

## **Appendix 10: Output 1 Key Informant Interview (KII) Guide: Farmer Group Representatives (Group Officials)**

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

**Evaluation Purpose:** To assess the strength, functionality, and sustainability of the farmer groups formed or strengthened by the project, and to understand their role in promoting adoption and resilience.

**Participant:** Group's Chairpersons/ Secretaries/ Treasurers or any other active committee members.

**Facilitator:**

**Note-taker:** Name]

**Date:**

**Group Name:**

**Duration:** 45-60 minutes

### **I. Pre-Interview Notes**

- Setting: Conduct the interview where farmer will feel comfortable ; a private, quiet space to ensure confidentiality and minimal interruptions.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
  - Copy of the logframe indicators for facilitator reference.
- Introduction:
  - "Thank you for making time to speak with me today. My name is [Your Name], and we are conducting an independent evaluation of the ECCRAS project."
  - "The purpose of this interview is to understand your perspective, as a group member on the strength, functionality, and sustainability of the farmer groups formed or strengthened by the project, and to understand their role in promoting adoption and resilience."
  - "The conversation will be confidential, and your name will not be directly attributed to any specific comments in our final report without your permission. The interview should take about 45 minutes. May I proceed to record our discussion?"

### **II. KII Questions:**

#### **1. Group Functioning and Governance (The "How Do You Operate")**

- "Can you describe how your group operates today? How often do you meet, and what is typically on the agenda?"
- "How does your group make decisions? (e.g., consensus, voting by committee, voting by all members). Can you give an example of a recent decision you made?"
- "What are the main roles of the committee members (Chair, Treasurer, etc.)? How well are these roles understood and fulfilled?"
- "Does your group have a written constitution, savings scheme (e.g., VSLAs), or any other formal structure? How is it working?"

#### **2. Group's Role in Technology Adoption (The "How You Spread Ideas")**

- "In your experience, what is the most effective way a group can encourage its members to try a new practice?" (e.g., demo plots, member-to-member training, group input purchases).
- "Can you share a story of how the group supported a member who was struggling to adopt one of the new techniques?"
- "Have there been any instances where the group collectively decided not to promote a specific practice promoted by the project? Why?"
- "How does the group handle knowledge sharing with farmers who are *not* members?"

#### **3. Benefits and Challenges of Collective Action (The "Strength in Numbers")**

- "What are the \*\* biggest advantages\*\* of being in a group versus farming alone?" (Probe: access to training, bulk buying of inputs, collective marketing, stronger voice, moral support).
- "What have been the biggest challenges in managing the group?" (Probe: member dropout, conflicts, mismanagement of resources, lack of commitment, record keeping).
- "Has the group engaged in any collective marketing or sales? If so, what was the experience like? Were you able to get better prices?"

#### 4. Sustainability and Future Plans (The "What Happens Next")

- "Will this group continue to meet and function after the project's support ends completely? What makes you say that?"
- "What are the group's main sources of motivation and cohesion that will keep it together?" (e.g., shared goals, social bond, economic benefits).
- "What specific activities does the group plan to continue on its own?" (e.g., saving and lending, organizing field days, bulk input purchase).
- "What are the major threats to the group's survival in the next few years?"

#### 5. Linkages and Support Systems (The "Who Else Helps You")

- "Who do you, as a group, turn to for advice or support now that the project is phasing out?" (e.g., government extension officers, other NGOs, financial institutions, local government).
- "How strong are those connections? Are they reliable?"
- "What is the one form of support (e.g., a specific training, a grant, a piece of equipment) that would most empower your group to be self-sufficient?"

#### 6. Recommendations for Future Projects (The "How to Do It Better")

- "Based on your experience, what is the most important thing a project should do when working with farmer groups to ensure they last?"
- "What advice would you give to a new group just starting out?"
- "Is there anything the project could have done differently to better strengthen your group for the long term?"

Closing: Thank them for their leadership and their time.

#### **Debriefing Guide for Facilitator and Note-taker**

*(To be completed immediately after the interview)*

- Operational Health: Based on the respondent's tone and examples
- Key Enabler/Constraint: What was the most critical enabling factor and the most critical constraint mentioned?
- Sustainability Prognosis: What is your realistic assessment of sustainability based on this respondent's answers? (High/Medium/Low). What specifically informed this score?.
- Quote for Report: Note a compelling direct quote that encapsulates the respondent's experience or a major challenge.

## Appendix 11: Output 2 Key Informant Interview (KII) Guide: For Agro-ecology Club Patron Teacher

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

**Evaluation Purpose:** To understand the operational reality of implementing the club, including achievements, challenges, and the practical prospects for sustainability.

**Participant:** Agro-ecology Club Patron Teacher

**Facilitator:**

**Note-taker:** [ ]

**Date:**

**School:**

**Duration:** 45-60 minutes

### I. Pre-Interview Notes

- Setting: A quiet room where the teacher feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:
  - "Thank you for your time. My name is [Your Name], and we are evaluating the ECCRAS project. We are particularly interested in your firsthand experience as the club patron, as you are the key to its day-to-day success."
  - "This is not a test of your performance. We want to learn about the project's real-world workings—what helped, what hindered, and what the future might hold—so we can provide accurate recommendations."
  - "Your responses will be confidential. The interview will take about 45 minutes. Do you consent to me recording our conversation to ensure I don't miss any of your points?"

### II. KII Questions

Theme 1: Club Operation and Achievements (Effectiveness - i)

(*Directly links to logframe indicators RI.2.1, RI.2.2, RI.2.3*)

1. "Can you describe a typical meeting of the Agro-ecology club? What do the students do and learn?" (*Probe: balance between theory and hands-on practice*).
2. "Looking at the club's initial goals, what would you say are its biggest accomplishments so far?" \*(*Probe: establishment of garden/food forest, student knowledge growth, produce used in school - RI.2.1, RI.2.3*)\*
3. "How many students, staff, or parents would you estimate have been actively trained through the club's activities?" (*Seeks data for RI.2.2*).
4. "Can you share a specific story or example of a student who particularly benefited from being in the club?" (*Probe for qualitative evidence of impact*).

Theme 2: Enabling and Constraining Factors (Effectiveness - ii)

(*Links to Eral Question ii: Major factors influencing achievement*)

5. "What has been the single most important factor in making the club successful?" (*Probe: support from project team, headteacher, student enthusiasm, quality of training received*).
6. "On the other hand, what have been the biggest challenges or constraints in running the club effectively?" (*Probe deeply on:*
  - *Time:* "Is finding time within the school schedule difficult?"
  - *Resources:* "Have you had a consistent supply of seeds, tools, water?"

- *Knowledge*: "Did you feel fully equipped to teach all the concepts?"
  - *Student Engagement*: "Has it been hard to maintain interest?"
  - *External Factors*: "Did weather, pests, or other issues cause problems?"
7. "What kind of support was most useful to you personally as the patron?" (*Probe: training, manuals, visits from project staff*).
8. "What additional support did you need but perhaps didn't receive?"

#### Theme 3: Operational Sustainability (Sustainability - vi, vii)

*(Links to Eval Questions vi, vii: Likelihood of continuation, established capacities)*

9. "What was the first thing that happened to the club and the garden when the project ended? (*Probe for an immediate, practical assessment*).
10. "What parts of the club's activities do you feel are sustainable and will continue without external support? What parts will be difficult to maintain?"
11. "What would be absolutely essential to keep the club running in the long term?" (*Probe:*
  - *A dedicated budget line from the school?*
  - *Continued access to seeds and seedlings?*
  - *Your own continued involvement? Another trained teacher?*
  - *A strong student leader committee?*
)
12. "Do you have a plan or strategy to ensure the knowledge is passed on to new students and teachers in the coming years?" (*Probes for institutionalization of knowledge*).
13. "How likely are you to continue as the club patron next year? What would make you more or less likely to continue?" (*Critical for assessing personal commitment*).

#### Theme 4: Final Reflections and Recommendations

14. "Based on your hands-on experience, what is the one key lesson you learned about making a school club like this work?" (*Seeks operational learning*).
15. "If you were to advise another teacher who is just starting a similar club, what would be your top three tips?"
16. "Is there anything else about your experience as the club patron that you think is important for us to understand?"

### III. Closing

"Thank you so much for your incredible work with the students and for sharing such detailed and honest feedback with me today. Your insights are the most valuable ones we will get on how this project truly functioned."

"We truly appreciate the effort you've put into this initiative."

Stop recording.

### IV. Debriefing Guide for Facilitator

*(To be completed immediately after the interview)*

- Operational Health: Based on the teacher's tone and examples, how would you rate the actual, day-to-day functionality of the club? (Thriving, struggling but persistent, stagnant, defunct?)
- Key Enabler/Constraint: What was the most critical enabling factor and the most critical constraint mentioned?
- Sustainability Prognosis: What is your realistic assessment of sustainability based on this teacher's answers? (High/Medium/Low). What specifically informed this score? (e.g., teacher's commitment level, resource availability).
- Quote for Report: Note a compelling direct quote that encapsulates the teacher's experience or a major challenge.
- Alignment: Do the patron's reports of student numbers and activities align with what was observed and what the students reported?

## **Appendix 12: Output 3 Key Informant Interview (KII) Guide: Peace Committee Leader in Mt. Elgon**

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

**Evaluation Purpose:** To understand the operational reality of implementing the club, including achievements, challenges, and the practical prospects for sustainability.

**Participant:** Peace Committee Leader

**Facilitator:**

**Note-taker:** [ ]

**Date:**

**School:**

**Duration:** 60 minutes

### **I. Pre-Interview Notes**

- Setting: A quiet room where the respondent feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:

"Good [morning/afternoon]. Thank you for your time. My name is [Interviewer Name], and I am part of an independent evaluation team. We are assessing the impact of the ECCRAS, which worked on peacebuilding and conflict resolution in this area. We are particularly interested in your professional perspective as a Peace Committee leader. Your insights are invaluable. This discussion is confidential, and your specific comments will not be attributed to you by name without your permission. The interview should take about 45-60 minutes. Do you have any questions before we begin? May I proceed with recording/note-taking?"

### **II. KII Questions**

#### **Section A: Introduction and Background**

1. Can you briefly introduce yourself (name, position, committee, years of involvement)?
2. Please describe your role within the peace or human rights committee.
3. How long has your committee been active, and what are your main areas of focus (e.g., conflict resolution, awareness creation, human rights advocacy)?

#### **Section B: Relevance (Alignment of activities to community needs and priorities)**

4. In your view, what were the most pressing peace and human rights challenges in your community before this project started?
5. How well do you think the project activities (such as TFT-based training, leadership training, and gender/land rights awareness) responded to these local challenges?
6. Did the content and delivery of trainings meet the real needs of your members and community? Please explain with examples.
7. How did the project involve community members in identifying or prioritizing peace and human rights issues?
8. Were there groups (e.g., women, youth, or minority clans) whose needs were particularly well or poorly addressed?
9. To what extent did the project promote inclusion — especially of women, single mothers, and youth — in peacebuilding processes?

#### **Probe:**

- Were there adjustments made to reflect local cultural norms or power structures?
- Did community members perceive the training topics as relevant and useful?

10. How did the project contribute to broader community change beyond the trained members (e.g., through awareness creation, peer learning, or replication)?
11. Do you feel the approach of working through selected groups (peace committees) was appropriate for addressing wider community peace and rights issues? Why or why not?

**Section C: Effectiveness:** (Achievement of intended results and influencing factors)

12. What specific results or changes have you observed in your community as a result of this project?
  - In terms of peaceful coexistence?
  - In conflict resolution practices?
  - In protection and respect of women's and girls' rights?
13. Can you describe any cases or examples where your committee successfully intervened in resolving a conflict?
14. How have the trainings (on leadership, TFT, gender and land/water rights) strengthened your ability to mediate or advocate?
15. Have women and men benefited equally from the project interventions? If not, what differences have you observed?
16. What factors made it easier for your committee to achieve results (e.g., community support, partner engagement, leadership, local government involvement)?
17. What constraints or challenges limited your committee's effectiveness (e.g., cultural resistance, lack of resources, limited follow-up, political interference)?
18. How well did the project integrate peacebuilding with other community priorities (e.g., livelihoods, gender equity, education)?
19. To what extent did the training translate into practical action or community initiatives?
20. Has the project contributed to improving relationships between different groups (e.g., ethnic, gender, or intergenerational)?

**Probes:**

- Have you seen a reduction in community conflicts or violence?
- Are there examples of improved household or community decision-making linked to the project?

**Section D: Sustainability:** (Continuity of benefits and local ownership)

21. How active is your committee today compared to during project implementation?
22. What systems, skills, or resources have been put in place to help your committee continue operating after project closure?
23. Do you receive any ongoing support from local government, NGOs, or community members?
24. Are the peacebuilding and rights advocacy practices you learned still being used? Please give examples.
25. What challenges do you foresee in maintaining the committee's activities (e.g., funding, motivation, leadership transition)?
26. What strategies has your committee adopted to remain functional and relevant to community needs?
27. How confident are you that the gains achieved (in peacebuilding, women's empowerment, human rights awareness) will be sustained? Why?
28. In your opinion, what additional support would strengthen your committee's ability to sustain and scale its work?
29. Should future projects focus on expanding the reach of peace committees or deepening the quality of their work? Please explain your preference.

**Section E: Lessons Learned and Recommendations**

30. From your experience, what key lessons would you share about effective community peacebuilding and human rights promotion?
31. What could have been done differently to improve the project's results or community ownership?
32. What advice would you give to donors or partners planning similar peacebuilding interventions in Mt. Elgon or other regions?

**Section F: Closing**

33. Is there anything else you would like to add about your experience or the project's impact on your committee or community?

"Thank you very much for sharing your experiences and reflections. Your input will help us understand what has worked and how we can strengthen future peace and human rights initiatives in this region.. We truly appreciate the effort you've put into this initiative."

Stop recording.

**Debriefing guide for facilitator and notetaker**

- What are the recurring themes on relevance, effectiveness, and sustainability?
- What examples of success or challenges were shared?
- Any issues in access, respondent fatigue, or comprehension?
- Ethical concerns encountered (e.g., distress, conflict sensitivities)?
- Were all sections covered adequately?
- Were responses rich enough, or is further probing needed in future interviews?

## **Appendix 13: Output 3 Key Informant Interview (KII) Guide: Local Security Personnel/ Community Leader on Peacebuilding and Conflict Resolution in Mt. Elgon**

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

**Evaluation Purpose:** To understand the operational reality of implementing the club, including achievements, challenges, and the practical prospects for sustainability.

**Participant:** Local Community Leader/ Local Security Personnel

**Facilitator:**

**Note-taker:** [ ]

**Date:**

**School:**

**Duration:** 45-60 minutes

### **I. Pre-Interview Notes**

- Setting: A quiet room where the security personnel feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:

"Good [morning/afternoon]. Thank you for your time. My name is [Interviewer Name], and I am part of an independent evaluation team. We are assessing the impact of the ECCRAS, which worked on peacebuilding and conflict resolution in this area. We are particularly interested in your professional perspective as a key security actor. Your insights are invaluable. This discussion is confidential, and your specific comments will not be attributed to you by name without your permission. The interview should take about 45 minutes. Do you have any questions before we begin? May I proceed with recording/note-taking?"

### **II. KII Questions**

#### **Part A: Respondent Information & Professional Context**

*(To be filled by the interviewer)*

- A1. Role/Title: \_\_\_\_\_ (e.g., Police Commander, Chief, AP Officer)
- A2. Station/Area of Command: \_\_\_\_\_
- A3. Length of Service in Mt. Elgon Region: \_\_\_\_\_ (Years/Months)
- A4. Interview Date & Time: \_\_\_\_\_

#### **Part B: Assessing Changes in the Conflict Landscape & Project Contribution**

B1. From your professional vantage point, how have the dynamics and frequency of resource-based conflicts (over land, water, grazing) in Mt. Elgon changed over the last four years? (*Probe: trends, severity, hotspots*)

B2. To what extent have you observed a change in how these conflicts are resolved? (e.g., more community-level mediation vs. formal reporting to your office, less violence).

B3. Are you aware of the community Peace Committees established or supported by the project? \* *If YES:* What has been your observation of their functionality and credibility?

\* *If NO:* How are conflicts typically resolved at the community level before they escalate to your attention?

B4. Has your office had any interaction or collaboration with these Peace Committees? (e.g., referrals from them, referring cases to them, joint meetings).

\* *If YES:* How would you describe that working relationship? Can you provide an example?

\* *If NO:* What, in your opinion, would be needed for a more collaborative relationship between formal security structures and informal community mechanisms?

B5. In your opinion, what have been the main factors contributing to any decrease in conflict you mentioned? (e.g., government action, economic factors, projects like this one, other reasons).

B6. Specifically, what role, if any, do you think the project's activities (trainings, committees) played in this change?

### **Part C: Assessing Institutional Relevance & Coordination**

C1. From an institutional perspective, how well did the project's focus on land/water rights and gender justice align with the root causes of insecurity you deal with in Mt. Elgon?

C2. Did the project adequately engage with and coordinate its activities with formal security structures like yours?

\* *If YES:* How was this beneficial? How could it be improved?

\* *If NO:* What was the effect of this lack of coordination? What opportunities were missed?

C3. What is the single most useful contribution a project like this can make to support your work in maintaining peace and security?

### **Part D: Assessing Sustainability & Future Recommendations**

D1. Do you believe the Peace Committees have the capacity to sustain their operations without external project support?

\* *Probe:* What are their biggest strengths and weaknesses in this regard?

D2. What is the biggest challenge to their long-term sustainability? (e.g., funding, neutrality, technical/legal knowledge, community buy-in).

D3. What kind of ongoing support would be most critical from county or national government institutions to ensure these community mechanisms survive and thrive?

D4. For future programming, should efforts focus on scaling up (expanding to new areas) or deepening (strengthening existing structures with more advanced skills, legal aid, and formal recognition)? Why?

### **Part E: Generating Learning & Conclusions**

E1. In your professional opinion, what was the project's most significant achievement in improving community security?

E2. Conversely, what was its biggest oversight or shortcoming?

E3. If you were to design a future peacebuilding project for Mt. Elgon, what is the one critical thing you would do differently to ensure it has a lasting impact and strong linkages with official security providers?

End of Interview: "Thank you very much for your time and your candid professional assessment. Your perspective is crucial for understanding the full picture of this project's impact. We greatly appreciate your service to the community."

**Debriefing guide for facilitator and notetaker**

- Did the leader respond freely? Any hesitation or dominant views?
- What were the most important or surprising findings?
- What patterns or stories are beginning to emerge (e.g., women's empowerment, committee effectiveness)?
- Were any questions misunderstood? Should they be rephrased next time?
- Were there any sensitive moments, confidentiality concerns, or distress? How were they handled?
- Any respondents requiring follow-up verification or document review?

## Appendix 14: Output 4 Key Informant Interview (KII) Guide – Women and Girls Empowerment

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

**Evaluation Purpose:** To understand the operational reality of implementing the club, including achievements, challenges, and the practical prospects for sustainability.

**Participant:** Vulnerable woman/ Single woman/ Adolescent girl

**Facilitator:**

**Note-taker:** [ ]

**Date:**

**School:**

**Duration:** 45-60 minutes

### I. Pre-Interview Notes

- Setting: A quiet room where the participant feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:

"Good [morning/afternoon]. Thank you for your time. My name is [Interviewer Name], and I am part of an independent evaluation team. We are assessing the impact of the ECCRAS, which worked on empowering women and girls in this area. We are particularly interested in your perspective as a woman/ girl. The purpose of this interview is to collect your insights on the project's **relevance, effectiveness, and sustainability**, particularly on women's entrepreneurship, decision-making, and girls' education outcomes. Your insights are invaluable. This discussion is confidential, and your specific comments will not be attributed to you by name without your permission. The interview should take about 45 minutes. Do you have any questions before we begin? May I proceed with recording/note-taking?"

### 1. Respondent Information:

- Name (optional): \_\_\_\_\_
- Position/Role: \_\_\_\_\_
- Organization/Institution: \_\_\_\_\_
- Sub-county: \_\_\_\_\_

### 2. Effectiveness

#### 1. Achievement of Planned Results

- From your perspective, to what extent did the project achieve its intended objectives in empowering women and girls through entrepreneurship, rights awareness, and education support?
- How effective were the **three-phase TFT workshops** and **ERI-based entrepreneurship trainings** in building confidence and business capacity among women?
- Were the **seed funds** and **follow-up mentoring** sufficient to support viable microenterprises among single mothers?

#### 2. Factors Influencing Achievement

- What key factors enabled or hindered the successful implementation of activities under this output (e.g., local leadership, cultural norms, access to finance, household responsibilities)?

- How did project design or timing influence outcomes, particularly for vulnerable women and girls?
- 3. **Inclusivity of Results**
  - How inclusive were project activities for women and girls with different levels of vulnerability (e.g., single mothers, adolescent girls, low-income women)?
  - Did any groups face barriers to participation or benefit less from the project?
- 4. **Differentiated Outcomes**
  - What differences did you observe in outcomes for women compared to girls or men?
  - Have the interventions changed how single mothers or girls make decisions at the household or community level?

### 3. Relevance

- 5. **Alignment with Needs and Priorities**
  - In your view, how well did the project activities (rights sensitization, entrepreneurship training, counselling, sanitary towel provision) address the real needs of vulnerable women and girls in your community?
  - Were the content and delivery methods of the trainings relevant to participants' daily challenges and aspirations?
- 6. **Community-Level Change**
  - Have you noticed wider community changes resulting from these interventions (e.g., increased respect for women's rights, reduced stigma for single mothers, improved school attendance for girls)?
  - How has peer learning or replication influenced women or girls not directly reached by the project?
- 7. **Appropriateness of Targeting**
  - Was the approach of working through selected schools and farmer groups appropriate to reach and influence broader community attitudes toward gender equality and empowerment?

### 4. Sustainability

- 8. **Sustainability of Outcomes**
  - To what extent are the skills, knowledge, and behaviours promoted by the project (e.g., entrepreneurship, rights awareness, leadership) likely to continue beyond project closure?
  - Are women continuing to apply the skills gained from the entrepreneurship and rights training?
- 9. **Community Structures and Mechanisms**
  - What structures or capacities (e.g., women's groups, mentorship networks, savings groups) have been established to sustain project outcomes?
  - How functional are these structures now, and what support might they still need?
- 10. **Sustaining Women's Empowerment and Entrepreneurship**
  - Are women's microenterprises still active and profitable?
  - What factors influence the sustainability of these small businesses (e.g., access to capital, markets, mentorship)?
- 11. **Scaling and Continuity**
  - What potential do you see for scaling up these initiatives to other groups or sub-counties?
  - How could future interventions strengthen or expand on the gains made in women's empowerment and girls' education?
- 12. **Future Support**
  - In your opinion, what additional support or partnerships would be most beneficial for maintaining or expanding the impact of these empowerment interventions?
  - Should the future focus be on scaling up to reach more beneficiaries or deepening impact in existing areas?

## **5. Closing**

- Is there anything else you would like to share about the outcomes, lessons, or challenges of Output 5?
- Do you have recommendations for improving future women and girls' empowerment programming?

## **Debriefing guide for facilitator and note-taker**

- What are the recurring themes on relevance, effectiveness, and sustainability?
- What examples of success or challenges were shared?
- Any issues in access, respondent fatigue, or comprehension?
- Were all sections covered adequately?
- Were responses rich enough, or is further probing needed in future interviews?

## **Appendix 15: Key Informant Interview (KII) Guide – Project Manager**

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS), Western Kenya

**Interviewee:** Project Manager

**Evaluator:**

**Date:**

**Objective:** To understand strategic management, overall achievement of outcomes, adaptation mechanisms, risk management, and sustainability of project results.

### **I. Pre-Interview Notes**

- Setting: A quiet room where the Project Manager feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:

"Good [morning/afternoon]. Thank you for your time. My name is [Interviewer Name], and I am part of an independent evaluation team. We are assessing the impact of the ECCRAS project. We are particularly interested in assessing achievement of results, sustainability, and lessons learned. Your insights are invaluable. This discussion is confidential, and your specific comments will not be attributed to you by name without your permission. The interview should take about between 60-90 minutes. Do you have any questions before we begin? May I proceed with recording/note-taking?"

### **II. KII Questions**

#### **I. Strategic Overview and Project Achievement**

##### **1. Overall Goal Achievement**

- To what extent do you believe the project has enhanced resilience and sustainable livelihoods for smallholder farmers?
- Probes: Evidence of behavioural change, adoption of climate-resilient practices, measurable improvements in livelihoods.

##### **2. Specific Objectives**

- SO1 (Climate-resilient farming & conflict reduction): How successful has the project been?
  - Evidence/examples of changes in farming practices or reduction in resource-based conflicts.
  - Unexpected achievements or gaps.
- SO2 (Cookstoves & women's economic empowerment): What was the strategic reasoning behind adding these objectives?
  - How well were these integrated with the original climate resilience goals?

##### **3. Logframe Indicators and Targets**

- Were the selected indicators appropriate to measure success?
- Did any significant changes or results occur that the indicators failed to capture?
- Probes: Relevance of outcome measures, challenges in measurement, gaps in monitoring.

#### **II. Implementation Approach and Adaptation**

##### **4. Risks and Assumptions**

- Key risks identified at the start (e.g., political instability, pandemic, resistance to adoption)?
- How did these risks materialize, and how was the project adapted?

##### **5. Strategic Decisions and Adaptation**

- Example of a major strategic decision to keep the project on track (e.g., method changes, shifting focus groups).

- Lessons learned from adaptations.
6. Partnerships and Collaboration
- How effective was collaboration with local partners, government, and communities?
  - Did these networks generate outcomes beyond direct project activities?
  - Probes: Co-implementation, resource-sharing, advocacy.

### **III. Sustainability and Future Impact**

7. Sustainability Mechanisms
- What mechanisms are in place to ensure continued benefits?
  - Probes: Farmer groups, agro-ecology clubs, tree nurseries, local ownership, policy integration.
8. Recommendations for Future Programming
- Lessons from successes and challenges.
  - What should be scaled up, replicated, or avoided in future projects?

### **IV. Final Reflections**

9. Proud Achievements
- Key accomplishments from your perspective.
10. Additional Insights
- Anything crucial about the project's success or challenges not yet discussed.

- Conclusion
- Thank the interviewee for their time and insights.
  - Explain next steps in the evaluation process.

#### **Debriefing Guide for Facilitator and Note-taker**

- What are the recurring themes on relevance, effectiveness, and sustainability?
- What examples of success or challenges were shared?
- Any issues in access, respondent fatigue, or comprehension?
- Were all sections covered adequately?
- Were responses rich enough, or is further probing needed in future interviews?

## **Appendix 16: Key Informant Interview (KII) Guide – Project Coordinator**

**Project:** Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS), Western Kenya

**Interviewee:** Project Coordinator

**Evaluator:**

**Date:** ]

**Objective:** To understand operational implementation, output achievement, community engagement, monitoring, and lessons learned.

### **I. Pre-Interview Notes**

- Setting: A quiet room where the Project Coordinator feels comfortable speaking openly. Ensure privacy.
- Materials:
  - Consent form for participation.
  - Audio recorder (with permission).
  - Notepads and pens.
- Introduction:

" Good [morning/afternoon]. Thank you for your time. My name is [Interviewer Name], and I am part of an independent evaluation team. We are assessing the impact of the ECCRAS project. We are particularly interested in assessing achievement of results, sustainability, and lessons learned. Your insights are invaluable. This discussion is confidential, and your specific comments will not be attributed to you by name without your permission. The interview should take about between 60-90 minutes. Do you have any questions before we begin? May I proceed with recording/note-taking?"

### **II. KII Questions**

#### **Section A: Introduction and Background**

1. Please introduce yourself and your role in this project.
2. Briefly describe your involvement in coordinating activities under the five outputs.
3. How long have you been engaged in project implementation, and in what capacity (e.g., supervision, technical backstopping, liaison with partners)?
4. In your view, what were the key objectives and expected outcomes of this project?

#### **Section B: Effectiveness:** Assess achievement of outputs, outcomes, and influencing factors.

##### **Output 1: Climate-Resilient Farming and Community Adaptation**

1. To what extent did the project achieve its target of training 750 farmers through 30 groups on climate-resilient agriculture and water conservation?
2. What climate-smart practices were most adopted (e.g., soil conservation, tree planting, agroforestry, water harvesting)?
3. What evidence do you have that farmers are now more resilient to climate variability?
4. What challenges or enablers influenced the uptake of these practices (e.g., rainfall, extension services, gender roles)?
5. Were there differences in adoption or benefits between men and women farmers?

##### **Output 2: Agroecology in Schools and Vocational Centres**

6. How effective was the integration of agroecology clubs in schools and training centres?
7. What outcomes have you observed among students, teachers, and parents (e.g., practical learning, awareness, improved nutrition)?
8. What were the main challenges in maintaining school gardens and training systems?
9. Have there been spillover effects to households or communities from school-based activities?

##### **Output 3: Peacebuilding and Human Rights**

10. How successful was the formation and capacity building of 6 peace committees in Mt. Elgon?
11. What kind of conflicts were addressed, and how effectively were they resolved?
12. What approaches worked best in promoting gender inclusion and rights awareness in conflict resolution?

#### **Output 5: Women and Girls Empowerment**

13. To what extent did entrepreneurship training and seed funding contribute to improved livelihoods for single mothers?
14. What evidence exists of better household decision-making and income control among women?
15. Were there observable changes in school attendance and protection of girls' rights?
16. What follow-up support mechanisms were most effective for single mothers and girls?

#### **Cross-Cutting**

17. What were the most significant factors enabling or hindering the achievement of results (e.g., partnerships, resources, timing, policy environment)?
18. In your view, has the project achieved inclusive results — reaching marginalized groups (women, youth, people with disabilities)?

#### **Section C: Relevance :** Assess how well project design and implementation addressed community needs.

19. How relevant were the selected interventions (farmer training, peacebuilding, empowerment) to the needs of the target communities?
20. In what ways did the project align with local priorities or county development plans (e.g., agriculture, gender, environment)?
21. How were community members involved in identifying or refining project activities?
22. To what extent did activities respond to the specific needs of women and girls?
23. Was the school-based agroecology approach appropriate for building intergenerational awareness and influencing broader community change?
24. What evidence shows that the project catalysed replication or peer learning beyond direct beneficiaries?

#### **Section D: Sustainability:** Explore continuity of benefits and local ownership.

25. What mechanisms have been put in place to sustain farmer group activities (e.g., leadership, networks, linkages to markets or county services)?
26. Are there indications that farmers or schools will continue applying the climate-resilient practices introduced?
27. What support or partnerships exist to maintain the school demonstration sites after project closure?
28. How functional are the peace committees, and what measures support their continued engagement?
29. Are the women's microenterprises likely to continue beyond project support? What challenges or opportunities exist for scaling them up?
30. What additional interventions or partnerships would strengthen sustainability (e.g., linking to government, microfinance, or training institutions)?

#### **Section E: Lessons and Recommendations**

31. From your perspective, what were the most successful approaches or innovations in this project?
32. What lessons have been learned about integrating gender and human rights in climate resilience programming?
33. What would you recommend for future programming — scaling up, adjusting focus, or deepening quality in specific areas?
34. Are there particular strategies or partnerships that should be prioritized in the next phase?

•

### **III. Monitoring, Verification, and Data**

#### 8. Data Collection Processes

- How were logframe indicators tracked (e.g., income, conflict reduction)?

- Verification methods and challenges.
9. Output Achievement
- Which outputs were easiest to achieve? Which were hardest? Why?
10. Monitoring Functioning of Structures
- How was the “functioning” of clubs, committees, and demonstration farms defined and tracked?

#### **IV. Lessons Learned**

11. Operational Lessons
- Top three operational lessons for implementing multi-faceted projects in this context.
12. Future Implementation
- If you were to start over, what would you do differently in planning and coordination?

#### Conclusion

- Thank the interviewee.
- Explain next steps in the evaluation process.

#### **Debriefing Guide for Facilitator and Note-taker**

- Note key themes, direct quotes, and unexpected findings.
- Reflect on:
  - Did the respondent provide detailed and relevant information?
  - Were there areas needing clarification or follow-up?
  - Were any emotional or ethical issues encountered?