Under SWA awareness creation activities will be carried out at different levels. At project team level a comprehensive communication strategy will be developed, and a short training on documentation will be provided within the project team. This will enable the communication strategy to permeate the entire project cycle, rather than communication activities being carried out within the box of an outreach module. A communication workflow will be co-developed during this training to identify the best way to embed communication in the daily work and to keep each other updated.

At target group level the concept of farmer-led and market-based smart water solutions will be strengthened. SME farmers, financial institutes, government agencies and knowledge centres will be targeted through (amongst others) Smart Centres.

A range of activities will create visibility among a more general public. This would help the programme develop a brand/appearance that broadens the range of partners, especially within the private sector and among financial institutions. Visibility will be strengthened through conventional (online) promotion of project activities. More importantly, we want to reach out using content of the program to showcase the success of selected technologies.

Given the imperative to appeal to individual SME farmers, a strategy adopted would be developing stories of individual farmer experiences with Smart technologies, disseminated through the mainstream media space. Specific media have already been identified as targets, such as the successful TV show ‘Shamba Shape Up!’

Agricultural innovation systems are shifting towards systemic partnership-based co-innovation processes in which farmer groups play a strong role. Farmers are not ‘just’ a target group, but are at the forefront of exchange and learning. Farmers have considerable innovation capacity, based on their need to address practical challenges and the knowledge and connectedness of farmers within and between groups.

Awareness
Visibility
Capacity Development
Horizontal Learning

Agricultural innovation systems are shifting towards systemic partnership-based co-innovation processes in which farmer groups play a strong role. Farmers are not ‘just’ a target group, but are at the forefront of exchange and learning. Farmers have considerable innovation capacity, based on their need to address practical challenges and the knowledge and connectedness of farmers within and between groups.

Capacity development and societal change are unthinkable without further investment in the improvement of learning-oriented networking among relevant actors in the community of practice. The project adopts a twin-purpose approach where capacity development and horizontal learning go hand-in-hand.

Through systematic use of horizontal learning, good practices can move around fast and serve as the basis to strengthen the farmer networks / irrigation platforms. Creating linkages between different sectors (mainly farmers and financial institutes) to improve access to new technologies would be an important part of capacity development. Bringing groups together that have similar interests and challenges can unleash much energy, both by learning from each other as well as to create a self-evolving movement of new institutions. Horizontal learning deals with the exchange of good practices, knowledge and ideas between peers or groups of peers, in which there is no monopoly on knowledge. It entails people coming together to see, observe, discuss and learn from people who have first hand experience.

There are three layers in horizontal learning: the sharing of already known good practices; discovering good practices that are worth sharing; and jointly developing innovations and new good practices. An important step is to uncover and capture what is there.
What is gender mainstreaming?
Integration of gender perspective and analysis into the planning, design, implementation, monitoring and evaluations of project programmes at operational and policy levels

**Overall objective**: Economically empower Small and Medium-sized Entrepreneurial (SME) women farmers through greater access to smart water solutions, knowledge, finance and business opportunities tailored to their needs.

**The Rationale**: SWA project aims at 10,000 SME women farmers adopting smart water products and services and increasing their income by 20%.

**Gender Mainstreaming Strategy Smart Water for Agriculture Programme (SWA) – Kenya**

**The 7 elements of the strategy**

1. **Family-level gender sensitization**: to really empower women, men shall be partners and be made aware of the multifaceted role of women in productive, reproductive and community activities.
2. **Work through role-model women farmers**: women well connected to the community and relevant institutions are vectors of innovations and can “pull” other women farmers with them to prosperity.
3. **Partner with gender-sensitive Irrigation Acceleration Platforms (IAPs)**: prioritise IAPs with clear strategy and action plan that address the specific needs and constraints of women farmers.
4. **Gender sensitive smart water technologies**: women prefer technologies that enable them to carry out irrigation at flexible timings during the day, are mobile, easy to operate and substantially save labour.
5. **Gender-sensitive communication and outreach**: accommodate women’s needs in terms of timing, venue and literacy levels. Women prefer a day activity in their village or nearby. Set up demonstration fields and pilots together with women role models.
6. **Gender budgeting**: make sure appropriate budget, resources, staff, and time is allocated for specific gender outcomes.
7. **Gender sensitive indicators**: each project outcome should have clear gender-sensitive indicators to gauge the extent to which women farmers are tangibly benefitting from the project activities.

**Women contribute 80% of all labour in food production and 50% in cash crop production, but they have received only 7% of agricultural extension information and 1% of the total amount of credit directed to agriculture.**
Well-being method for social survey

How to create a connection between the interviewed person and the person interviewing?

**Points of Departure**

- Both parties are equal
- Well-being is the central interest
- The social research themes are understood in the context of the lives of the people and not separate from this

**The 3 stages**

1. Common human interest
2. Reflections
3. Thematic discussions

**Common human interest**

The first stage concerns the establishment of common human interest. As human there are a number of areas that touch us all deeply, whatever our background: our health, our autonomy and security and the future of our children. This we can share and discuss and exchange our experiences.

A number of questions that can be asked at this stage:
- How is your health and what are the concerns?
- How do you see the life and future of your children?
- Do you feel safe and secure? Can you manage with your income?
- How do you feel from day to day?
- What risks do you see for your family?

Not all questions need to be asked – what is important is the natural flow of the conversation and the understanding that is jointly developing.

It is good to do this as equals and exchange experience – with interviewer/visitor comparing one’s own life with that of the interviewee and also encouraging mutual questions.

This stage of questions established the human connection. It also triggers thinking about what is important for one’s self and the choices one is making.

**Reflections**

Following common human interest stage, more reflective questions can be asked. These encourage light analysis of one’s situation and that of others and give a lot of mutual of often unexpected holistic insight.

Examples of such reflexive questions are:
- How are things done?
- How do other help each other?
- How is your relation with members of family?
- How is your relation with neighbours?
- How you look at things in your life, how you look at others; how you look at yourself?
- What are your roles, are you content with these?
- Would you say that people help each other?
- Do you think things will be different in the future?

One can also ask to give examples and relate to what is in the house or immediate environment to illustrate the points.

What is important, is to listen to what is behind something out of empathy. This will often generate new perspectives/understanding of priorities.

**Thematic discussions**

From these two stages one can move to topics that originally triggered the learning visit (e.g. road construction program, mobility and access and environmental effects) and that one wants to understand better.

One can raise these in a conversational way and see how they relate to the well-being. By this time there is a good deep understanding of each others lives and the thematic question can relate to these interests. Best is to use of a checklist that one either has memorized or quickly glances at.