid-60s |
| <ul style="list-style-type: none"> • Any parallels between Tanzania and Zimbabwe? | <ul style="list-style-type: none"> • Difficult to compare as the case study has not been implemented in Zimbabwe. |
| <ul style="list-style-type: none"> • Any experiences (from the review workshop participants) on farmer exchange visits? How were the experiences recorded? | <ul style="list-style-type: none"> • Binga district farmers visited Guruve district to observe cotton production. Cotton farmers in groups at selected centres were visited rather than individual villages. Nothing was formally recorded (Binga farmer). • SC-UK facilitated exchange visits between Nyaminyami (Zambezi Valley) and Gokwe farmers to introduce enterprise diversity (bee-keeping, root and tuber crops) in the Valley but experiences not formerly documented. SC – UK also facilitated Gokwe farmers to visit Binga farmer study group farmers. Information capturing was just by the farmers themselves through their field note books. |
| <ul style="list-style-type: none"> • How was information from exchange visits shared with other farmers without any documentation? | <ul style="list-style-type: none"> • During field days and at ward meetings. |
| <ul style="list-style-type: none"> • Photographs were identified as a powerful tool for recording information during field visits. | |
| <ul style="list-style-type: none"> • Is there evidence of uptake based on exchange visits? What time frame before effect of exchange visits can be seen? | <ul style="list-style-type: none"> • Some farmers in the Zambezi valley have now started projects such as seed multiplication, based on the exchange visits that SC-UK organised. It can take about 6 months for effect to be observed depending on nature of project and the seasonality of any crops focused on etc. |

Case study 9: The agro-processing industry: opportunities and constraints for small-scale farmers?

Presenter: Norman Mhazo

Summary of presentation

The objectives of this study were to identify opportunities and constraints for small-scale farmers in current agro-processing systems (small, medium and large), and to develop and present a detailed and clear picture of what small –medium agro-processing systems require to effectively manufacture and market processed products; and to review agro-processing service provision, research and extension linkages in Zimbabwe. The study was executed through a desk review of literature focusing on commodity-specific cases of agro-processing enterprises. Informal discussions with key players in agro-processing were also conducted.

Prior to Zimbabwe’s independence in 1980, manufacturing, distribution and sales of agro-processing equipment as well as processing of commercial agricultural products were a preserve of the large scale conglomerate companies. In the mid-1990s, there was rapid growth of both formal and informal small and medium scale manufacturers of equipment; a trend that could be attributed to the Economic Structural Adjustment Programme (ESAP) implemented by the government then. This was characterised by a dramatic increase in small- and medium-scale agro-processing enterprises; and a wider variety of processed food and non-food products became available on the market.

Despite the resultant increase in the number of agro-processors and the employment opportunities thereby created, the current market forces and the prevailing economic environment tend to favour the growth of medium-scale enterprises through down-sizing large-scale processing systems and upgrading of small-scale processing enterprises. The loss of business by large-scale processors has led to massive retrenchments and even closure of factories,

whilst women's clubs have been disempowered by the loss of smaller-scale enterprises.

The Zimbabwe agro-processing industry plays a vital role in the national economic development and has potential to meet both local needs and export requirements. The supporting infrastructure for the industry in terms of electricity supply (through the government-funded rural electrification programme) and road and telecommunication networks is well-established. There are also well-established skills training programmes in manufacturing (tool making, welding), for rural artisans and users. However, the sector currently faces many challenges emanating from the poor performance of the national economy, uncertainties that exist over access to both local and foreign finances, limited technical advice, limited marketing information and lack of reliable markets.

There are limited and isolated research and development initiatives in the public and private sectors due to lack of specific budgets, shortage of qualified staff and over-dependence on imports. The successful development of shellers, threshers, vegetable oil presses and peanut butter mills has largely been through the support of donor funds.

Key lessons that emerged from the study are that equipment ownership (individuals, farmer groups or entrepreneurs) has been left for people to decide on without technical advice. Equipment costs are beyond the reach of individuals and the prevailing economic environment favours technology access rather than ownership. Large-scale processors can only survive by subcontracting medium-scale processors that meet their standards, to supply processed products in bulk for them to pack and market.

Literature on small and medium scale agro-processing often leaves out meat, *mopani* worm, fish and non-food products such as hides and skins, timber and medicinal plants. However, some people may argue that the areas of timber and medicinal plants fall more into the theme of natural resources than agro-processing. Documented studies are commodity-based such as grain milling and vegetable oil pressing. This case study has helped to collate and synthesise the scattered literature.

A key PHILA process learning is that there is hidden agro-processing information and expertise among technocrats that has been deliberately kept unpublished for commercial purposes and people are unwilling to share this information freely. Studies of this type require good connectivity to be able to access relevant and up-to-date information.

Highlights from the group work and clarification questions

The groups felt that the case study had been biased towards the processing of crops at the expense of other products such as meat, fish, mopani worms etc. The importance of non-food products such as soap-making and leather-tanning was also highlighted. The study lacked detail on the marketing of processed products although this is identified as a critical area for agro-processing enterprises, particularly as regards the understanding of quality standards by small-scale producers.

The current tendency for agro-processing enterprises to shift from both small- and large-scale towards medium-scale is a good opportunity for employment creation but brings in fears that food safety standards may be compromised. A recommendation was made to consider nutritional and taste effects of processed foods to protect consumers against nutritional insecurity. This calls for enforcement of food safety and hygiene standards.

There were queries regarding whether well-adapted but low capacity local technologies were being lost in favour of high tech exotic processing materials. The issue of patents and whether agro-processing information is frequently being kept secret as opposed to being shared for the benefit of farmers was raised. The commercial aspect of machine design, production and sales does mean that some issues are seen as confidential by both researchers and agro-processing companies, however most SME developments have been funded by donors who set conditions that the developed technologies must be shared.

Table 10. Case Study 9: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|--|---|
| <ul style="list-style-type: none"> Why are small-scale processors no longer there? | <ul style="list-style-type: none"> They were not abandoned intentionally but people prefer more convenient technologies. |
| <ul style="list-style-type: none"> Why was there no mention of processing of small grains in the case study? | <ul style="list-style-type: none"> Threshers mentioned were for small grains. The threshers that are available are too large for small communities; either they need to be down-sized or adopt service threshing using mobile threshers. Dehullers have been introduced in some areas but they ended-up being used on maize rather than small grains because consumers wanted a specific flavour associated with traditional methods which include roasting. |
| <ul style="list-style-type: none"> Is there the issue of patents in relation to making technologies available? Does the issue of patent rights benefit the farmer? | <ul style="list-style-type: none"> Most SME developments were funded by Donors who set conditions that developed technologies should be shared. There is need to motivate the researcher through patenting and to maintain standards of equipment so farmers can get consistent products. |
| <ul style="list-style-type: none"> Very little research on marketing in the case study. | <ul style="list-style-type: none"> Certain standards have to be met before equipment from SMEs can get to the formal market and the informal sector is not very educated on market issues. Issues pertaining to marketing of processed products would be covered in greater detail in the Policy Study (Case Study 8) |
| <ul style="list-style-type: none"> It was observed that there is lack of mechanism to preserve the more adaptive but less performing local technologies in favour of the high tech exotic material. | <ul style="list-style-type: none"> |

Table 11. Case Study 9: Observations and analysis by groups

| Group 1 | Group 2 | Group 3 | Group 4 |
|---|---|--|---|
| <ol style="list-style-type: none"> The research is biased towards crop processing (very little on animal and fish processing) Stakeholder participation limited The research did not capture a lot on marketing Assessment of the farmers needs for particular machines is necessary Training of local artisans is a good move There is high staff turn over at government institutions Historical trends in SMEs is appreciable | <ol style="list-style-type: none"> Shift of agro-processing enterprises from small and large to medium <ul style="list-style-type: none"> Raw materials (L-M) Foreign currency constraints Electrification of Growth Points/Rural Service Centres Cost effectiveness (S-M) Lack of information-sharing in agro-processing technologies Some sectors are being left out in agro-processing e.g. fish, mopani worms, beef and its products The constraints in accessing available finance for agro-processing projects Case study did not involve grass-root stakeholders | <ol style="list-style-type: none"> Food quality and safety standards are compromised There is value addition to produce at grass-root level Accessibility of markets for farm produce Employment creation Reduction in transport costs Diversity of industries at growth points like welding, peanut butter, milling, soap-making, leather-tanning | <ol style="list-style-type: none"> Problems that farmers face after harvesting e.g. lack of sufficient information Post-harvest technology should not be limited to grains and pulses; should include horticultural produce Manufacturing standards should be enforced Agro-processing should consider nutrient retention and taste post processing |

VI. Responsiveness to farmer demand

Process: While the individual case studies were expected to increase understanding of the specific subjects of study, it was also anticipated that additional understanding and insights would be derived from consideration of the case studies together. The following exercise was set not only to explore the potential synergies that might stem from holistic consideration of the case study findings, but also to explore and seek any advantage that might derive from adopting a multi-stakeholder approach to the process: a further conscious effort to engage PHILA members in 'doing things differently'.

Following presentation of the service provision supply and demand case studies (CSs 2, 3 and CSs 4 & 6 respectively) and plenary and group discussion of them, the groups were asked to critically reflect on what they had heard and to synthesise their thoughts on service provision and demand using the information from the Case Study presentations and their own experience to identify enabling or positive factors that supported service provision responsiveness to farmer demand, and negative factors that reduced it.

Following this exercise they were then asked to think about ways they could enhance the likelihood of these positive factors happening and offset the negative factors. The groups' responses are presented in full in Appendix III.

Summary and discussion of group work

In summarising the four groups' outcomes:

- **the negative factors included:** poor resources, working conditions and motivation of public sector service providers (PSPs) and the resulting brain drain from PSPs as individuals left to find better opportunities; the poor collaboration between service provision stakeholders in helping to share the scarce resources were issues raised. Additionally the lack of skills and resources of farmers and their reluctance to adopt technologies were mentioned as other key obstacles. It is interesting that no counter-argument of whether the technologies themselves were not appropriate for all farmers was raised. Other factors such as the impact of HIV/ AIDS, marketing problems, unsupportive policies and the unpredictable climate were also mentioned.

- **the positive factors included:** the presence of skilled manpower and good representation on the ground in terms of the extension staff to farmer ratio; wide range of extension/ dissemination methodologies available (including field days, print media, local level information centres etc). The very active role of the private sector in service provision was recognised, as was the governments support for farmers' credit facilities; and the strong donor and government support for agricultural service provision. The fact that most research was now done in partnership with farmers was felt to improve its responsiveness to farmers' demands. The current peace and tranquillity in the country also had a positive impact.

It is noticeable that many of the ways of supporting positive factors or dealing with negative factors that were mentioned were outside the direct control of the participants. They included: increased collaboration between different stakeholders including the private sector; better remuneration; development of well packaged information for the local level information centres; and the need for individuals to keep abreast with human development e.g. e-learning etc.

The factors (positive and negative) identified by the four working groups can be clustered around five main areas: characteristics (i.e. resources, disposition and activities) associated with service provision; characteristics associated with farmers; characteristics associated with farmer-service provider interface; the nature of the technologies; and factors external to the above four (see Table 12).

Table 12. Factors enabling or impeding responsiveness to demand-led service provision

| Factors → ↓ Clusters | Enabling | Impeding |
|--|---|--|
| A. Characteristics of service provision | <ul style="list-style-type: none"> • Existence of skilled manpower/strong human resource capacity • Adequate information and training • Government and donor support for agriculture e.g. GMB input-credit schemes, RBZ and Agribank loan facility • Private companies supplying and /bringing inputs closer to the farmers • Availability of wide range of methods of | <ul style="list-style-type: none"> • Resource constraints (lack of mobile phones, fuel, transport, T & S) • Poor working conditions for extension staff (poor mobility, poor salaries, poor communication facilities) • Lack of motivation (PSPs) remuneration is poor (low) • Limited or lack of collaboration between private sector, NGOs & government |

| | | |
|---|---|---|
| | <p>disseminating information to the farmer eg electronic and print media, field days and agricultural shows, farmer group studies.</p> <ul style="list-style-type: none"> • Good representation at grassroots levels • Well-defined extension and government structures | <ul style="list-style-type: none"> • Bureaucracy • Brain-drain; high staff turn-over |
| B. Characteristics of farmers | | <ul style="list-style-type: none"> • Farmers reluctant to adopt new technology • Illiteracy of the farmers • Lack of resources on part of the farmers • Producer prices are not announced before the onset of the season • Marketing problems |
| Interface issues between A & B | <ul style="list-style-type: none"> • Increased extension worker to farmer ratio • Farmer involvement (farmer managed research and PRAs; farmers are change agents i.e. extension) • Information centres decentralised • Research include farmer participation • Follow-up by researchers | <ul style="list-style-type: none"> • Farmer to extensionists ratio too high (<i>in some areas</i>) |
| C. Nature of technology | | <ul style="list-style-type: none"> • Some technologies unsuitable for HIV/AIDS affected or infected |
| D. External factors | <ul style="list-style-type: none"> • Peace and tranquillity | <ul style="list-style-type: none"> • Political and economic situation not conducive • Policy issues e.g. pesticide registration procedures • Climate unstable (frequent droughts) • Poor infrastructure (road & communication networks; processing industries) • Lack of policy enforcement • HIV AIDS very devastating |

The suggestions for enhancing the positive factors and/or mitigating the negative factors are presented below in Table 13. Many of the suggestions, although prompted by consideration of a specific factor (positive or negative), have wider significance and are presented accordingly.

The ideas for improving the interface between farmers and service providers highlight the need for increased farmer involvement/participation, and collaboration between different stakeholders, the opportunity for improving access to quality information by both farmers and service providers. Interestingly, ideas for improving farmers' participation included incentives and competitions. Most of the suggestions for improving the responsiveness of service providers focused on their remuneration packages and working environments, with a few mentions of different working modes such as increased collaboration with resultant reduced costs and the introduction of improved ICT.

Table 13. Ways of improving responsiveness

| Cluster focus ↓ | Proposed ways to build on positive factors and/or mitigate negative factors: |
|--|--|
| A. Characteristics of service provision | <ul style="list-style-type: none"> • Increase recruitment and training of extensionists • Bond workers to the government and provide attractive remuneration • Timely supplies of inputs (before a new farming season) • Improve availability of technology e.g. computers and internet facilities • Recruit and train more local extension staff. • Motivation of workers at all levels attending seminars, study tours etc • Improved PSP salary and conditions of service especially those at grassroot level • Provide remuneration that is commensurate with qualifications • Provision of funds (operational) • Collaboration leading to shared expenses • Shorten chain of command by collapsing the structures • Keep abreast with developments in human development e.g. e-learning • Launch research/extension fund-raising • Introduce PHILA • Collaboration/teaming up/learning alliances e.g. PSPs with FCOs |
| B. Characteristics of farmers | <ul style="list-style-type: none"> • Incentives to farmers to improve on adoption rate • Use more innovative means of information dissemination e.g. FFS information centres • Holding farmer competitions (agricultural shows; livestock/seed/input fairs) • Increase support from NGOs and other stakeholders • Introduce study cycles • Increase number of farmers as change agents |

| | |
|---|---|
| Interface issues between A & B | <ul style="list-style-type: none"> • Provide incentives to farmers to improve on adoption rate • Integrated workplans • Producer prices should be reviewed and announced before the on-set of agricultural season • Establishment of information centres at strategic centres • Contract farming • Subscribe to national and international sources of information e.g. New Farmer Magazine; LEISA Magazine • Increase stakeholder participation (<i>private sector</i>) e.g. Seed Co; Pannar, Pioneer • Lobby for policy support e.g. ZFU; ICFU • Market linkages through PSPs and FCOs • Increase farmer involvement through (awareness campaigns; use of participatory approaches • Increase contact between change agents and researchers/extensionists and other farmers (field days, FFS, agricultural shows, formal meetings) • Establish information centres with properly packaged information, for farmers |
| C. Nature of technology | <ul style="list-style-type: none"> • Introduce suitable technologies e.g. irrigation schemes; conservation agriculture |
| D. External factors | <ul style="list-style-type: none"> • Strengthen HIV/AIDS awareness programmes i.e. include HIV/AIDS education in meetings and workshops • Make a policy to ban completely political interference in agricultural programmes • Seek external aid • Freedom of expression and democracy must be promoted through civil education (e-governance) • Regular review of governance structures (wide consultation) • Collaboration for policy changes (involve policy implementers) |

Summary of presentation

The objective of this case study was to develop and present a clear picture of how present policies, and the dynamics associated with their formulation and implementation, have or will have bearing on the post-harvest situation in Zimbabwe and the national post-harvest innovation system.

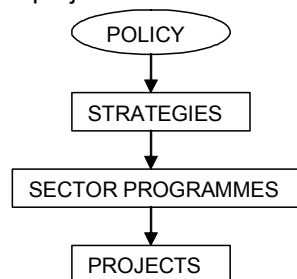
This desk-based review was to both contextualise post-harvest related policies (e.g. for agriculture and agricultural extension, markets, food security) within the wider national - and if relevant, regional - policy framework, together with drawing out specific implications for the diverse post-harvest practices (storage, processing and marketing) of small-scale producers. With respect to future scenarios the review was to differentiate between the aspirational and the probable.

In the absence of the review, the following is a summary of the impromptu presentation:

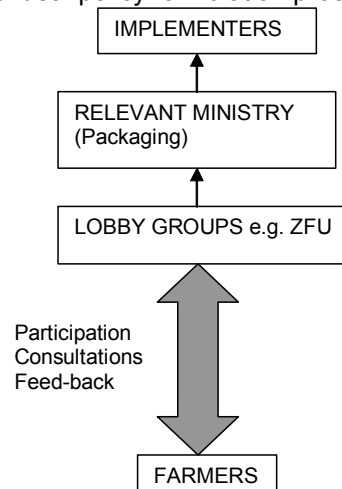
1. What is policy?

- A set of rules and regulations in an organisation
- Guidelines/mechanisms to assess effectiveness of programmes /interventions
- Supporting framework for recommendations to have impact on the ground

The diagram below illustrates how policy is applied to projects.



2. The ideal policy formulation process



VII. Policy issues

Case study 8: Reviewing policy and associated processes to better understand the implications for post-harvest practice

Process: The originally commissioned implementer of this case study was not available and apparently had not actually conducted the case study. After numerous consultations, a last minute alternative was identified and he kindly agreed to do an off-the-cuff presentation just to provide an overview of policy formulation and implementation in Zimbabwe and stimulate discussion in plenary and group work.

Presenter: Benjamine Hanyani-Mlambo (impromptu)

3. Some examples of government policies include:

- Agricultural sector policy: irrigation development - on going but now accelerated
- Land reform reallocation of land: indigenous commercial/ subsistence farmers benefiting
- Food security: main thrust in government for auditing input provision and marketing of grains
- Farmer input support: shift in policy from blanket support to higher potential farmers (eg A1 and A2 commercial farmers).
- Initiation of development of HIV/AIDS policy within Ministry of Agriculture

There are a lot of grey areas surrounding documented and undocumented policies.

4. There are numerous issues surrounding policy formulation and implementation including:

- Gaps between policy formulation and implementation (documented vs realities)
- Policy formulation (preserve of a few)
- Lack of consultation and participation by groups at grass-root level
- No clear guidelines on policy formulation process (not well documented)
- A lot of research/policies but lack of implementation efforts
- Top down approach in policy formulation
- Mix-up between development policy and political policy (especially in rural areas)

5. The presenter recommended:

- Genuine participation by grass roots groups
- The need for policy briefs (more user-friendly) in addition to the lengthy document(s)
- Making policies more responsive to people's needs

A copy of the policy review may be found here: <http://www.nri.org/PHILA/casestudies/ZmCS8.html>

Highlights from the group work and clarification questions

This Case Study generated a lot of discussion in both plenary and group work. Participants sought clarification on how policies are currently formulated and implemented, and on the consultation process between policy-makers and policy-implementers.

Policies are being formulated by government departments with contributions from civil society. Ideally, every stakeholder should participate in policy formulation and implementation. In reality, researchers/consultants generate policy recommendations which are then shared with government officials at workshops.

Participants raised concerns that policy documents are lacking and/or are not accessible to the public. Relatively junior staff feel they are not allowed to discuss policy issues as it is the preserve of the elite. It was observed that many officials often hide behind policy to evade critical issues; hence stakeholders also need to read and understand policy issues.

A summary of the constraints and recommendations in policy formulation and implementation that came out of the group work is presented in Table 15.

Table 14. Case Study 8: Clarification questions in plenary

| Questions/Comments | Answers/Responses |
|---|--|
| <ul style="list-style-type: none"> • How are policies formulated? | <ul style="list-style-type: none"> • Policies are formulated by Government Departments. NGOs also submit policy briefs which are then considered by government. • Ideally, policy formulation should involve every stakeholder |
| <ul style="list-style-type: none"> • How are policies taken to the implementers? Who is the implementer of policy? | <ul style="list-style-type: none"> • Every stakeholder is expected to implement policy. • Researchers come up with policy recommendations that they share with government officials at workshops. |
| <ul style="list-style-type: none"> • There is lack of policy documents which are accessible to the public and they may not be available even at high levels. • Junior staff are not allowed to discuss issues with policy implications • People should insist on reading policy documents as many often hide behind policy to evade issues | |

Table 15. Case study 8: Constraints/limitations to policy formulation and implementation identified by the four groups and recommendations for improved demand-led service delivery

| | What are constraints/limitations to policy formulation and implementation for improved demand-led service delivery? | What are the recommendations on policy formulation and implementation for improved demand-led service delivery? |
|---------|---|--|
| Group 1 | <ul style="list-style-type: none"> Bureaucracy - delays implementation of new innovations eg DE unavailability | <ul style="list-style-type: none"> Less people should be involved in policy implementation Involve politicians to fast track the process |
| | <ul style="list-style-type: none"> Formulation (<i>of policy</i>) takes too long to be in place | <ul style="list-style-type: none"> Involve influential people eg senators, MPs and Ministers etc. |
| | <ul style="list-style-type: none"> People involved are not aware of the contents in most policies | <ul style="list-style-type: none"> Should be publicised and all major languages |
| | <ul style="list-style-type: none"> Only top brass involved in policy formulation | <ul style="list-style-type: none"> Farmers should also be involved |
| Group 2 | <ul style="list-style-type: none"> Lack of consultation and feedback at grassroots level | <ul style="list-style-type: none"> There must be consultation feedback at all levels |
| | <ul style="list-style-type: none"> Political interference | <ul style="list-style-type: none"> There should be separation of developmental and political issues |
| | <ul style="list-style-type: none"> Lack of M and E (are people understanding the policy and benefits from it) | <ul style="list-style-type: none"> Need an active M and E team within ministries |
| | <ul style="list-style-type: none"> Lack of resources | <ul style="list-style-type: none"> More resources should be channelled towards consultation and feedback as opposed to formulation |
| | <ul style="list-style-type: none"> Lack of transparency | <ul style="list-style-type: none"> Increased access and awareness campaigns |
| Group 3 | <ul style="list-style-type: none"> Limited consultations | <ul style="list-style-type: none"> Involve all stakeholders on policy formulation (bottom up approach) eg in the construction of Osborne Dam (in Manicaland province) |
| | <ul style="list-style-type: none"> Farmer organisations not lobbying enough | <ul style="list-style-type: none"> Representatives should be drawn from farmer unions |
| Group 4 | <ul style="list-style-type: none"> Frequent institutional changes | - |
| | <ul style="list-style-type: none"> Limited stakeholders' participation in policy formulation and review | <ul style="list-style-type: none"> Policy formulation should be participatory |
| | <ul style="list-style-type: none"> Limited access to policy documents due to lack of awareness campaigns | <ul style="list-style-type: none"> Wider consultation and publicity during policy formation |
| | <ul style="list-style-type: none"> Perception of policy issues as a preserve of the senior management | <ul style="list-style-type: none"> Policy documents should be open to scrutiny by everyone. People should be able to contribute through public debates. |

VIII. Insights into Demand/ Supply/ Policy

Following all the case study presentations (CS 2, 3 and CS 4 & 6, CS 9, CS 8 respectively) and plenary and group discussion of them, the groups were asked to synthesise their thoughts on the insights gained into demand, supply and policy from the workshop. The highlights from the group work and the group work itself are shown below.

Highlights from the group work and clarification questions

Responsive service provision is dependent on effective collaboration and interaction of multi-stakeholders in all areas of common interest. Effective demand for services can be enhanced by full involvement and participation of farmers in workshops, meetings, project formulations, implementations and evaluations. The use of innovative learning tools and methods such as video diaries, cameras and farmer-to-farmer interactions are seen to enhance responsive service provision. There is a need to recognise

the diversity of farmers and their needs and interests, and the fact that activities that empower one individual can disempower another.

Service providers should be encouraged to listen to farmers in order to effectively learn how the farmers make choices about and respond to the services they require. Service providers need to interact more, this may help in addressing the low motivation of many PSPs and facilitate all providers understanding of ways they could improve their services. Productive interaction between service demand and service provision is enhanced by supportive government policies. However, limitations have been identified in policy formulations and implementation. There is evidence of lack of purposeful consultation of stakeholders in policy formulation thereby compromising the relevance of the final policy. It was also felt that when policies are made they are kept as a preserve of the high offices, making it difficult for the implementers at grassroots to make proper and useful interpretations of them. Learning Alliances can only effectively operate in a supportive policy environment and need to publicise their existence and activities.

Table 16. Insights into demand/ supply/ policy: Observations and analysis by groups

| Group 1 | Group 2 | Group 3 | Group 4 |
|--|--|---|--|
| Demand 1. Empowerment is a process not an event 2. Empowering one individual can disempower others 3. Farmers exchange visits are a good tool in extension delivery systems | Demand/Supply/Policy 1. Farmer consultation is not adequate 2. Bureaucracy is delaying/preventing farmers from accessing inputs and technology 3. Lack of formal collaboration between stakeholders (farmer PSP, FCOs, Pvt Co etc) 4. People are not aware of policies that guide them including policy implementers 5. Shortage of resources, (human, vehicles & motorcycles for mobility) 6. No motivation in PSP, hinders supply | Demand/Supply/Policy 1. Improved food security through farmer participation 2. Agro-processing for value addition must be given more emphasis 3. Policy formulation - stakeholders participation is a prerequisite 4. Farmer/ service provider linkages must be encouraged | Highlights <ul style="list-style-type: none"> • Involvement/ participation of farmers in workshops, projects, & meetings enhances the relevance of our work • Learning how to listen to farmers • The use of innovative diverse novel tools and methods such as video diaries, cameras, farmer to farmer interactions etc |
| Supply 1. There is self evaluation/assessment criticism in district stakeholders analysis 2. Exchange of new ideas 3. PSPs personnel are qualified but demotivated 4. FCOs are highly motivated | | | Critical issues 1. Policy formulation should be participatory 2. All concerned should be privy of the policy 3. Effective collaboration /interaction of multi stakeholders in common areas of interest is critical 4. Sustainability of PHILA 5. Publicity of PHILA is critical |
| Policy 1. Policies lack transparency 2. Bureaucracy delays progress 3. Policy formulation is not participatory | | | Insights <ul style="list-style-type: none"> • Who should be a member of PHILA? Is it the organisation or the individual? |

IX. Assessing PHILA's performance

Process: A short presentation on assessing PHILA's performance was made during the morning of the first day, and working in four groups the participants generated sets of questions that might be asked of PHILA members to assess its performance (Appendix IV).

The question sets were then incorporated into a questionnaire, which differentiated activity functions (collaborative research, information sharing, engagement, and management), and included a section on strategic considerations.

The developed questionnaire(s) was offered as home work at the end of the first day along with a request for participants to write a few paragraphs of biodata to be placed with their photos on the PHILA website. The completed PHILA questionnaires were collected at midday on the 2nd day, analysed and the general conclusions

fed back to participants just before the end of the 2nd day, to inform their contributions to the development of a future action plan (Appendix VI).

The sequencing of these activities meant that individual questionnaire responses were more likely to (and did) make reference to those case studies that were presented on the first day (CS 4, 6 & 3), and unlikely to comment on the comparative analysis of public service providers and farmer centred organisations ways of working with farmers, the agro-processing and the policy case studies (CS 2, 9 and 8 respectively) which were presented on the 2nd day.

Summary of the presentation

Presenter: Tanya Stathers

PHILA's short-term objective is to explore and establish better ways by which organisations and individuals within the national post-harvest system might work and learn together, and manage post-harvest knowledge to better meet farmers' demands. It is anticipated that

demonstrable successes amongst member organisations can be used to promote wider improvements in the effectiveness of the national innovation system in sustaining the uptake and adoption of post-harvest knowledge by end-users, and especially poor farmers. These objectives have been shaped by the parent project.

The main functions of PHILA are:

- Collaborative research activities (i.e. case studies);
- Information sharing (stakeholder workshops, communications, documents, website);
- Engagement with other key stakeholders who may be relevant to operationalising findings and/or having wider impact;
- Management activities to maintain the research, information sharing, and engagement functions

PHILA has only existed in Zimbabwe for eight months, so it is premature to expect it to have realised the longer-term objective of changes in the management of post-harvest knowledge that would herald a better fit in meeting farmers' demands. Assessment of possible changes in the way that members have worked, related and learnt together over this period, and the management of these processes, should however be possible.

Process: *Original proposition for a Learning Alliance*

PHILA was initially conceived as a vehicle to explore the institutional learning and change component of the project, 'Post-harvest innovation: enhancing performance at the interface of supply and utilisation'. The project proposal advances the proposition (one of three), that:

"undertaking (action) research within an alliance of practitioners, researchers, policy makers and activists will lead to greater impact and facilitate scaling-up through, amongst other things, development of broader ownership of concepts and process, enhancement of local capacity (particularly for adaptive management), and the emergence of locally appropriate solutions or innovations".

The specific project output objective that followed from this was "to advance improvements in understanding and effectiveness of 'learning alliances' (LAs)". To this end the project management team planned the initiation of the Post-Harvest Innovation Learning Alliance (PHILA) which was formally established at the project's multi-stakeholder inception workshop held in Morogoro, Tanzania in March 2005. In Zimbabwe it was formally launched in Harare, in

May 2005. The rationale for its continuation beyond the end of the project, mid-January 2006, is based on experiences that suggest effecting impact requires a longer term, more strategic approach than that generally permitted by short-term projects. This would certainly apply to establishing better ways in which organisations and individuals within respective national post-harvest innovation systems might work and learn together, and manage post-harvest knowledge to better meet farmers' demands – doing things differently.

Analytical framework for evaluating impact in the longer run

To test the original project proposition and advance our understanding of the effectiveness of learning alliances as agents of change, we need to develop a suitable framework with which to assess PHILA's progress. Such a process would enable us to assess achievements against objectives, learn further from the experience, and assign value to the approach. Adopting a participatory M&E approach should increase ownership of PHILA by its members, and further develop levels of mutual respect and decision-making.

Typically the development and use of such a framework would draw upon the literature – other people's experiences – together with our own experiences and ideas, including our most recent experiences from the project.

The literature provides a wealth of ideas and criteria which might be useful in devising such a framework, albeit there is little expressly relating to evaluating learning alliances. Box 2 briefly sets out factors identified in the literature associated with knowledge networks, empowerment, and e-development. While these examples are only a small sample of what is available, they will hopefully stimulate our thinking for ideas on an evaluation framework for PHILA.

Box 2. Potential evaluation framework factors

Knowledge network literature identifies five key elements:

- effectiveness;
- structure and governance;
- efficiency;
- resources and sustainability, and;
- life-cycle analysis.

Reference: Creech and Ramji (2004), Knowledge Networks: Guidelines for Assessment. IISD.

http://www.iisd.org/pdf/2004/networks_guidelines_for_assessment.pdf

From the **empowerment** literature Uphoff (citing Max Weber) suggests that work on power, assessing changes in influence and control etc, can be summarised in terms of three sets of interactive factors:

- results;
- resources, and;
- capabilities

Reference: Uphoff (2003) Some analytical issues in measuring empowerment for the poor, with concern for community and local governance. CIIFAD.

<http://info.worldbank.org/etools/docs/library/87194/uphoff.pdf>

Recent **E-development** literature identifies three factors for sustainability:

- Capacity - availability of resources including money, skills, data and technology;
- Utility - must meet the needs of at least some stakeholders, continue to be useful to someone;
- Embedding - must be "institutionalised", embedded in the rules and norms, culture and values of its setting.

Reference: Heeks (2005) Sustainability and the Future of e-Development, e-Development Briefing No. 10.

<http://www.manchester.ac.uk/idpm/dig/briefings.htm>

Whereas the development of an analytical framework that could be used to evaluate PHILA's longer-term progress, required further deliberation, it was suggested that PHILA's performance to date in undertaking its main activity could be assessed, and the participants were asked to reflect on ways of doing this.

Group work on assessing PHILA's performance to date

The participants were asked to identify a set of questions that might be asked of PHILA members to assess performance to date (see Appendix IV). These questions were subsequently incorporated into a questionnaire that the participants were invited to complete.

Questionnaire for assessing PHILA's performance (see Appendix V)

The detailed responses to the PHILA Zimbabwe performance assessment questionnaire as given by 22 of the participants are shown in Appendix V. The following paragraphs summarise the results according to the four main PHILA

activities: research activities; information sharing; engagement with other key stakeholders; and management activities. A further section on the questionnaire explored participants ideas on strategic issues for PHILA beyond activities, these findings are also summarised below.



Participants presenting their evaluation of PHILA performance

Research (case study) activities

The most frequently mentioned positive factors were: that PHILA had been a useful learning platform, through which respondents had been introduced to new and useful ideas and tools (timelines, video diaries, role play, relationship matrix); that it had facilitated interaction and information sharing between organisations who ordinarily might not have interacted; and that the stakeholder workshops, documents and hard and soft communications had been useful information sharing methods for the research activities. The Case Study approach was only specifically mentioned by two participants: one who felt it was a fast, cost effective way to gain insights, and the other who had appreciated the presentations. It was felt that farmers had been able to freely air their views during the research activities.

Most participants felt their organisations would benefit from involvement in PHILA, with examples of "how" including: improved post-harvest practices and food production; easier collaboration with other researchers; sharing of the new ideas and learning opportunities; raising of organisations profile; one specific mention to the relationship matrix tool having already improved collaboration of district level stakeholders was made.

Communications could have been improved, and specifically there had not been enough feedback. Key stakeholders were felt to be missing eg GMB, rural processors (*GMB had in-fact been involved in the Buhera district stakeholder workshop and in the current Review Workshop but was not present when the questionnaires were handed out*). In contrast to an earlier comment, three participants mentioned that the relationship tool hadn't worked well (in Binga)

and had resulted in the reduced participation of some stakeholders in Binga whose services had been scored low by their collaborators. Three case studies (1, 7 & 6) had not been commissioned in Zimbabwe due to an absence of interest and one commissioned party had failed to deliver (8), but was fortunately replaced. Two participants mentioned that the case studies had needed much more time. One person mentioned that it was a shame that no district level staff had attempted to implement any of the case studies. One person mentioned that PHILA should have been promoted at national level first as opposed to being introduced at district level.

These negative factors impacted on participants' organisations in diverse ways: affecting other planned work activities, lack of involvement by the key stakeholders, bad reflection on managing partner organisations. One farmer mentioned that projects like the Musasa project (which had been one of the organisations studied in the empowerment case study as a project that provided refuge to women who were being abused) could in her opinion destroy families.

Information sharing (internal within PHILA)

The stakeholder workshops (district, inception and review) were voted as having worked well in terms of sharing information by 19 of the 22 respondents, specific mention was made about the use of diverse tools, diverse participants, use of illustrations and participatory approach. Integration of different stakeholders, farmers, those working at different levels (nodes e.g. village, district, national and regional (Tanzania and Zimbabwe)) was felt to have been positive for information sharing.

However many felt that communication by email had been a weakness for those who can not access email, and hard copies could have been posted to them, or follow up phone calls, text messages made. Delayed feedback (absence of workshop reports), lack of any meetings without MT and absence of key stakeholders as meetings were also seen as areas for improvement. Three participants felt that more line managers and top management (MPs) should have been involved. There was also mention made to the fact there was no planned follow-up activities with communities post case studies making the activities seem extractive. It was felt that the media could have been used for wider promotion of the information generated.

Eleven participants felt they were already doing things differently as a result of information sharing through PHILA, examples they gave included: improved grain storage facility construction; using a more open-minded inclusive approach; consulting and sharing with colleagues

more; listening more to farmers and other marginalised groups in order to learn; and improving linkages between farmers and technologies.

Engagement with key stakeholders (external communication)

Seventeen participants had raised PHILA or its activities with other stakeholders such as: other departments within Catholic Relief Services; provincial level AREX staff; ICRISAT; other agro-chemical company representatives; colleagues within UZ Department of Soil Science and Agricultural Engineering; farmers and unspecified NGOs during ward and village level farmer trainings and meetings; Save the Children; the media; parliamentarians; Binga cattle breeders association; Tinde in Binga; and the NGO SEMA in Tanzania to encourage them to explore the possibilities of extracting DEs.

Management team activities

There were conflicting views on the management team's communications with 8 participants stating that they had worked well and 5 mentioning it as something that hadn't worked well, and saying that if no response had been obtained from using one communication method then another should be tried. Two participants mentioned that one person solely responsible for communication, feedback and liaison was needed within the PHILA team.

While 4 participants felt that the commissioning of the case studies had worked well, 3 others felt it hadn't including the fact that there was plenty of verbal expression of interest in the case studies by PHILA members but little active follow-up.

Again while 4 participants felt MT feedback on the case studies had been consistent and timely, 5 had felt that it had been very weak. MT feedback was mentioned as having been sent only to one person in each team of CS implementers and a recommendation was made that it should be accessible by all PHILA members. An MT member felt that there had been very limited iterative sharing of CS findings by researchers and that it often only came in very close to the deadline precluding useful sharing and further development of the case studies.

It was felt that the local MT needed to be expanded and to include a private sector representative as well as a senior government official. More use of the media could be made. More communication with the head offices of those involved in PHILA would facilitate activities on the ground. One person suggested that PHILA needed by-laws that control its members and approach.

Beyond activities.... towards having impact

The development of a strategic plan including a committee, joining fee, monthly subscription, constitution and formal registration was mentioned by 4 participants. Nine participants listed key organisations they felt were currently missing from PHILA, these included: GMB; processing companies (National Foods, Millers); agro-chemical companies; drought relief committee; productivity committee.; social services; private sector; financial institutions; ICFU; CFU; churches; seed houses; DDF; and ARDA. There was strong support for the continued mainlining of farmers in PHILA activities. The involvement of policy makers though needed to be increased. It was suggested that quarterly to six monthly meetings were needed to review progress and strategise operations. However, the need for obtaining further funds to support any future PHILA activities was also mentioned along with the feeling that the original project's lifespan (10 months) was far too short.

Additional comments were made by a wide range of stakeholders about the need for more energy to be put into getting DEs registered and onto the market in Zimbabwe, and that PHILA members could play an important role in following up the progress and exerting pressure at different points in the system to ensure that farmers do not have to wait any longer to be able to purchase a grain protectant that they know works so well.

The learning alliance approach was felt to have much wider application, and 8 participants mentioned the need for increased publicity and information sharing about PHILA and its activities.

X. Planning PHILA's future

Strategic planning exercise

***Process:** The Learning Alliance approach was initially proposed as a vehicle that would accommodate the complexity – multiple stakeholders (types and numbers) and a diversity of rules governing their interactions – of the national post-harvest system, better address existing constraints in service provision, and facilitate the development of a demand-led service. Premised on a shared understanding of the underlying problems, and common or overlapping interests in finding solutions, PHILA's short-term aim has specifically been to explore and establish better ways in which organisations and individuals within the post-harvest system might work and learn together - doing things differently - to better facilitate articulation of, and*

respond to, users' demands. Its longer-term objective, shaped by the project goal, is to improve the effectiveness of the national innovation system in sustaining the uptake and adoption of post-harvest knowledge by end-users, and especially poor farmers.

If PHILA is to persist beyond the end of the project (mid-January 2006), and equally importantly, if it is to be effective in moving towards its goal, it will need a strategic plan of action. This section of the workshop was both to establish that members are interested in PHILA's continuation and to initiate thinking on how best PHILA might plan for the future.

In addition to establishing and promoting the alliance, the main planned activities of PHILA have been collaborative research initiatives, referred to as case studies. These studies, which have generally focused on identifying opportunities and constraints at the interface of supply and demand, were also used as a means to engage members from different stakeholder groups in the process, either as part of the implementation team, or, as in the case of the district nodal studies, as participants in a multi-stakeholder process. Information sharing, both formally and informally within PHILA and through engagement with external players, has also taken place.

Before PHILA can realise its goal of improving the effectiveness of the national innovation system in sustaining the uptake and adoption of post-harvest knowledge by poor farmers, then existing policies and practices will need to change. To effect this change PHILA will need to develop a **strategic plan**. Changes to policies and practices can only be wrought by people - individuals or groups of individuals - and PHILA will need to draw up a plan for identifying, engaging with, and influencing these key stakeholders. Generating the necessary evidence to optimise PHILA's influence, requires that further areas for collaborative research will need to be identified (what needs to be done) as well as deciding and planning how these activities are to be carried out, and by whom (doing things differently). Fused together in one coherent strategy these various activities would provide the basic plan for sustaining, managing and measuring PHILA's progress towards its goal.

Box 3. Key stakeholders with whom PHILA needs to build and foster relationships

- those who are in a position to make decisions or effect changes in policy and practice (e.g. policy makers, district councillors and service providers, innovative farmers);
- those who can influence these decision-makers directly (e.g. private sector companies);
- those in civil society who can bring pressure to bear on decision-makers (e.g. ZFU, ICFU, CRS, SC UK, KMTC, NFNZ);
- those who can support, reinforce and strengthen PHILA's recommendations (e.g. AREX, UZ, PPRI, AETS, agricultural research institutes etc);
- those in the media who provide a means by which the alliance can reach the public eg Newspapers/Magazines, TVs, Radios etc; and
- the donor community, who can finance and support PHILA's activities.

Some of these stakeholders may already be members of the alliance, but many others will be outside the alliance, suggesting either enrolment or engagement initiatives.

adapted from Creech and Ramji (2004), Knowledge Networks: Guidelines for Assessment.

PHILA will also need a management team to oversee and implement this plan. To date PHILA management has been provided by the project management team, which comprises Dr Brighton Mvumi, Department of Soil Science & Agricultural Engineering, University of Zimbabwe; Mr William Riwa, Plant Health Services Division, Ministry of Agriculture and Food Security; Ms Tanya Stathers and Mr Mike Morris, Natural Resources Institute, UK.

Most overarching management decisions will have been taken on the basis of consensus and following sharing and discussion of the relevant issues (often electronically). The main exceptions to this would include: budgetary considerations, which although based on the originally agreed project budgets, were exclusively managed by the respective in-country coordinators (Mr Riwa for Tanzania; Dr Brighton Mvumi for Zimbabwe; Mr Morris for UK);

engagement with the case study implementation teams; and day to day administration.

Group work: Developing an action plan

Following the presentation of their summarised responses to the 'Assessing PHILA's performance questionnaire', participants were asked to in groups develop strategic action plans for the future of PHILA. The action plans developed by the four groups are shown in Appendix VI.



Group development of strategic action plans

Key issues arising from them included the fact that all four groups mentioned the need to seek funds, lobby for support, to increase publicity about PHILA, and to form a Zimbabwean PHILA committee to carry out the action plans.

The structure of this committee was then discussed in plenary and it was decided that it must contain, representatives from Binga and Buhera districts (the DAEs, AREX), two NGO representatives (ZFU (*Mr. Maponde*) and CRS), an AREX head office representative and the UZ representative, Dr. Mvumi. It was agreed that the members of this committee need to be people who are easily contactable, and who like to work hard, as the committee's role is to support Dr. Mvumi as the national coordinator of PHILA for Zimbabwe, and to carry out the strategic action plans.

There was also mention of the need to complete/finish the outstanding case studies.

Table 17. Summary of the three groups' strategic action plans for PHILA

| What | How | Who is involved / (Where) | Resources | When | Is there a need to do things differently? |
|---|---|---|--------------------------------------|-----------------------------|--|
| Selection of committee | Nominate (AREX: Binga rep, Buhera rep, Head Office rep), 2 NGOreps, and UZ) | PHILA members | | today | |
| Seek funding | Making a formal application to the donors | MT | Stationery Use of strategic plan | By Jan 15 2005 | |
| | Joining fees, subscription, charity to be agreed on at meeting | All stakeholders | Receipt books PHILA account | By Jan 15 2006 | |
| | Project proposal to donors | Committee in consultation with members | funds | Proposal by end of Jan 2006 | |
| Policy formulation and implementation | Lobbying | ZFU ICFU etc (National level) | PHILA literature (support documents) | Annual Congress Jan 2006 | |
| Lobbying/ publicising of PHILA | Stakeholders to engage policy makers | PHILA members | funds | With immediate effect | |
| | Media – print, electronic Agricultural shows; Field days Shows (at district level) | All stakeholders | T & S; Food; Stationery; Transport | By April 2006 | |
| Incorporation of PHILA into district annual plans | Stakeholders workshops and meetings | RDDC sub committee meeting PHILA (District) | Funds | Quarterly | PHILA concept to be used in other programmes |
| Continuation of uncompleted Case studies | Surveys | PHILA (Binga; West Nicholson; Chiredzi; Buhera) | Skills Funds | Jan – Dec 2006 | |
| Meeting/ workshops on feedback/ progress | Select areas for meeting | All stakeholders | Stationery T & S | By April 2006 | |

Appendix I. List of final workshop participants and their contact details

| Full name | Position | Organisation | Postal address | Tel no. | Fax no. | Email address |
|-------------------------|--|---|---|------------------------|----------|--|
| Charamba Fiyado | Farmer | - | Box 19 Buhera | 021-2557 | - | - |
| Chiputu Sarudzai | Farmer | - | Box 605 Buhera | 021-2557 | - | - |
| Chiunya Never | Programme Officer – Livelihoods | Save the Children UK | No 10Natal Rd, Belgravia, Harare | 793198/99 | - | diegom@scfuk.org.zw |
| Chiwaridzo Onismo | Production Officer | GMB | Box 13 Buhera | 021 2513 011529108 | - | - |
| Dhewa Charles | Communication Consultant | Crop Post-Harvest Programme Southern Africa | Box CY 2855 Causeway | 011737430/ 722579 | - | dhewac@yahoo.co.uk |
| Gondo Joseph | Deputy Director – Operations | AREX | Box CY 594 Causeway | 011410068/ 706819 | - | - |
| Gundani Oliver | - | Independent Consultant | 4 Weaver Crescent Greenside, Mutare | 020 62695 091902522 | - | - |
| Hanyani-Mlambo Benjamin | Lecturer/ Researcher | University of Zimbabwe | Department of Agricultural Economics & Extension, Box MP 167 Mt. Pleasant, Harare | 011874864 | 332102 | sidbmlambo@yahoo.com |
| Jera Rita | Agricultural Economist | Ministry of Agriculture | Box 7701 Borrowdale, Harare | 706081/9 011 763314 | - | ritajera@yahoo.com |
| Kwazira Karsto | A/Chief, Crop Production Branch | AREX | Box CY 594, Causeway, Harare | 704531 | - | karstoh@yahoo.com |
| Madenyika Angeline P. | Agricultural Extension Worker | AREX | Box 50 Buhera | 021 2557 | - | - |
| Manda Joanne | Deputy Programme Manager | DFID | Box 1030, Harare | 774719-28 | - | j-manda@dfid.gov.uk |
| Mapanda Tawanda T. | Agricultural Extension Officer | AREX | Box 19 Binga | 011763870 | 015 239 | tmapanda1980@yahoo.com |
| Maponde Elimon | Crops Executive Officer | Zimbabwe Farmer's Union | 102 Five Avenue, Causeway, Harare/Box 3755, Harare | 251861-7 011864623 | 250925 | - |
| Marange Tendai | Administration & Human Resources Officer | Buhera Rural District Council | P. Bag 2002, Murambinda | 011771852 | 021 2287 | - |
| Marongwe Lungowe Sepo | Extension | AREX | Box CY 550 Harare | 704531-9 | 731133 | sepomarongwe@yahoo.com |
| Masunda Monica | Farmer | - | Box 50 Buhera | 021 2557 | - | - |
| Mhazo Norman | Lecturer | University of | Development Technology | 011417453 | | mhazo1092@yahoo.co.uk |

Post-harvest innovation: Enhancing performance at the interface of supply and utilisation

| | | | | | | |
|----------------------|--|---|---|--------------------------------|----------------|--|
| | | Zimbabwe | Centre, Box MP 167 Mt. Pleasant, Harare | | | |
| Moyo Vusumusi | District Agricultural Extension Officer | AREX | AREX ,Box19, Binga | 011763869 | 015-239 | - |
| Mpenyu Shillah | District Officer | Natural Farming Network of Zimbabwe | 8 Elsworth Rd, Harare | 02342005 | - | - |
| Mpofu Augustine | Lecturer/ Researcher | Chinhoyi University of Technology | Dept of Food Science and Post-harvest Technology | 011868204 | | achirenje@yahoo.com ; ampofu@cut.ac.zw |
| Msindo Ncube Phenias | Farmer | - | Tinde High School, P Bag 2 Kamativi | - | - | - |
| Muchemwa Mutsa | Agriculturalist | Department of Agricultural Engineering | Institute of Agricultural Engineering, Box BW330, Borrowdale, Harare | 860019/ 860055 011791532 | - | mutsamuchemwa@yahoo.ca |
| Muhwati Lewis | Manager | Ecomark | Box 2699, Harare | 011605844 | - | lewis@ecomed.co.zw |
| Munguri Wilfred | Programme Manager – Livelihoods Security | Catholic Relief Services | Box CY1111, Causeway, Harare | 791664/8/9 | 791664 | wmunguri@crsert.org.zw |
| Musendo Basil B | District Head | Department of Agricultural Engineering & Technical Services | Box 50 Buhera | 023 2557 | - | - |
| Mutale Laimon | Agricultural Trainer | Kulima Mbobumi Training Centre (KMTC) | P Bag 5716 Binga | 015 484 | 015 484 | kmtc@mweb.co.zw |
| Mutenga Tabitha | Journalist | Herald/New Farmer | Box 396 Harare | 023511289 | - | tabitha.mutenga@zimpapers.co.zw |
| Mutsago Godfrey | Journalist | Daily Mirror | Box MP 1005 | 726404 | - | godymutsago@yahoo.com |
| Mvumi Brighton | Lecturer/ Researcher | University of Zimbabwe | Soil Science & Agricultural Engineering, Box MP 167 Mt Pleasant, Harare | 091419983 | 307304 | mvmuibm@agric.uz.ac.zw |
| Mwanga Judicate | Agricultural Economist | Mpwapwa | Livestock Production Research Institute, Box 202 Mpwapwa, Tanzania | +255748461354 | +2552623 20063 | mwangajudi@yahoo.com |
| Mzamba Stephen S. | Farmer | - | P O Box 80 Binga | - | - | - |
| Ncube Felix | Agricultural | AREX | AREX Box 19 Binga | - | - | - |

Post-harvest innovation: Enhancing performance at the interface of supply and utilisation

| | | | | | | |
|--------------------|--|---|---|----------------------------|--------|--|
| | Extension Worker | | | | | |
| Ndlovu Champion | Farmer | - | 131 Malube Binga | - | - | - |
| Nyakudya Elijah | Lecturer/ Researcher | University of Zimbabwe | Soil Science & Agricultural Engineering, Box MP 167 Mt Pleasant, Harare | 011863052 | 307304 | elijahnyakudya@agric.uz.ac.zw |
| Siziba Thembinkosi | Senior Technician | University of Zimbabwe | Soil Science & Agricultural Engineering, Box MP 167 Mt Pleasant, Harare | 011720017 | 307304 | tszba@yahoo.co.uk |
| Soroti Zwanyadza | Horticulturalist | Catholic Relief Services | 103 Livingstone Avenue, Harare | 791664/8/9 023419327 | 791664 | zsoroti@crsert.org.zw |
| Stathers Tanya | Post-harvest Researcher | Natural Resources Institute | Chatham, Kent ME4 4TB,UK | +255 744459409 | - | TStathers@aol.com |
| Zaba Patisiwe | Agriculturalist | Department of Agricultural Engineering & Technical Services | Institute of Agricultural Engineering, Box BW330, Borrowdale, Harare | 860019/860055 091412772 | | epmhlaba@yahoo.co.uk |
| Zheke Hopewell | Agricultural and Food Security Manager | Catholic Relief Services | 103 Livingstone Avenue, Harare | 736740 091286796 | 736740 | hzheke@crszim.org.zw |

Appendix II. Participants' timelines, November 2004 to December 2005

In order to break the ice at the start of the workshop, participants were asked to think about the professional activities they had been involved in during the last year, and to record key ones on stickers and then paste them onto a timeline on the wall. The resulting overview of participants' activities separated by stakeholder groups is captured below; the participants fell into the stakeholder groups of farmers, researchers, extensionists, NGO staff and policy makers. Any stickers that were unlabelled were placed in the final column.

| Month | Farmers | Researchers | Extensionists | NGOs | Unlabelled or Policy (P) |
|--------------|--|---|--|--|---|
| Nov 2004 | <ul style="list-style-type: none"> • Timely planting • Collected stones | <ul style="list-style-type: none"> • Fruit & vegetable processing workshop (Chinamhora) • Participated in the socio-economic evaluation of fodder technologies – issues on post-harvest handling • Developing post-harvest innovation proposal | <ul style="list-style-type: none"> • Pegging 150 contours up to Nov 04 • Pre-planting demos | <ul style="list-style-type: none"> • Information gathering and dissemination • Supported AREX with motor bike spares | <ul style="list-style-type: none"> • |
| Dec 2004 | <ul style="list-style-type: none"> • Planted maize crop • Cultivated maize from 2004-05 | <ul style="list-style-type: none"> • Cassava processing trials | <ul style="list-style-type: none"> • Taught farmers in Buhera South not to plough downstream | <ul style="list-style-type: none"> • Information gathering and dissemination | <ul style="list-style-type: none"> • Organised a workshop to present findings |
| Jan 2005 | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Pegged 3 ponds to harness Mrs Sadzi's water (Ward 5) | <ul style="list-style-type: none"> • Developing database & website | <ul style="list-style-type: none"> • Zunde ramambo workshops Siabuwa - Binga |
| Feb 2005 | <ul style="list-style-type: none"> • Cultivation of maize and sweetpotato from 2004 to 2005 • Cultivation of crops • Agricultural lessons (2) | <ul style="list-style-type: none"> • Solar cooking workshop - Nairobi | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Advise farmers to contribute on show fund ward & district level (P) |
| Mar 2005 | <ul style="list-style-type: none"> • Weeding | <ul style="list-style-type: none"> • Peanut butter mill manufacturing skills training (USA) • PHILA Inception workshop, Tanzania (2) • District post-harvest technologies assessment | <ul style="list-style-type: none"> • Moringa processing field day • Livestock fairs • Meeting on dam renovation | <ul style="list-style-type: none"> • Organising workshop • PHILA workshop | <ul style="list-style-type: none"> • Hold field day |
| Apr 2005 | <ul style="list-style-type: none"> • Dug a well • Looking forward to a good harvest. | <ul style="list-style-type: none"> • Exhibited post-harvest technology BYO trade fair • Participate in food fair Harare • Survey on where farmers & stockists | <ul style="list-style-type: none"> • Chidzikisa irrigation grid survey | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Encouraged submission of fields for pegging (P) • Supervised the rehabilitation of 4 granaries |

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| | | | | | |
|-----------|---|--|---|--|---|
| | | <p>in the southern highlands of Tanzania actually get their maize information from</p> <ul style="list-style-type: none"> • Solar drying training | | | |
| May 2005 | <ul style="list-style-type: none"> • Harvested ½ ton of maize • Marketing | <ul style="list-style-type: none"> • Harvest sunflower • Maize harvest | <ul style="list-style-type: none"> • PHILA workshop (2) • Distributing of treadle pumps • Recruiting master farmer trainers • Pannar demo-day • Livestock fairs | <ul style="list-style-type: none"> • Evaluating information project | <ul style="list-style-type: none"> • Attended PHILA workshop |
| Jun 2005 | <ul style="list-style-type: none"> • Field fencing • Dam construction • Received some good training • Gardening • Crop grading | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Training of farmers on vegetable production • Grain crop production workshop • Jatropha & Moringa workshop | <ul style="list-style-type: none"> • Drip irrigation installations • Livestock fairs | <ul style="list-style-type: none"> • Nutrition gardens |
| July 2005 | <ul style="list-style-type: none"> • Selling to GMB | <ul style="list-style-type: none"> • Seed fair organisation • Supervised the construction of two granaries • Seminar for farmers & academics | <ul style="list-style-type: none"> • Small livestock production workshop • Vegetable field day • Training farmers on dryland farming • Distribution of treadle pumps & seed packs | <ul style="list-style-type: none"> • Farmer field schools • Conservation farming (TOT) | <ul style="list-style-type: none"> • CF input procurement |
| Aug 2005 | <ul style="list-style-type: none"> • Crop threshing • Manure application and dry planting | <ul style="list-style-type: none"> • Worked with Siakobvu farmers on baobab fruit products • Supervised the construction of 11 solar driers • Monitoring of sweetpotato farmer field schools in Uganda and Kenya • Exhibited post-harvest technologies, Harare Ag Show | <ul style="list-style-type: none"> • Wheat field day • Distributed he-goats to farmer as a pass-on program • Agricultural Show | <ul style="list-style-type: none"> • Conservation farming (farmer training) • Empowerment initiatives (case study) | <ul style="list-style-type: none"> • |
| Sep 05 | <ul style="list-style-type: none"> • Workshop to prepare for the agric. season • Agricultural workshop | <ul style="list-style-type: none"> • Case study under PHILA • Development of exchange visit methodology & then involved in implementing it • Technical materials preparation • Storage of maize in | <ul style="list-style-type: none"> • PHILA workshop Binga • Seed fair show | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Participated in district stakeholder workshop Binga |

Post-harvest innovation: Enhancing performance at the interface of supply and utilisation

| | | | | | |
|--------|--|--|---|--|--|
| | | proper granaries with Zvimba farmers | | | |
| Oct 05 | <ul style="list-style-type: none"> • Forgot to buy some seed | <ul style="list-style-type: none"> • Proposal writing for knowledge management • Workshop monitoring & evaluation • Maize treatment with Actellic • Evaluation of seed fairs (who learnt what, how it could be improved) • Rehabilitation of storage structures • PHILA workshop Buhera | <ul style="list-style-type: none"> • Participated in world congress of conservation agriculture • Micro-dosing & conservation agriculture workshop • Purchased farm implements | <ul style="list-style-type: none"> • Conservation farming • Manicaland Input fairs • Seed fairs | <ul style="list-style-type: none"> • |
| Nov 05 | <ul style="list-style-type: none"> • Planting and weeding • I got some good training | <ul style="list-style-type: none"> • Workshop gender & biodiversity • Attend workshop on post-harvest • Review of agro-processing industry • Field work in Buhera • PHILA review workshop Tanzania learning about the different case studies • Field day on post-harvest • PHILA workshop Morogoro - Tz | <ul style="list-style-type: none"> • Attended PHILA workshop in Tanzania • CS 2 • Post-harvest CS 2 • Distributed animal remedies for He-goats beneficiaries | <ul style="list-style-type: none"> • PHILA workshop Tanzania | <ul style="list-style-type: none"> • Launch of new irrigation scheme/ biggest in Mat North • Focus group discussion to discuss local by-laws for management of NR • Look and tour with farmers Mlezu college (P) • CS 2 FGDS Buhera & key informant interviews |
| Dec 05 | <ul style="list-style-type: none"> • Crop cultivation | <ul style="list-style-type: none"> • PHILA workshop Harare • Case study PHILA write up | <ul style="list-style-type: none"> • GMB seed distribution • Seed fairs • Master farmer training | <ul style="list-style-type: none"> • Gathering information editing and compiling documents • Facilitated the establishment of farmer study cycle groups • Conservation farming demos • Provided fuel & per diems to AREX staff in Binga & Nyaminya • Provided seeds to more than 9000 farmers | <ul style="list-style-type: none"> • National tree planting (P) |

Appendix III. Responsiveness to farmer demand

Group 1

| Enablers/ positive factors | How to improve enablers | Obstacles/ negative factors | How to deal with obstacles |
|---|--|--|--|
| <p>Existence of skilled manpower</p> <p>Availability of wide range of methods of disseminating information to farmers eg electronic and print media field days and agricultural shows group studies</p> <p>Government support for Agric eg GMB input credit schemes, RBZ & Agribank</p> <p>Private companies supplying and /bringing inputs closer to the farmers</p> | <p>Bond workers to the government and provide remuneration</p> <p>Improve availability of technology eg computers and internet facilities</p> <p>Inputs supplied in time (before a new farming season)</p> | <p>HIV/ AIDS very devastating!</p> <p>Farmer to extensionists ratio too high</p> <p>Poor working conditions for extension staff (ie. mobility, salaries, communic.)</p> <p>Farmers reluctant to adopt new technology</p> <p>Political and economic situation not conducive</p> <p>Climate instable (drought)</p> | <p>Strengthen AIDS and HIV programmes i.e. include HIV education in meetings and workshops (agenda)</p> <p>Recruit and train more local extension staff</p> <p>Motivation of workers at all levels</p> <p>Incentives to farmers to improve on adoption rate</p> <p>Make a policy to completely ban political interference in agricultural programmes, seek external support</p> <p>Suitable technologies e.g. irrigation schemes, conservation agriculture</p> |

Group 2

| Enablers/ positive factors | How to improve enablers | Obstacles/ negative factors | How to deal with obstacles |
|--|--|--|--|
| <p>1. Farmer involvement</p> <ul style="list-style-type: none"> • farmer managed research and PRAs • farmer are change agents ie extension <p>2. Increased extension worker to farmer ratio</p> <p>3 Information centres decentralised</p> <p>4 Donor support/ GVT support</p> | <p>1. Farmer involvement</p> <ul style="list-style-type: none"> • awareness campaigns • use of participatory approaches • increase contact between change agents and researchers, extensionists and other farmers (Field days, FFS shows, meetings) <p>2.1. Increase recruitment and training of extensionists</p> <p>2.2. Increase no. of farmers as change agents</p> <p>3. Establish information centres with properly packaged information</p> <p>4 Collaboration /teaming up</p> | <p>1. Resource constraints</p> <p>2. Lack of collaboration between private sector, NGOs & Govt.</p> <p>3. Policy issues eg Registration procedures, MoUs with FCOs</p> | <p>1 & 2. Collaboration/teaming up/alliances eg PSP with FCO</p> <p>3.1 Lobbying for policy changes</p> <p>3.2 Involve policy implementers</p> |

Group 3

| Enablers/ positive factors | Obstacles/ negative factors | Strategies (combined) |
|--|---|---|
| <p>1. Adequate information and training</p> <p>2. Research include farmer's participation and follow up by researchers</p> | <p>1. Lack of resources m/bikes, fuel, m/vehicles, T & S</p> <p>2. Lack of motivation (PSPs) remuneration is poor (low)</p> <p>3. Illiteracy of the farmers</p> <p>4. Lack of resources on part of the farmers</p> <p>5. Producer prices are not announced before the onset of the season</p> | <p>1 Producer prices should be announced before the on set of season (reviewed)</p> <p>2 Integrated workplans</p> <p>3 Holding farmer competitions (shows, seed or input or livestock fairs</p> <p>4 Stakeholders participation e.g. seed company Pannar, Pioneer</p> <p>5 Contract farming</p> <p>6 Establishment of information centres at strategic centres</p> <p>7 Holding of seminars, study tours etc</p> <p>8 Lobby policy support eg ZFU, indigenous farmers, ICFU</p> <p>9 Study cycles</p> <p>10 Improved PSP salary and conditions of service</p> <p>11 Support from NGOs and stakeholders</p> <p>12 Subscription some international organisations eg LEISA Magazine, New farmer magazine (for 1)</p> |

Group 4

| Enablers/ positive factors | How to improve enablers | Obstacles/ negative factors | How to deal with obstacles |
|---|---|---|---|
| 1. Peace and tranquillity | 1.1 Freedom of expression and democracy must be promoted through civil education (E-governance) | 1. Bureaucracy | 1.1 Shorten chain of command by collapsing the structures |
| 2. Human resource capacity | 2.1 Keep abreast with new development in human development e.g. E-learning | 2. Resources (lack) | 2.1 Provide adequate resources such as funds 2.2 Fund raising and launching res/ext funds 2.3 Collaboration: leading to shared expenses 2.4 Use more innovative means of information dissemination eg FFS, information centres |
| 3. Good reps at grass root levels i.e. extension set up | 3.1 Improve working conditions for staff at grass roots level (transport) | 3. Brain drain high staff turn over | 3.1 Provide remuneration that is commensurate 3.2 Better packages for staff |
| 4. Well defined extension and government structures | 4 Regular review of governance structures (wide consultation) | 4. Limited collaboration 5. Policy from the govt to be enforced 6. Poor infrastructure network – roads, communication and processing industries 7. Marketing problems 8. HIV AIDS | 4.0 PHILA 7.1 Market linkages through PSPs & FCOs 8.1 Awareness programmes 8.2 PPTC, ART |

Appendix IV. Questions identified by groups to assess PHILA's performance

| Group 1 | Group 2 | Group 3 | Group 4 | Additional questions raised in plenary |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • How do the different stake holders communicate? • Who are the stakeholders involved in PHILA? • What activities have been implemented using the 'PHILA' Concept? • What gaps were identified during implementation of activities? • How can PHILA enhance ownership of projects (ensure sustainability)? • Are you doing anything differently since inception of 'PHILA'? • What resources are available for the functioning of PHILA? | <ul style="list-style-type: none"> • How many stakeholders are involved in PHILA? • What criteria were used to select the study sites? • Are the resources enough to cater for all PHILA programmes (workshops? case studies) • What has changed as a result of partnership? • How many innovations were developed and shared? • Are there any problems encountered, and what are the possible solutions? • | <ul style="list-style-type: none"> • How many organisations are PHILA members? Name them. • How is information disseminated from pilot scaling up areas? • Is the concept farmer-driven? • How often do PHILA members meet? • Who is governing the programme? • Was a baseline done? (to determine impact) • How cost-effective is PHILA? • How sustainable is PHILA? • To what level are farmers involved? • How active are PHILA stakeholders? • What are the strengths and weaknesses of PHILA? | <ul style="list-style-type: none"> • Who is in the alliance? • How many times have PHILA members met? • How have we been involved in the alliance? • What changes are there at the present moment? • What benefits do you derive from being a PHILA member? • How can we make this project sustainable? • Why do other members fail to meet without the current management? • How does PHILA commission case studies? | <ul style="list-style-type: none"> • Have the set targets and work plans been achieved? • How is PHILA structured? • Is the PHILA concept clearly understood and accepted by all stakeholders? |

Appendix V. Questionnaire responses (22): Assessing PHILA's performance in Zimbabwe

A. The main activities performed by PHILA are:

- (i) research activities (i.e. case studies) (ii) information sharing (stakeholder workshops, communications, documents)
- (iii) engagement with other key stakeholders (iv) management activities

A1. Research / case study activities

If you were involved in any way involved in any of the PHILA case studies:

| | |
|--|--|
| <p>What worked well and should be continued (including your contribution)?</p> <p><i>(Prompts: resources - introduction of new ideas, tools, funds, commissioning etc; capabilities - learning opportunities?)</i></p> | <p>PHILA provided a learning platform 😊😊😊😊😊😊</p> <p>Introduction of new ideas 😊😊😊😊😊😊</p> <p>PHILA brought together organisations that don't normally meet, to interact and share information 😊😊😊😊😊😊</p> <p>Information sharing/exchange through stakeholder w/shops, documents, communications 😊😊😊😊😊😊</p> <p>Learnt about new tools, timelines, vision role play, video diaries 😊😊😊</p> <p>Tools were appropriate, especially relationship matrix which can be used for reviewing at a later time 😊😊</p> <p>LA should be mainstreamed in other rural development initiatives, effective in mobilising community participation 😊</p> <p>Inclusion of all stakeholders in the survey availed adequate information to make it an effective tool 😊</p> <p>Farmers could air their views freely 😊</p> <p>Case Study approach was a fast, cost effective way to gain insights 😊</p> <p>Case study presentations, group discussions and decisions 😊</p> |
| <p>Has (or will) any of the above lead to benefits for your organisation? Specify.</p> | <p>Yes, will result in increased food production, post-harvest handling, processing, improved PH practices 😊😊😊😊😊😊</p> <p>Yes, we can now work jointly with other researchers to develop & promote improved technologies 😊😊😊😊</p> <p>Yes, new ideas were introduced 😊😊😊😊</p> <p>Yes, learning opportunities 😊😊</p> <p>Yes, relationship matrix improved collaboration of district stakeholders (we were given transport, access to Head Office) 😊</p> <p>Yes, if pursued PHILA will produce positive results 😊</p> <p>Yes, our profile has been raised 😊</p> <p>Yes, we focus on knowledge management and LAs contribute 😊</p> <p>Yes, a healthy community develops the district and country 😊</p> <p>Yes, as a media house I have background to what transpired 😊</p> <p>Yes, as farmers if stakeholder participation is maintained 😊</p> |
| <p>What didn't work well and should be improved or discontinued (including self-criticism)?</p> | <p>Communication, no feedbacks, no regular meetings with other stakeholders 😞😞😞😞</p> <p>Some stakeholders were not involved, e.g. GMB, rural entrepreneurs, seed houses, agrochemical producers 😞😞😞</p> |

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| <p>What didn't work well and should be improved or discontinued?</p> <p><i>(Prompts: workshops, reports, e-mails, text messages, use of illustration, members meetings without current management team, how to encourage different stakeholders etc)</i></p> | <p>in each others workshops 😊</p> <p>Communication by email, for those people who can't access email regularly, should have posted copies too 😞 😞 😞 😞 😞 😞</p> <p>Feedback: workshop reports have not gone out promptly to participants or other stakeholders 😞 😞 😞</p> <p>No meetings done without the MT, PHILA members should maintain communication 😞 😞 😞</p> <p>Need to encourage different stakeholders in order to have a full complement, some invited participants failed to attend, making the representation biased 😞 😞 😞</p> <p>Need to include policy makers in order to influence policy changes 😞 😞</p> <p>Members meetings without current MT should be discouraged 😞</p> <p>If the committee does not form a quorum, the meeting should not proceed 😞</p> <p>Line manager approval not sought 😞</p> <p>Telephones often not working, need to facilitate installation of email facilitation in focal districts 😞</p> <p>Without longer term follow up plans, what change is there for the communities who were talked to in the CS? 😞</p> <p>Language barriers in some fora 😞</p> <p>Time management at workshops 😞</p> <p>The information generated should have been promoted in the media 😞</p> <p>Nothing 😞</p> |
| <p>What other improvements would you recommend? Specify.</p> | <p>Follow up email messages by phone, text messages and post (3)</p> <p>Include more top management stakeholders, e.g. line managers, MPs (3)</p> <p>More literature on PHILA needs to be published (2)</p> <p>Run stakeholder workshops at provincial level (2)</p> <p>Have a management committee to run PHILA (3)</p> <p>Farmers should also get paid when they attend workshops (1)</p> <p>Establishing website will be powerful, for those with internet (1)</p> <p>Need to find better ways to communicate with farmers (1)</p> <p>Members to plan joint projects (1)</p> <p>Frequent visits and meetings with stakeholders (1)</p> <p>Important to explore community based communication strategies (1)</p> <p>Increase effort to ensure all selected participants attend w/shops (1)</p> <p>Involve a wider cross section of population not only Binga & Buhera (1)</p> <p>None (1)</p> |
| <p>Are you doing anything differently now? Specify what and how.</p> | <p>Yes, improved grain storage facility construction 😊 😊</p> <p>Yes, using a more open minded & all inclusive approach 😊</p> <p>Yes, consulting colleagues at AREX to share experiences, by phone 😊</p> <p>Yes, we are now listening to learn more from farmers and other marginalised groups 😊</p> <p>Yes, working with other departments (AREX) 😊</p> <p>Yes, linking up farmer researchers and technologies (e.g. DEs) 😊</p> <p>I have changed because of the tknowledge and ideas I gained 😊</p> <p>Yes, I am now adding value to my produce before sale 😊</p> |

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| | <p>Assistance with approaches, and comments helped to focus the CS ☺ Organising meetings with farmers & extensions staff ☺ Time keeping ☺</p> |
| <p>What didn't work well and should be improved or discontinued? <i>(Prompts: communications, feed-back, commissioning case studies, administration etc)</i></p> | <p>Communication should be improved, alternatives needed if one method fails ☹☹☹☹☹ Commissioning of CS, (some people shared interest but later withdrew, everyone should be involved in planning) ☹☹☹ Feedback/ information disseminate to allow sufficient time for preparation ☹☹☹☹☹ Time keeping ☹☹ After the workshop, should provide handouts or learning material used ☹ High enthusiasm for CS by members at inception workshop, but not followed by any action ☹ Feedback reports by MT should be accessed by all members ☹ Very limited iterative sharing of CS work with researchers and often work only came in near the end ☹ Skew in back up within MT ☹ Administration at national level only, needs to be at district level too ☹ Too many issues were discussed in a short period of time at review workshop, participants did not fully contribute ☹ Case Study notes/ information should have been distributed immediately after each presentation at the review workshop ☹ Administration ☹ More training of participants on ICT ☹</p> |
| <p>Any other suggestions for or about management issues? Specify. <i>(Managmt. Team roles & approach)</i></p> | <p>Communication:</p> <ul style="list-style-type: none"> • Use of fax & postage of soft copies (diskettes) for feedback (3) • Need a person who is solely responsible for communication, feedback & liaison (2) <p>Strategic Plan:</p> <ul style="list-style-type: none"> • PHILA needs by-laws that control its members and approach (2) <p>Membership:</p> <ul style="list-style-type: none"> • MT needs a private sector rep. & a senior govt. official (1) • Need to expand the local team and define roles & responsibilities/ TOR & provide incentives for taking on extra load (1) • Current team roles and approach are okay (1) <p>Miscellaneous:</p> <ul style="list-style-type: none"> • Farmers should be given incentives for attending workshops to encourage more to attend (1) • Meetings with members carrying out case studies to clarify issues (1) • Invite all media including television to help sell PHILA programme (1) • Promote use of facilitators in workshops (1) • Good facilitation • Effective communication with head offices of the stakeholder orgs. (1) • Involvement of all stakeholders in base study and field visits (1) |

B1. Beyond activities ... towards having impact

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| <p>Comments on strategic issues for PHILA:</p> <p><i>(Prompts: shared understanding of underlying problems; strategic plan; mainlining farmers in PHILA and its activities; mainlining the Districts [i.e. vertical learning]; enhancing ownership; 'missing' stakeholders; which organisations are currently missing from PHILA; how often should PHILA members meet & why; establishing PM&E & indicators; beginnings of institutional change [i.e. horizontal learning]; numbers & make-up of members; PHILA's sustainability; establishing/measuring impact; resources needed - can you provide any of them; who should manage PHILA)</i></p> | <p>Strategic plan:</p> <ul style="list-style-type: none"> • PHILA needs to develop a strategic plan, committee, joining fee, monthly subscription, a constitution and get registered (4) • PHILA needs more publicity, e.g. press, farmer magazines (1) <p>Engagement:</p> <ul style="list-style-type: none"> • Missing organisations: GMB; processing companies (National Foods, Millers); agro-chemical companies; drought relief committee; productivity comm.; social services; private sector; financial institutions; ICFU; CFU; churches; seed houses; DDF; ARDA (9) • Mainlining farmers in PHILA activities is excellent (4) • Policy makers need to be more involved, a special meeting should be organised for them (3) • Advocacy should start at Head Offices of member organisations (1) • Structure needs to be from grass roots to the national level (1) • Should be broad based and include other ethnic groups (1) • Other stakeholders like ZFU should be around since they can lobby for policy to the policy makers (1) <p>Operationalisation of PHILA:</p> <ul style="list-style-type: none"> • Quarterly (or 6 monthly) meetings needed to review progress and strategise operations (7) • Incorporate PHILA into district council programmes (1) • Districts need to develop their own PHILA action plans (measurable) implementable with current resources (1) • Districts being the foci of PHILA need to exploit various fora (1) • Need to take advantage of ITK, social networks and the socio-economic status of the communities (1) • As a concept, LAs have a long way to go, need to take care not to marginalise those involved & those excluded from the rest of society (1) • Continue regional sharing with Tanzania & elsewhere (1) • PHILA management to remain as is (1) <p>Funds/ resources:</p> <ul style="list-style-type: none"> • Need more funding for PHILA concepts to take root, project lifespan was too short (4) • Cost sharing mechanisms needed (2) • Try to incorporate PHILA activities in our current project budgets to ensure sustainability (1) <p>Functions:</p> <ul style="list-style-type: none"> • Idea sharing is working well (2) • Follow up after project to assess use of gained knowledge (1) |
| <p>Other comments:</p> <p><i>(Prompts: wider applicability of LAs; progress on DEs etc)</i></p> | <p>DEs:</p> <ul style="list-style-type: none"> • Need to put more effort into getting DEs onto the market (4) • PHILA members should follow up DE registration issue so that farmers do not become frustrated, constraint could be that registration staff lack product knowledge (3) <p>LAs:</p> <ul style="list-style-type: none"> • LA is applicable in all community development programmes such as extension, HIV/AIDS information dissemination (3) |

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| | <ul style="list-style-type: none">• Exposes organisational strengths and weaknesses if ideas are taken on board (1) <p>Publicity/ information sharing:</p> <ul style="list-style-type: none">• Need to publicise information through newsletters, will help where emails are not available (2)• Regular information bulleting could be initiated (1)• Website idea is very welcome (1)• Use the media to sell PHILA activities & raise the slow DE registration issue in Zimbabwe (1)• District to develop PHILA flyers in vernacular for farmer groups (1)• Advocacy and lobbying important in exhorting policy makers to embrace LAs (1)• Communication should be improved (1) |
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Appendix VI. Group work on PHILA strategic plan

Group 1

| What | How | Who is involved | Resources | When | Is there a need to do things differently? If so give ideas and reasons |
|--|---|------------------|---|----------------|--|
| Seek funding | Making a formal application to the donors | MT | Stationery Use of strategic plan | By Jan 15 2005 | |
| Publicise PHILA | Joining fees, subscription, charity to be agreed on a meeting Media – print, electronic Agricultural shows Field days Shows (at district level) | All stakeholders | Receipt books Account for PHILA | By Jan 15 2006 | |
| Meeting/ workshops on feedback/ progress | Select areas for meeting | All stakeholders | T & S Food Stationery Vehicles/ transport Stationary T & S | By April 2006 | |

Group 2

| What | How | Who is involved | Resources | When | Is there a need to do things differently? If so give ideas and reasons |
|------------------------|---|--------------------------------------|-----------|----------------------------------|--|
| Selection of committee | Nominate <i>Binga rep</i> <i>Buhera rep</i> <i>UZ Brighton</i> <i>NGO</i> <i>AREX Harare</i> | PHILA members | | today | |
| Fund-raising | Project proposal to donors | Committee in consulting with members | funds | Proposals out by end of Jan 2006 | |
| Lobbying | Stakeholders to engage policy makers | PHILA members | funds | With immediate effect | |

Group 3

| What | How | Who is involved | Where | Resources | When | Is there a need to do things differently? If so give ideas and reasons |
|---|-------------------------------------|----------------------------|---|--------------------------------------|--------------------------|--|
| Policy formulation and implementation | Lobbying | ZFU ICFU etc | National level | PHILA literature (support documents) | Annual Congress Jan 2006 | |
| Incorporation of PHILA into district annual plans | Stakeholders workshops and meetings | RDDC sub com meeting PHILA | District | Funds | Quarterly | PHILA concept to be used in other programmes |
| Uncompleted Case studies to continue | Surveys | PHILA | Binga West Nicholson Chiredzi Buhera | Skills Funds | Jan – Dec 2006 | |

Appendix VII. Opening speech by Mr. Joseph Gondo, Deputy Director (Operations), AREX.

I would like to thank the organisers for inviting the Director of Department of Research and Extension (AREX) to officiate at this function. However, the Director could not attend due to other commitments, and I am standing in for him. It is pleasing to be associated with the Post-Harvest Innovation Learning Alliance (PHILA).

AREX's mission is to facilitate increased agricultural production to ensure food security for sustainable socio-economic development. AREX's mandate is to carry out research and development, provide regulatory, advisory and technical services, farmer training, food and technology Research and Development (including post-harvest and processing and product development), dissemination of technologies, advice on biodiversity and genetic conservation).

Increased food production requires an integrated approach where farmers are assisted through the whole production cycle including: storage, utilization, value addition and marketing. Farmers often do not realize the full value of their agricultural production due to:

- pre-harvest losses
- harvesting losses
- post-harvest losses during storage
- limited value addition
- marketing problems
 - market information
 - market outlets
 - pricing issues

One of the major problem areas is the handling of horticultural products where large quantities of produce go to waste or lose quality due to limited knowledge and information on harvesting by farmers. There is need for food technology research and development to equip farmers to handle large volumes of produce.

As a department, we are privileged to be associated with PHILA and hope to benefit immensely from the continued interaction between our staff and stakeholders represented today. Our Tanzanian counterparts are most welcome and we hope to share experiences on the subject.

I am informed that the project does not, in fact, confine itself to post-harvest issues only but also looks at service provision by various stakeholders. The provision of agricultural advisory and extension services is a major function carried out by my department. With the Land Reform Programme we have seen new farmers on the land. Farmer training and provision of information are thus critical. Some of the initiatives underway to improve service delivery include:

- increasing the number of agricultural extension workers (AEWs) to 4 per ward to give a ratio of 1 AEW to 150-250 farmers (up from a ratio of 1: 850-1000)
- development of information nerve centres in each ward manned by experienced and senior staff
- improving mobility of staff
- use of participatory learning techniques e.g. farmer field school groups, study groups, etc.

I am informed the programme has been running for 10 months with sponsorship from DFID and what we are having now is an evaluation of the activities carried out throughout the implementation period and drawing some lessons from these experiences. District workshops have been held and it is participation at this level that is most important (allowing stakeholder to share information at this level).

Through our continued interaction we will go in some way towards eradication of extreme poverty and hunger (Millennium Development Goal (MDG) No. 1) and develop a global partnership for development (MDG No. 8).

With these few words I would once again warmly welcome our visitors from Tanzania and all participants to the workshop. I would like to wish you a very fruitful deliberation and enjoyable stay for all the participants and especially our visitors. I would like to declare the workshop officially opened.

I thank you.