

# EFFECTS OF CERTIFICATION SCHEMES AND RELATED TRAININGS ON SUSTAINABILITY ON SMALL-SCALE TEA FARMS IN OTHAYA, KENYA

Dalum, SB<sup>1</sup>; Henriksen, AS<sup>2</sup>; Lavoll, VM<sup>3</sup>; Visser, I<sup>4</sup>

1. Institute of Anthropology, University of Copenhagen. 2. Department of Geosciences and Natural Resource Management, University of Copenhagen  
3. Faculty of Plant and Environmental Sciences, University of Copenhagen. 4. Department of Geosciences and Natural Resource Management, University of Copenhagen

## RESEARCH QUESTION

How are the visions of **Rainforest Alliance(RA)** and **Fairtrade(FT)** and their related training reflected in the **sustainability** of small scale farms in Othaya, Kenya?

## TAKE HOME MESSAGE

The nature and structure of the global discourse of **sustainable development** that has been advocated by RA and FT, does not seem to correspond with the perceptions and experiences at the **local scale**.

## INTRODUCTION

In Kenya, tea is the leading export crop and accounts for 28% of total export earnings. Overall Kenya ranks as the 4th largest producer of tea in the world. Furthermore the sector contributes to the livelihood of over 560,000 smallholder farmers and provides jobs for over three million people in Kenya. Today the tea sector in Kenya faces many challenges. In the face of these challenges, two prominent certification schemes - Rainforest Alliance(RA) and Fairtrade(FT) - are promoting sustainable development within the Kenyan tea sector.



### RA GOAL

"To be a global network transforming agriculture into a sustainable activity"



### FT GOAL

"To promote sustainable development and to reduce poverty through fairer trade"

## METHODOLOGY

This project is based on data collected during a three-week long fieldwork exercise in the Othaya Region in the Kenyan Highlands, carried out in March 2016. During our fieldwork we collected data by using a range of methods both from social and natural science. Primary qualitative methods were semi structured interviews with individuals, with groups, facilitation of focus group discussions, participatory mapping exercises and participant observation. Quantitatively our primary methods included a questionnaire survey, soil samples and area mapping using GPS.



## RESULTS

### 1 IMPLEMENTATION OF CERTIFICATION STANDARDS

The study showed that training of the farmers through **Farmer Field Schools(FFS)** was a **primary tool** for improving practices and knowledge amongst farmers - and thereby implementing standards over time. The study showed that the FFS training had significant positive effects on the trained farmers. However, the unstructured communication chain makes us question, whether all farms in the area benefit from the training of selected groups of farmers.



Standards are developed



Standards are taught in FFS



Farmers adopt standards



Farmers share knowledge

### 2 EFFECTS OF IMPLEMENTATION OF STANDARDS ON LOCAL SUSTAINABILITY

The study assessed indicators of social, environmental and economical sustainability. **Not all these areas achieved sustainability.**

**SOCIAL SUSTAINABILITY**



**ENVIRONMENTAL SUSTAINABILITY**

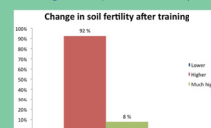


**ECONOMIC SUSTAINABILITY**

The study showed, that certified and trained farmers were more likely to be part of **social groups**, which can provide the farmers with knowledge sharing and economic support.

However labour unions were not encouraged by the factory management and the competitive factor in farming discouraged full support between farmers, leading to frequent quotes like: **"In the end, everyone is on their own"**

The study showed that agricultural practices, soil fertility and yields had **improved after certification and training**. Example from survey:



**93 %** of the farmers experienced **higher prices** after certification and farmers received an annual bonus. However, many farmers perceived their economic situation as **"poor"** and their **income as "too low to live off."** Informal social economic groups are encouraged, but nevertheless the farmers have **no real access to credit and insurance**.

### 3 DISCREPANCY IN PERCEPTIONS OF SUSTAINABILITY

The study showed the concept of sustainability was perceived differently by different stakeholders.

**Tea Farmers** → **Sustain Family and Farm**  
**Factory management** → **Sustain Economy**  
**Certification Schemes** → **Sustain Environment and Community**

This creates a discrepancy. Different perspectives on sustainability create different priorities and thereby conflicts of interest. We advocate that all perceptions of sustainability should be taken into consideration, when international certification standards are implemented, to achieve a greater extent of sustainability.

## CONCLUSIONS

- **FFS training resulted in improved farming practices.** However the unstructured communication chain from the trained to the untrained farmers **poses a challenge**, in terms of FFS being beneficial to the whole community.
- Sustainability in general and economic and social sustainability in particular, have seen **limited success**.
- Stakeholders related to the tea sector in Kenya hold **different perceptions of sustainability**, subsequently leading to a mismatch in what they perceive as important goals, strategies, challenges and outcomes in relation to sustainability.

## ACKNOWLEDGEMENTS

This project was a collaboration between the Wangari Maathai Institute for Peace and Environmental Studies at University of Nairobi, Roskilde University and University of Copenhagen. The inputs and efforts of Prof. S. G. Kiama, Dr. Thanya Thuita, Dr. Jane, Dr. Kiemo, and Prof. Mungai from Wangari Maathai Institute, Martin Skrydstrup and Daniel Ortiz Gonzalo from University of Copenhagen and Ebbe Prag from Roskilde University are highly appreciated. The community of Othaya hosted the students and contributed to the project. Their contribution is acknowledged and much appreciated. We are grateful to Chief Stephen Githiga Mukiri and the community leaders in Karima for all the logistical support in the implementation of the training.



## CONTACTS

For access to the full report and additional information about the SLUSE course visit <http://sluse.dk/>. For additional information about the project contact via email:  
Dalum, Sofie Buch: [sofiebuchdalum@gmail.com](mailto:sofiebuchdalum@gmail.com)  
Henriksen, Arne Stine: [arne.stineh@live.dk](mailto:arne.stineh@live.dk)  
Lavoll, Vilde Maria: [vildelavoll@gmail.com](mailto:vildelavoll@gmail.com)  
Visser, Irene: [i.m.visser@hotmail.nl](mailto:i.m.visser@hotmail.nl)