



INITIATIVE ON
Diversification in East
and Southern Africa

Ukama Ustawi's Learning Alliance: Summary and Key Insights

Ruth Beukman, Ngowenani Nohayi, Michael Victor, George Mahuku, Inga Jacobs-Mata and Idil Ires



September 2023

Affiliation of authors

Ruth Beukman¹, Ngowenani Nohayi², Michael Victor³, George Mahuku⁴, Inga Jacobs-Mata², Idil Ires²

¹Consultant, Pretoria, South Africa

²International Water Management Institute, Pretoria, South Africa

³International Livestock Research Institute, Nairobi, Kenya

⁴International Institute of Tropical Agriculture, Kampala, Uganda

Suggested Citation

Beukman, R.; Nohayi, N.; Victor, M.; Mahuku, G.; Jacobs-Mata, I.; Ires, I. 2023. *Ukama Ustawi's Learning Alliance: summary and key insights*. Colombo, Sri Lanka: International Water Management Institute (IWMI). CGIAR Initiative on Diversification in East and Southern Africa. 23p.

© The copyright of this publication is held by IWMI. This work is licensed under Creative Commons License CC BY-NC-ND 4.0.

Acknowledgments

This work was carried out under the CGIAR Initiative on Diversification in East and Southern Africa, which is grateful for the support of CGIAR Trust Fund contributors (www.cgiar.org/funders).

CGIAR Initiative on Diversification in East and Southern Africa

The [CGIAR Initiative on Diversification in East and Southern Africa](http://www.cgiar.org/initiative/diversification-in-esa/) aims to help smallholders transition to sustainably intensified, diversified, and de-risked agri-food systems based on maize in 12 ESA countries. Specifically, it seeks to enable 50,000 value chain actors, including farmers (at least 40% women, 40% youth), to adopt climate-smart maize-based intensification and diversification practices and one million to access digital agro-advisory services. Emphasizing the role of the private sector in driving such transformation, UU targets to support at least 30 start-ups and SMEs. Learn more about Diversification in East and Southern Africa here: <https://www.cgiar.org/initiative/diversification-in-esa/>

Disclaimer

This publication has been prepared as an output of the CGIAR Initiative on Diversification in East and Southern Africa and has not been independently peer-reviewed. Responsibility for editing, proofreading, and layout, opinions expressed, and any possible errors lies with the authors and not the

institutions involved. The boundaries and names shown, and the designations used on maps do not imply official endorsement or acceptance by IWMI, CGIAR, our partner institutions, or donors.

Executive Summary

Knowledge management and sharing is essential for agricultural development, fostering the exchange of valuable information and innovative practices among researchers, farmers, and extension officers. Recognising this, regional initiatives such as Ukama Ustawi (UU) play a critical role in ensuring that research findings are not confined to academic journals but are made accessible to those who need them the most.

UU's Learning Alliance, led by the International Livestock Research Institute (ILRI) and the International Water Management Institute (IWMI), facilitated a joint session at the Africa Agribusiness & Science Week (AASW8) in Durban, South Africa. The collaboration involved partners such as the Centre for Coordination of Agricultural Research and Development for Southern Africa (CCARDESA), Forum on Agriculture Research for Africa (FARA), and Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA). The session was part of a broader workshop focused on Knowledge Management and Learning (KML). UU's Learning Alliance session was therefore aimed at achieving three key objectives: highlighting the Alliance's strategic focus, emphasising its value proposition, and sought to strengthen the relationship between CGIAR research and regional as well as national research organizations.

Discussions underlined the urgency of overcoming barriers in information flow among stakeholders, with a particular focus on the Learning Alliance's mission to curate, repackage, and share knowledge on maize mix-based farming systems in East and Southern Africa (ESA). The Alliance aspires to foster connections between CGIAR and local research organizations while providing National Agricultural Research Organization (NARO) and Agricultural Research Organizations (ARO) partners with opportunities to engage, test, and innovate.

The report emphasises the critical role of UU in defining specific KML activities tailored to their focus areas. This strategic approach aims to build capacities, generate relevant Knowledge Products (KPs), and facilitate knowledge uptake, with the goal of driving impact and sustainability within the agricultural landscape of East and Southern Africa.

Contents

Abbreviations and Acronyms	4
1. Introduction and context	6
1.1. Background.....	6
1.2. Purpose of the session.....	6
2. Key discussion points	8
2.1. Panel discussion: Value add for UUs Learning Alliance.....	8
2.2. Contributions and considerations for the future direction of UU's Learning Alliance.....	9
2.3. Reflections from knowledge management experts and the CGIAR.....	11
2.4. Summary of overall contributions as per session objectives.....	12
3. Knowledge Management - Insights and considerations for UU's Learning Alliance	14
3.1. Framing Ukama Ustawi, the Learning Alliance partners and Knowledge Management and Learning (KML).....	14
3.2. Additional considerations for UUs KML.....	16
3.3. Concluding remarks and next steps.....	21

Abbreviations and Acronyms

AASW Africa Agribusiness Science Week

AEAS Agricultural Extension Advisory Services

AFAAS	The African Agriculture Advisory services
AR4D	Agricultural Research for Development
ARM	Agriculture Risk Management
ARO	Agricultural Research Organization
ASARECA	The Association for Strengthening Agricultural Research in East and Southern Africa
CAADP	Comprehensive Africa Agriculture Development Programme
CCARDESA	Centre for Coordination of Agricultural Research and Development for Southern Africa
CGIAR	Consultative Group for International Agricultural Research
COMESA	Common Market for Eastern and Southern Africa
CORAF	West and Central African Council for Research and Development
CSA	Climate Smart Agriculture
EAC	East African Community
ESA	East and Southern Africa
FARA	Forum on Agriculture Research for Africa
GESI	Gender Equality and Social Inclusion
IGAD	Intergovernmental Authority on Development
KALRO	Kenya Agricultural and Livestock Research Organization
KM	Knowledge Management
KM4AgD	Knowledge Management for Agricultural Development
KML	Knowledge Management and Learning
NARS	National Agricultural Research Systems
NARO	National Agricultural Research Organization
RII	Regional Integrated Initiative
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
SI	Sustainable Intensification
UU	Ukama Ustawi

1. Introduction and context

1.1. Background

Knowledge sharing plays a vital role in agricultural development, enabling researchers, farmers, and extension officers to exchange valuable information and innovative practices. A major gap identified by the Consultative Group for International Agricultural Research (CGIAR) and the Comprehensive Africa Agriculture Development Programme ex-Pillar 4 (CAADP XP4) partners, is the need for more systematic knowledge sharing and learning opportunities between CGIAR and research and development organisations in East and Southern Africa (ESA).

Since 2021, the CAADP-XP4 partners and the CGIAR have been codesigning and rolling out a collaborative Knowledge Management for Agricultural Development (KM4AgD) framework. The framework seeks to build appropriate capacities, establish communities of practice for Knowledge Management and strengthen the knowledge ecosystem to accelerate the achievement of the CAADP Malabo goals by 2025 and the Sustainable Development Goals (SDGs) by 2030. In addition, there have been steps towards creating a regional Learning Alliance in the ESA.

It has been recognised that regional initiatives such as UU can play a critical role in ensuring research findings do not remain trapped in academic journals but are made more accessible to those who need the research results the most. Consequently, UU's Learning Alliance was initiated in collaboration with the CCARDESA, FARA, ASARECA, and AKADEMIYA2063.

The Learning Alliance supports learning around diversified maize-mixed farming systems and innovation (agribusiness, policy, scaling) in the ESA. It is a demand-led collaborative knowledge-sharing network established between CGIAR, CCARDESA, and ASARECA in ESA, intended to serve as a model for implementing the CGIAR-CAADP XP4 Knowledge Management Framework.

Partners seized the opportunity to promote the Learning Alliance at the 2023 FARA Conference held in June in Durban, South Africa.

1.2. Purpose of the session

The **overall purpose** of the FARA session was to launch the CAADP XP4-CGIAR Knowledge Management Partnership Framework for Agricultural Research for Development (AR4D) in Africa and initiate the formulation of an action plan for its implementation. The session additionally highlighted the progress made in implementing specific national knowledge management action plans, which were formulated in the previous years' KM4AgD, with the aim of fostering learning and sharing within the AR4D community.

Specific objectives were to:

- Launch the CAADP XP4-CGIAR Knowledge Management Partnership Framework for AR4D in Africa and secure high-level buy-in for its implementation.
- Gain insights from the progress made in the implementation of national Knowledge Management action plans.
- Identify best practices and lessons learned in the design and delivery of regional learning alliances.
- Strengthen collaboration and coordination among researchers, Agricultural Extension Advisory Services (AEAS) workers, and farmers.
- Provide support for the general publicity and documentation of the Africa Agribusiness Science Week (AASW) events.

In parallel with the aforementioned objectives, the specific goals of UU's Learning Alliance session were to:

- **Explore key issues** that the Learning Alliance should address.
- Understand the **value addition and design principles** of the Learning Alliance.
- Learn how the Learning Alliance can **enhance and strengthen the relationship between CGIAR research and regional as well as national research organizations.**

This workshop report offers a synthesis of the crucial discussion points during UU's session. It documents key insights related to knowledge management considerations for the UU's Learning Alliance as it moves forward.



Figure 1: Launch of CAADP XP4-CGIAR Knowledge Management Partnership Framework for AR4D in Africa and UU's Learning Alliance Session

2. Key discussion points

This section outlines key insights, summarized in bullet points, regarding the significance and future direction of UU's Learning Alliance in driving agricultural development in the region. Experts and stakeholders highlighted its role in addressing knowledge gaps in ESA and its impact on various initiatives. Contributions emphasized the importance of collaboration, empowerment, and knowledge dissemination, aligning with session objectives such as capacity-building and strengthening relationships between CGIAR research and regional/national organizations.

2.1. Panel discussion: Value add for UUs Learning Alliance

Dr Boniface O. Akuku, ICT Director- Kenya Agricultural & Livestock Research Organization (KALRO)

Addressing the current knowledge management gaps in ESA and emphasising the value of the UU's Learning Alliance, Dr. Akuku highlighted the following points:

- Various capacity gaps, including limited institutional capacity, exist in ESA and need to be addressed.
- There is a crucial need for coordination and collaboration between CGIAR and other Research and Development (R&D) organizations in the region.
- Strengthening and expanding knowledge-sharing networks can play a pivotal role in bridging these gaps and fostering more effective collaboration in knowledge management. This is where UU's Learning Alliance comes into play.
- To transform Africa's Food, Land, and Water Systems, it is imperative to scale and extend existing knowledge-sharing initiatives for investments, CGIAR, and technical assistance to support farmers and communities.
- UUs Alliance should strive to be relevant and resonate with farmers, ensuring that it meets the practical needs of those it aims to support.

Ms Chileya Kasuba, Consultant - Mediae, Munda Make Over (Shamba Shape Up)

Discussing how UU's Learning Alliance can contribute value to Munda Make Over, Ms. Kasuba outlined the following points:

- Shamba Shape Up Zambia, known as Munda Make Over, is a reality TV show designed to assist small-scale farmers in Zambia by aligning their challenges with available market solutions.
- The primary goal is to support smallholder farmers in Sub-Saharan Africa in adapting to changing weather patterns across key value chains, ultimately increasing their yields, incomes, and improving their livelihoods even in the face of climate change.
- The impact of the program is measured through Knowledge, Attitudes, and Practices (KAP) assessments of the audience conducted before and after each series.

- Collaboration with UU's Learning Alliance enhances the TV show's impact, as *farmers can access relevant and timely information and technologies through the Alliance's resources and knowledge, presented in an engaging format and language they understand.*
- Through this collaboration, Munda Make Over can *share experiences, lessons learned, and best practices, facilitating the adoption and scaling up of innovations across the farming system.*
- The work of Munda Make Over is centred on *reach and impact*, aligning well with the goals of the Learning Alliance and something "*we can do together with the Learning Alliance*".

The panelists emphasized the need to address knowledge gaps in ESA, stressing coordination between different research organizations and the importance of knowledge-sharing networks. They also highlighted the need for practical solutions to meet farmers' needs. They further highlighted the significance of collaboration with the Learning Alliance for a project aimed at supporting small-scale farmers. They underlined the value of the Alliance in disseminating relevant information and technologies, emphasizing alignment with project goals and potential for collaboration. The section below presents contributions from the wider audience of the session.

2.2. Contributions and considerations for the future direction of UU's Learning Alliance

Following the panel discussion on the future direction of UU's Learning Alliance, participants shared valuable insights. These included highlighting the role of media, such as SMS and Wikipedia, in reaching farmers, questioning women's empowerment through programs like Shamba Shape Up, addressing challenges related to government involvement and policy handling, and emphasizing the importance of partnerships, farmer training, and media literacy in promoting sustainable agriculture. These contributions collectively highlighted the Alliance's potential to facilitate impactful collaboration and knowledge exchange within the agricultural sector. Below are contributions from participants.

Participant 1: Journalist from Ghana

Highlighting the role of media as a tool to connect with farmers on the ground, the journalist from Ghana shared the following perspectives:

- Media, especially using Short Message Service (SMS), serves as a powerful tool for reaching and connecting with farmers on the ground.
- **Leverage the skill of young people** as information disseminators, as they have the ability to quickly pick up information and share it with farmers.
- How can we use Wikipedia as a platform to **make information more accessible and translatable into local languages**, considering its potential to enhance information dissemination.

- The **incorporation of indigenous knowledge** into initiatives like Shamba Shape Up and the Alliance, is something to explore. Integrating traditional wisdom with modern practices for a comprehensive approach to agricultural development.

Participant 2: Gender Specialist from Niger International

The Gender Specialist from Niger International raised crucial questions related to the link between Shamba Shape Up and women's empowerment and decision-making. Key points include:

- How Shamba Shape Up aligns its show with **women's empowerment**, specifically focusing on whether and how women are empowered through the program. Raised a question about the **inclusivity** of the show in terms of ensuring women are actively included in the episodes.
- How the TV show contributes to empowering women through the content they see on television, emphasising the potential impact of media in promoting gender equality and women's participation in decision-making processes within the agricultural sector.

Shamba Shape Up Response: Recognising the importance of gender messaging, Shamba Shape Up actively incorporates women into its content, featuring women in cooperatives in many episodes. Additionally, to enhance accessibility for communities, the program extends its reach by producing radio shows, ensuring that the content is available through multiple mediums and can be accessed by a broader audience. This multifaceted approach contributes to the program's efforts in promoting gender equality and empowering women in the agricultural sector.

Participant 3: Youth Farmer and business owner from South Africa

The youth farmer and business owner posed critical questions related to the involvement of government in information sharing, boundary considerations, and handling sensitive policies. Key points include:

- What strategies are employed to **involve the government** when disseminating information, emphasising the importance of collaboration between the private sector and governmental bodies.
- Raised the concern of avoiding overstepping boundaries in the process of sharing information, highlighting the delicate balance required when working with various stakeholders.
- The challenge of handling sensitive policies how is this navigated to ensure compliance and cooperation with government regulations and policies.

Other comments from participants:

- **Partnering with national institutions** is important as that will help deal with sensitive policy matters.

- Farmers need information on how to increase crops and access to CGIAR expertise. There must be **a network that brings all of that together**, such as the Alliance.
- How the **CGIAR collaborates with communication partners** such as NARS and MUNDA is vital.
- The **media are both users and disseminators of information**. Perhaps we need to consider **media training** on **climate smart agriculture and climate information service**, and other terminologies that scientists tend to throw out there.
- Need to **train farmers to train farmers** (facilitated learning).
- The Learning Alliance can be a tool that 'connects people' and that is a **sustainable impact**.

In this segment, participants emphasized the important role of media, as well as the need to incorporate indigenous knowledge into agricultural initiatives. Furthermore, participants emphasized the importance of partnerships with national institutions, farmer training, and media literacy in promoting sustainable agriculture. The next section presents reflections from regional knowledge management experts and the CGIAR.

2.3. Reflections from knowledge management experts and the CGIAR

This section presents reflections from experts in knowledge management and the CGIAR, highlighting the significance of operating at various levels and discerning between knowledge and communication products. They stress the importance of showcasing the work of research institutions and involving end-users in the innovation process. Moreover, there is recognition of the Alliance's pivotal role in connecting stakeholders, facilitating knowledge dissemination, and contributing to the transformation of food and water systems in Africa through collaborative efforts.

Krishan Beenick, Knowledge Management expert

- There is an opportunity for the Alliance to operate at various levels—ground, national, country, and global—to achieve **sustained impact in agricultural development**.
- We need to **distinguish between knowledge products and communication products**, recognising the nuanced differences between the two.
- The Alliance should not only focus on communicating CGIAR's work and the contributions of its scientists but also highlight the work of National Agricultural Research Systems (NARS) and other research and development institutions at different levels—**country, national, community, and farmer levels**.
- There is a need for deeper understanding of the meaning and **power of knowledge products**, highlighting their potential impact on stakeholders at various levels.

- A focus on helping CGIAR technical scientists effectively package their results and innovations for farmers. The UU's Learning Alliance can play a facilitating role in enabling end users, such as farmers (**let farmers innovate**), to contribute to the innovation process.
- **Inclusion of end-users**, whether farmers or policymakers, from the outset of initiatives, promoting a collaborative and participatory approach.
- Importance of communicating in the **language of end-users and the critical role of extension services** and **capacity building** in the knowledge-sharing process.

Harold Roy-Macauley, CGIAR.

Harold Roy-Macauley from CGIAR expressed the following sentiments:

- Acknowledged the critical role of UU's Learning Alliance in **connecting people**, particularly with the recently launched Action Plan for the renewed partnership between CGIAR and African agricultural research institutions.
- There is a **potential for the Learning Alliance to facilitate cross-learning, effective knowledge dissemination, and joint problem-solving by pooling resources, expertise, and experiences.**
- The overarching goal of transforming food and water systems in Africa through collaborative efforts, could be facilitated by UUs' Learning Alliance.

2.4. Summary of overall contributions as per session objectives

Key messages from the discussions align closely with the session objectives, all of which were effectively addressed.

Objective 1 - Explore *key issues* the Learning Alliance should tackle:

- Developing capacity of extension workers and farmers.
- Ensuring knowledge is packaged and translated (language and technical aspects).
- Focus on the right knowledge products (KPs) - beyond just communicating CGIAR results - use of KPs.
- Gender issues and women empowerment.
- Bridge the gap between the CGIAR and R&D institutions in ESA.

Objective 2 - Understand the *value add and design* of the Learning Alliance:

- The Learning Alliance adds value to educational media platforms by providing technical resources and knowledge to the farmers. Through the involvement of technical partners and the media platform, farmers can access relevant and timely information, as well as technologies presented in an engaging format and language that is comprehensible to them. These partnerships transform technical research results and knowledge into simplified, translated, and

practical guidance for in-field application, therefore, the Alliance can support to re-package knowledge for action.

- Being involved in the Learning Alliance provides partners with an engaging network to share experiences, lessons learned and best practices which aid in the adoption and scaling up of innovations across the farming system.
- The Alliance can help develop the capacity of farmers, as well as communication and facilitation of uptake and develop the capacity of researchers in encouraging uptake of their research products and papers.
- The Alliance can facilitate cross-learning, effective knowledge dissemination, and joint problem-solving, by pooling resources, expertise, and experiences.

Objective 3 - Learn how the Learning Alliance can strengthen the relationship between the CGIAR research and regional and national research organizations:

- Need to scale and extend existing *knowledge sharing for investments*, provide support from CGIAR, and offer technical assistance to support farmers and communities.
- UU's Alliance needs to *be relevant and resonate with farmers* and ensure end-users are involved from the onset of research/ knowledge generation.
- The Alliance should work at *multiple levels - from the ground, national, regional, and global level*- thus achieving **sustained impact**.
- The Alliance should focus on the *development of relevant and useful Knowledge Products* (beyond communicating CGIAR scientific results and communication products. The KPs need to be used.

The contributions from the discussions align closely with the session objectives, effectively addressing key issues and goals. These objectives encompass developing the capacity of extension workers and farmers, ensuring knowledge translation and packaging, focusing on the right knowledge products, addressing gender issues and women's empowerment, and bridging the gap between CGIAR and Research and Development institutions in ESA. Furthermore, the discussions emphasized the value-added aspects of the Learning Alliance, including its role in providing technical resources and knowledge to farmers, facilitating partnerships, capacity development, cross-learning, and effective knowledge dissemination. Moving forward, the Alliance's focus should continue to strengthen relationships between CGIAR research and regional/national organizations while working at multiple levels to achieve sustained impact and develop relevant knowledge products for practical application in the agricultural section.

3. Knowledge Management - Insights and considerations for UU's Learning Alliance

3.1. Framing Ukama Ustawi, the Learning Alliance partners and Knowledge Management and Learning (KML)

This section attempts to highlight key aspects of knowledge management, learning and uptake within UU as a regional initiative. To achieve this, it is imperative to start by understanding what UU represents, examining how it has been conceptualized and organized to address various biophysical and socio-economic challenges. Additionally, an exploration of the geographical locations and levels at which the Work Packages (WPs) are implemented is essential. Given the aspirations of the UU's Learning Alliance, recommendations can then be made on how to strengthen KML during the remaining project implementation period. Furthermore, attention should be directed towards the end of the initiative in 2024, with a focus on refining KML efforts to produce valuable Knowledge Products, enhance uptake, ensure sustainability, and maximize impact.

In essence, UU's overarching goal is to advance climate-resilient agriculture and enhance livelihoods across 12 East and Southern African (ESA) countries. This is achieved by assisting millions of smallholders in intensifying, diversifying, and mitigating risks in maize-mixed farming. The approach involves the improvement of extension services, development of small and medium enterprises, creation of an enabling environment, establishment of robust governance frameworks, and increased investment, all viewed through a gender equality and social inclusion (GESI) lens. UU operationalizes its Theory of Change (TOC) through an agrifood systems approach, employing six WPs that operate across three impact pathways: (i) assess; (ii) apply; and (iii) scale (refer to Figure 2).

Reviewers of UU identified a gap in partnerships with national and regional research organizations (NARS, FARA, ASARECA, etc.) and identified a need for a UU Learning Alliance mainly as a 'dissemination platform'. As several platforms have already been established including many regional and national 'web-based platforms', partners considered it was more worthwhile to look at connections and linkages between CGIAR and local research organizations.

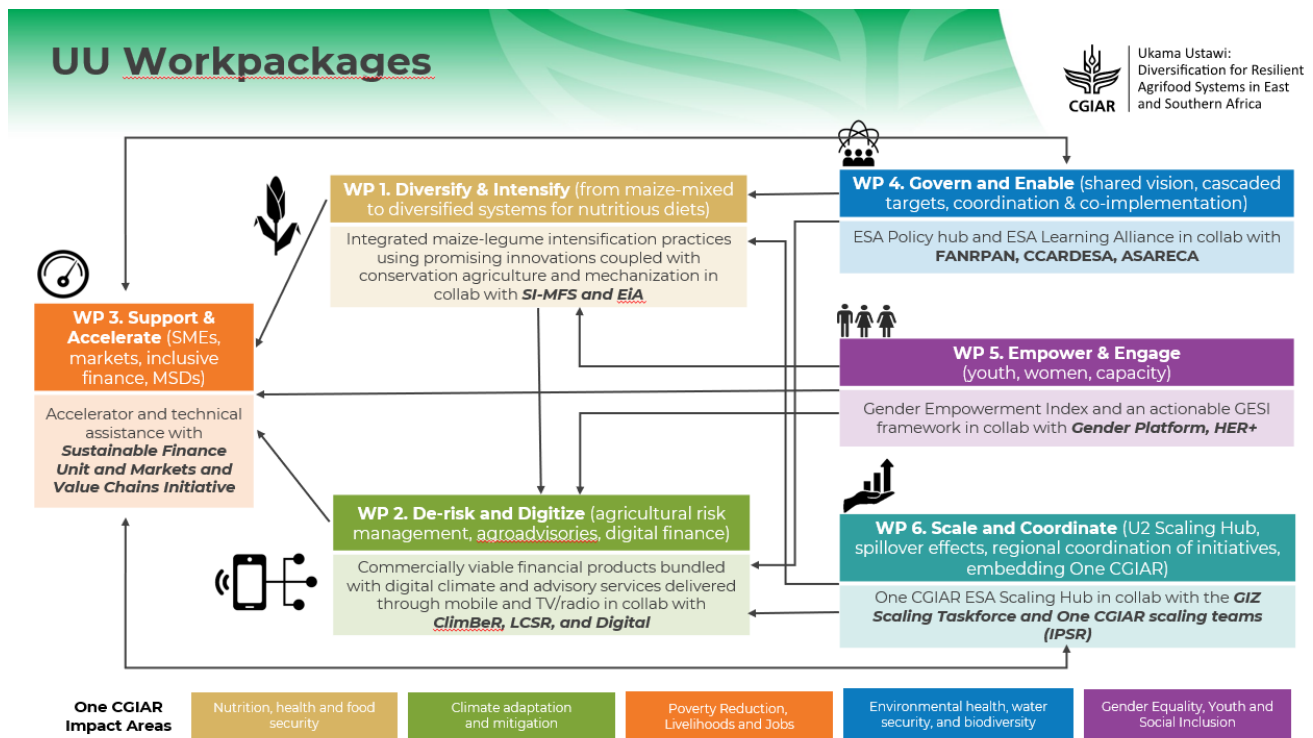


Figure 2: UU's Work Package Framework

The Alliance is centred on building relationships, effective communication, trust, and mutual understanding with regional organizations with the aim of creating a sustainable and collaborative learning environment. All UU's Work Packages (WPs) are intentionally designed to actively integrate with the WP4s Learning Alliance, as illustrated in Figure 2. The Learning Alliance recognises that weak knowledge-sharing networks and limited collaboration among stakeholders hinder the smooth flow of information between research institutions, extension services, policymakers, and farmers. The absence of networks for sharing experiences, lessons learned, and best practices hold back the adoption and scaling up of innovations across farming systems. UU's Learning Alliance is founded on the necessity to strengthen knowledge-sharing networks, invest in research and extension services, create supportive policy environments, and build capacity for scaling up—an essential progression in overcoming these challenges and promoting sustainable innovation in diversified maize-mixed farming systems in East and Southern Africa.

Therefore, the Alliances' focus is on *supporting learning around diversified maize-mixed farming systems and innovation* (agribusiness, policy, scaling). The objectives are to:

- Curating knowledge on maize mix-based farming systems in ESA and surrounding innovation.
- Repackaging knowledge.
- Facilitating the sharing and exchange of information among National Agricultural Research Organizations (NAROs) partners.
- Fostering connections and linkages between CGIAR and local research organizations.
- Providing opportunities for NAROs partners to engage, test, and innovate.

The sentiment is to come together in a partnership spirit and share knowledge and make knowledge accessible to those that must use it – is commendable – but more unpacking and planning is required by UU, the CGIAR, the WPs and for countries involved. To do this in the UU context, there are a few aspects that need further consideration to move towards meaningful Knowledge Management Action and Learning in and for UU and the ESA region.

3.2. Additional considerations for UUs KML

This section presents additional considerations for UU's Knowledge Management and Learning (KML) framework, drawn from extensive discussions among project stakeholders, technical experts, and implementing partners engaged in UU. These considerations encompass vital aspects such as fostering collaboration with a diverse range of partners at various levels, identifying and mapping implementing partners, stakeholders, and beneficiaries per WP, structuring the knowledge generated through UU's WPs, and emphasizing the necessity of planned and budgeted Knowledge Management activities. Moving forward, the UU project management team, in collaboration with relevant partners and stakeholders, can take these considerations forward, developing a targeted action plan with clear timelines and responsibilities to ensure effective implementation. This strategic approach is designed to enhance KML outcomes within the UU project framework, fostering sustainable impact and collaboration across all levels. Below are the considerations for UUs KML in detail.

- i. **UU collaborates with many partners at international (CGIAR), continental, regional, national, and local levels.** *At each level KML activities can be conceptualised and planned in conjunction with the priority learning emerging from UU WP implementation and for the technical thematic focus areas (climate, farming systems, diversification and sustainable intensification and Supporting agribusiness to scale climate adaptation). Refer to **Error! Reference source not found.***
- ii. **Who are all the implementing partners, stakeholders, and beneficiaries per WP? Identify** and map all implementing partners, stakeholders, and beneficiaries per WP. Chart the activities of these entities in respective countries and at the regional level, outlining the roles and contributions of each. This will not only help track outputs to outcomes and foster uptake and institutionalisation of knowledge, but it will also help determine partners contributions and roles in KML during and beyond UU's project lifespan. Refer to **Error! Reference source not found.**
- iii. **What and how is knowledge being generated through UU's WPs and how is it being organised (beyond progress and technical reports) for use?** *At WP and initiative levels, as well as organizational and network levels in East and Southern Africa (ESA), there is a need to identify a lead entity or individual for the coordination and organization of knowledge for*

use, capacity development, uptake, and institutionalization. A dedicated unit or person should be designated to provide KML guidance to countries and WPs, ensuring a streamlined and effective approach across the entire project landscape.

- iv. **Need to consider technical and process outputs in all of 12 ESA countries, integration between them and groups of countries implementing activities under the same WP or under the same thematic focus area.** *The identification of contributors and their respective activities leading to specific outcomes within the thematic focus areas is crucial. This understanding guides the planning of learning exchanges, considering geographical, WP and thematic aspects. Refer to Table 1 on insights into the "what, how, and who" for convening meaningful learning events.*
- v. **Is KM planned and budgeted for in each WP and between WPs where there are linkages and cross-cutting activities?** *Implementing partners in different countries operating under the same (or a few) WPs may explore collaboration and pooling of allocated funds for WP activities. This collaborative approach can enhance efficiency and resource utilization. However, if such collaboration is not feasible or the allocated funds are insufficient for dedicated KML within UU, exploring alternative funding sources becomes essential. Potential sources could include seeking additional support from external donors, grants, or partnerships with organizations aligned with UU's objectives and the KML. Additionally, discussions with existing funders or donors to allocate a portion of the budget specifically for KML activities may be explored.*
- vi. **Overall, UU is R4D, therefore, research and implementation must lead to action and impact.** *It is critical that capacity development, the right KPs and institutionalisation of knowledge is emphasized and built into WP/project activities. Consider roles and mandates of partners and the users of the knowledge – farmers, SMEs, government (national, catchment & local) etc. Refer to **Error! Reference source not found.***
- vii. **UU is being implemented in 12 ESA countries: Eswatini, Ethiopia, Kenya, Madagascar, Malawi, Mozambique, Rwanda, Tanzania, Uganda, South Africa, Zambia, and Zimbabwe.** *Whilst KML activities can be considered for the ESA region, one might also group the countries in Southern Africa and similarly group the countries in East Africa, to identify priority learning themes for exchanges, co-creation of knowledge products and capacity development based on country and sub-regional contexts. Refer to **Error! Reference source not found.***

- viii. **There are regional anchor countries where the bulk of activities will be implemented, this includes Kenya (East Africa) and Zambia (Southern Africa).** *What coordination and facilitation roles might the regional anchor countries play in driving KML roles?*
- ix. **As the overall project management and coordination body - can IWMI-SA play a leading role in coordination of UU's KML activities so that it also makes strategic sense for UU and beyond (towards long term impact) in knowledge organisation, transformation from outputs to outcomes and the appropriate KPs, capacity development and institutionalisation - especially beyond the time-bound constraints of project funding. A KML lead might consider the following:**
- Face to face learning platform with facilitated exchange; learning events back-to-back with UU project or regional events,
 - Various WP/thematic co-created knowledge products and
 - Co-create a *Knowledge Series on Diversification for Resilient Agribusiness Ecosystems* including a range of products, such as case studies, research briefs, infographics, photo journeys and thematic policy and learning briefs and video clips.
- x. **A need was identified to foster CGIAR and regional and national partners.** *What other relevant CGIAR initiatives are happening in the 12 countries and how might knowledge generated in UU and the other CGIAR initiatives be synthesised and collated to develop relevant learning-exchanges and co-creation of KPs workshops? This is an additional CGIAR cost fostering CGIAR linkages with AROS and NAROS.*
- xi. **It is crucial to consider the involvement of mandated Regional Economic Communities (RECs) such as Southern Africa Development Community (SADC), East African Community (EAC), Intergovernmental Authority on Development (IGAD), and Common Market for Eastern and Southern Africa (COMESA).** *Their participation should be assessed in terms of alignment with regional agriculture, industrialization, and pertinent regional policies under a Research to Policy (R2P) conceptual umbrella. This engagement seeks to ensure that the activities and outcomes of UU harmonize with and contribute to the broader regional agricultural and industrialization agendas, fostering collaboration between research and policy realms. Do partners such as CCARDESA and FANRPAN in the SADC region - get their mandate from SADC Food, Agriculture, and Natural Resources (FANR) or does UU need to involve SADC FANR in areas needing to influence or support agricultural/agribusiness/SMEs policies. To influence policy - proper processes with mandated institutions are critical.*

- xii. **Another important consideration for CGIAR is** *how CGIAR initiatives and projects respond to the REC priority programmes and issues. This alignment and support from CGIAR to the RECs can improve partnerships, build trust, open access to regional and national affiliated platforms and the work of these mandated institutions.* There are WPs in UU that could be seen to be responsive to REC development agendas (and probably UU was informed by these) being implemented among member states. Framed correctly at REC level, UU and the CGIAR might roll out regional agribusiness agendas for example in UU countries.
- xiii. **Does UU share results and KPs with the RECs and their member states? Prioritising mandated institutions allows for better chances of Institutionalising learning and uptake and roll out of using KPs - across member states.** These RECs also hold regional annual or biannual events with relevant sectors in all member states, if UU was recognised more by RECs and if UU responded to regional REC priority frameworks - CGIAR through UU might be afforded an opportunity to have a knowledge exchange or R2P policy session. Can we track UU contribution to sub-regional agendas? Official member state platforms exist with SADC/EAC/COMESA/IGAD for the different sectors - water, agriculture etc.? UU should engage with the RECs and understand the respective official member state platforms.

Table 1: WP activities and KML considerations

UU Work Packages	Knowledge Management & Learning Considerations
<p>WP1: Diversify and sustainably intensify maize-mixed farming systems.</p> <ol style="list-style-type: none"> 1. Inventory of SI practices, suitability maps, and needs, plus an overview of the agribusiness environment. 2. SI bundles, mechanization, irrigation, and nutrition technologies tested, adapted, and scaled in community-based approaches. 3. Increased knowledge and capacity and delivery models for scaling <p><i>Zambia, Zimbabwe, Kenya, Malawi.</i></p>	<p>To be completed in working sessions with WP leads and Learning Alliance team/partners - led by IWMI as UU lead</p>
<p>WP2: De-risk and digitalize production and supply chains to build resilience and improve productivity.</p> <ol style="list-style-type: none"> 1. Digital agro-advisories and ARM products and services prioritized by partners. 2. Co-designed and tested digital agro-advisories and ARM bundled products and services with farmers and delivery partners. 	

3. Mobilized delivery mechanisms – such as mobile phone and television – for deploying bundled digital agro-advisories and ARM products and services to farmers.

Ethiopia, Kenya, Malawi, Uganda & Zambia.

WP3: Support and accelerate value chain agribusiness enablers in maize-mixed systems.

1. Ecosystem mapping report, start-up and SME research report, coordination plan, and implementation framework to inform rollout of incubation and acceleration programs.
2. Launch of annual incubation and acceleration programs with key scaling hub partners.
3. At least 50 start-ups and SMEs supported and accelerated; social and environmental impact report; results shared through a white paper and webinar.

Kenya, Zambia, Uganda, Tanzania, Rwanda, Ethiopia, Malawi, Zimbabwe, and South Africa

WP4: Conserve and enable multifunctional landscapes to promote sustainable diversification and intensification.

1. Integrated EG Assessment Repository.
2. National target and benchmarks setting for SDGs.
3. Pan-African Policy Hub

Regional: Phase 1 – 3 countries

WP5: Empower and engage women and youth in agribusiness ecosystems.

1. Comprehensive GESI report on the agribusiness ecosystem in ESA.
2. Overview of GESI-informed innovations, achievements, and investments in the agribusiness ecosystem.
3. GESI framework and approach informing and standardizing 40% of UU WP activities, partnerships, and interventions

Zambia, Zimbabwe, Malawi, Tanzania, Kenya, Mozambique

WP6: Scale and coordinate Scale agrifood innovations and coordinate One CGIAR and partner scaling activities in ESA.

1. Set up UU Scaling Hub.
-

-
2. Country-specific scaling strategies co-developed with national and regional ESA demand, innovation, and scaling partners and with funders.
 3. Scaling assessments and reviews that boost understanding of challenges and opportunities associated with scaling inclusive and sustainable climate-smart SI practices

Regional: Phase 1-3 countries

Innovation Packages and Scaling Readiness:

1. Innovation prioritization and documented scaling ambition, vision of success and roadmap for use of Scaling Readiness for selected 10 priority Core Innovations.
2. 10 Evidence-based Scaling Readiness assessment reports and related scaling strategies for Innovation Package.
3. One Initiative innovation portfolio management system that uses scaling readiness metrics

MELIA:

1. Baseline technology adoption and analyses.
2. Mid-term process assessment.
3. Impact assessment for end-of-Initiative outcomes

Project Management:

1. Inception period finalization, completion of detailed implementation work plan.
 2. Resource mobilization plan completed
 3. Annual financial and technical reporting
-

3.3. Concluding remarks and next steps

UU's Learning Alliance has taken steps to enhance knowledge sharing, learning, and collaboration in the agricultural domain, particularly in the East and Southern Africa (ESA) region. Recognising the important role of knowledge management in agricultural development, the initiative has strategically aligned its efforts to curate, repackage, and share knowledge on maize mix-based farming systems.

The discussions and insights gathered from the workshop stress the importance of collaborative efforts, bringing together diverse stakeholders, including researchers, farmers, extension agents, and

policymakers. The commitment to fostering connections between CGIAR, local research organizations, and National Agricultural Research Organizations (NAROs) reflects a collective determination to bridge gaps and accelerate the adoption of innovative practices.

Moving forward, several key considerations emerge for UU and its Learning Alliance:

1. **Strategic coordination:** Designate a lead entity, potentially IWMI-SA, for the coordination of Knowledge Management and Learning (KML) activities. This ensures a cohesive approach and long-term impact, transcending the project's lifespan.
2. **Collaborative funding:** Explore opportunities for implementing partners to collaborate and pool allocated funds for shared WPs activities. If needed, identify alternative funding sources to support dedicated KML efforts.
3. **Synthesizing CGIAR Initiatives:** Actively integrate knowledge generated within UU with other relevant CGIAR initiatives in the 12 countries. This synthesis can inform learning exchanges and co-creation workshops, fostering linkages with AROS and NAROS.
4. **Engaging Regional Economic Communities (RECs):** Consider engaging mandated RECs such as SADC, EAC/IGAD, and COMESA. Align UU activities with regional agriculture and industrialization agendas under a Research to Policy (R2P) conceptual framework.
5. **Involvement of mandated institutions:** Assess the involvement of partners like CCARDESA and FANRPAN in the SADC region and their mandate from SADC FANR. Ensure proper processes and engagement with mandated institutions to effectively influence and support agricultural policies.

The concerted efforts of UU and its partners, guided by these strategic considerations, will contribute not only to the project's success but also to sustainable agricultural development, knowledge dissemination, and policy impact in the ESA region.