

Strengthening Rural Institutions Project

Capacity Needs Assessment Workshop for Bungoma District

Bungoma Tourist Hotel, Kenya



31st July - 3rd August 2012

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1. Introduction

1.1 Institutional strengthening project

Collective action in natural resource management is a common feature in smallholder farmer systems. Nevertheless, it is the household that has been taken as a unit of analysis in most studies on technology adoption. In reality, many problems that smallholder farmers face are landscape in scope requiring the cooperation of various stakeholders which are beyond the individual farmer. Rural grassroots organizations, aggregating farmers holding a common interest constitute critical units of analysis. Strengthening rural local organizations is important to enhance their capacity to adopt sustainable technologies and practices, and undertake innovations and influence policy.

The action research project funded by IFAD ‘Enabling rural transformation and grassroots institutional building for sustainable land management and increased income and food security’ aims at strengthening grassroots organizations. The project has three main objectives which are; to enhance capacity of variants of grassroots institutions and provide support to harness broader collective action for rural service delivery; to improve enterprise development within the context of conservation, and community level asset accumulation and develop platforms for knowledge sharing and scaling up. The expected project outputs include a dynamic model for grassroots institutional development and analysis.

1.2 The Process

A series of steps were taken to collect, analyze and select a number of rural grassroots organizations in the project sites. These were data gathering through baseline survey of 584 rural grassroots organizations and latter awareness-raising meetings in each site with representatives of the local stakeholders to gather information on the maturity level of the groups. Respondents’ selection was done by the project focal points in each area and was based on the level of information of the selected participants on the local rural grassroots organizations (RGROs) and their practices.

The exercise aimed at capturing the level of organizational maturity of the local RGROs by using a Rural Institutions Growth Principles Matrix (RIGPM), as in the table below.

Table 1: Rural Institutions Growth Principles Matrix (RIGPM)

Main criteria	Sub criteria
Governance	Group registration, funding processes, Entry policy, Exit policy, leadership succession rules, members' Terms of references, upward mobility
Management	key production/delivery and support, Group contracts and M.O.U.s with partners, Program description, Resource availability, Profit reinvestment
Leadership	styles of leadership, members' responsibilities, influence of public perception, Organizational performance and improvement in its key business areas, Partnership performance, performance with partners, competitors and after ceasing of funding
Capacity Development	Dissemination of information and communication (to members and to the public), Organizational learning and capacity building, types of Training programs, expertise in the group
Resilience	Achieving equity through Heterogeneity in membership, Adaptive capacity, Accumulated asset records

1.3 Maturity tool

In each of the five main criteria for the RIGMP, there were sub-criteria and indicators which formed the basis of the maturity tool development. The maturity tool helped to categorize the groups into three levels, beginners, intermediate and mature.

1.4 The capacity needs assessment

The capacity needs assessment workshop held from 31st July to 3rd August at the Bungoma Tourist Hotel in Bungoma, Kenya was one of the steps towards meeting the objectives of the project. The objectives of the workshop were two fold; identify existing capacity needs of the local groups and develop a capacity needs assessment manual. The results of the workshop will be used in a second stage of the project to develop a capacity building strategy to strengthen Embu grassroots organizations skills and performance. The manual will serve as a reference for future workshops that will take place in five different locations in East Africa with the same purpose of that held in Embu. The capacity needs explored encompass knowledge, technology and other externalities that constitute the organizations enabling environment.

The workshop was conducted using participatory methods, and the sessions conducted included appreciative inquiry, Strengths Weaknesses Opportunities Threats (SWOT) analysis, stakeholder and enabling environment analysis, gender role identification and guided group planning. Through group discussions and presentations, participants were able to highlight common challenges they face, identify their stakeholders and gave an indication of how they perceived these stakeholders. There was also the use of role plays which highlighted the importance of participation in group activities, communication among members, gender roles and the risks posed by the dependency on external assistance.

1.5 Bungoma District

1.5.1 Location

Bungoma District is located in the Western Province of Kenya. It borders the Republic of Uganda to the West, Trans-Nzoia district to the North, Kakamega district to the East, Mumias Butere district to the South and Busia and Teso districts to the Southwest. Bungoma covers a land area of 2,068.5 km² or a quarter of western province. Bungoma district slope from the foot of Mt. Elgon with an altitude of 2000 meters above sea level from the North and an altitude of 1200 meters above sea level to the South and South West.

1.5.2 Administrative units

Bungoma district has ten administrative divisions (Bumula, Central, Chwele, Kanduyi, Kimilili, Malakisi, Ndivisi, Sirisia, Tongaren and Webuye) and five local councils (Bungoma, Kimilili, Webuye, Malakisi and Sirisia). The district also comprises of 44 locations and 114 sub-locations. Bungoma also has five constituencies which include Kimilili, Webuye, Sirisia, Kanduyi and Bumula. In addition to the above, Bungoma district has a number of non-governmental organizations based in the district e.g. SACRED Africa and a number of universities including Moi University, Masinde Muliro University and Kenyatta University among others.

1.5.3 Climate

Bungoma district experiences the two rainy seasons i.e. the short and the long rains. The short rains are experienced between the months of August and October whereas the long rains are experienced between the months of March to July. The average rainfall in this district ranges from 1250mm to 1800mm with the central and north areas receiving a higher amount. The temperature in Bungoma district varies between 21 to 25 degrees centigrade during the year.

1.5.4 Economic activities

The main economic activity is agricultural with maize, sunflower, sugarcane, coffee, tobacco, potatoes, beans and some cattle being the main crops. An estimated 52% of the labor force in the district is said to engage in agricultural production thus provides to 60% of all household

incomes Of the total labor, 19% wage employment, 13% urban self-employment. The number of unemployed is estimated at 200,000.

1.5.5 Population

Bungoma is estimated to have a population of about 1.2 million people, which is evenly distributed with an average population density of 482 persons per square km. However, the main urban centers tend to have heavier population concentrations of about 30% of the total population than the other areas. The district also had major factories including Webuye (Pan Paper Mills), Nzoia Sugar Company, Bungoma Town, Kimilili, Sirisia, Malakisi Tobacco Leaf Centre Chwele and Tongaren.

2. Workshop Proceedings

The workshop was participatory and involved various modules that were conducted in different sessions. There were plenary sessions and individual group activities.

Table 2: *The workshop time table*

Session	Tuesday	Time
1	Introduction of participants and facilitators	9:00 - 10:30
	Tea break	10:30 – 11:00
2	Workshop and project objectives Introduction to the planning process Expectations and fears	11:00 - 1:00
	Lunch	1:00-2:00
3	Role play – The Fisherman	2:00 – 3:00
	Afternoon break	3:00 – 3:15
4	Farmer learning process	3:15 - 4:15
	Questions / Feedback	4:15 - 4:30
Session	Wednesday	Time
	Recap of first day	9:00 - 9:30

5	Role - The river crossing	9:30-11:00
	Tea break	11:00-11:30
6	Stakeholder identification and mapping	11:30 -12:30
	Lunch break	12:30-1:30
7	SWOT	1:30 -2:45
	Afternoon break	2:45 – 3:00
8	Appreciative inquiry-vision mapping (past present future)	3:00-4:15
	Questions and answers / feedback	4:15-4:30
Session	Thursday	Time
	Recap of previous day	9:00-9:30
9	Assets identification	9:30-11:00
	Tea break	11:00-11:30
10	Gender exercise	11:30-12:30
	Lunch	12:30-1:30
11	Work plan introduction including role play – The bus	1:30 - 3:00
	Afternoon break	3:00-3:15
12	Objective identification	3:15-4:15
	Questions and answers and feedback	4:15-4:30
Session	Friday	Time
	Recap of previous day	9:00-9:30
13	Objective identification continued	9:30-10:45
	Tea break	10:45-11:00
14	Identification of strategies	11:00-12:00
15	Gaps and needs in the strategies	12:00-1:00

	Lunch	1:00-2:00
16	Basics of Monitoring and Evaluation	2:00-2:30
17	How to monitor the strategies	2:30-3:00
	Afternoon break	3:00-3:15
18	Finalization and presentation of work plans	3:15-4:30
	Feedback	4:30-4:45

2.1 Introduction to the Workshop

Time: 1 hour 30 minutes

The workshop commenced with introductions (translation was done from English to Swahili to ensure participants understood) from the facilitators and participants, also some general information regarding issues such as importance of nametags, group seating orders and the location of the washroom facilities. The participants gave their name and group name, their position in the group, their favorite animal and the reason for liking this animal. The facilitators gave their names and position within ICRAF as well as their favorite animal. (Most participants named a cow or a goat to be their favorite animal for the milk).

2.1.1 Results and discussion

The results of this session were ground rules and filling in of feedback sheets.

Participants proposed the following ground rules for the workshop:

Table 3: Set ground rules

<ul style="list-style-type: none">• Cell Phones on Silent• Put your hands up to speak /one person speaks at the time• Talk clearly and loudly• Respect other people’s views and opinions• One person talks at one time• Everybody must participate• Listen when other people are talking• Ask questions!

It was explained how the evaluation forms should be filled out anonymously after each session. The term “content score” had to be clarified, after some participants asked about it.

2.2: Workshop and project objectives –Introduction to the planning process

Time: 1hour 30minutes

The Deputy Livestock Production Officer and SDCP Desk Officer thanked ICRAF and the facilitators for organizing this workshop. Then he went through the list of the groups according to location and made sure that each group from each location around Bungoma was represented by at least one group member. He then talked about the IFAD program and the relationship to ICRAF. He expressed again his thankfulness and his high hopes for the future about this work relationship.

2.2.1 Results and Discussions

After that, the facilitators introduced the project, the objectives and the overall process, explaining the framework of the rural institutional strengthening project by pointing out its sites in Kenya, Tanzania and Uganda. The facilitators then introduced the project’s goals and objectives of building a platform for knowledge sharing, scaling up and for collective action. In addition to that the facilitators clarified the project’s goals by asking the participants why sharing knowledge is important. Some of the replies were: “We are not able to do everything on our own”; “Sharing knowledge will help us improve our livelihoods, our groups, and our

communities.” survey undertaken last year to capture the baseline data. This was necessary for the facilitators to know more details about the project’s implementation sites, explained clearly how the sites and the groups were selected. An example is used where the participants is asked what is their child’s vision and explains to the groups that this child wants to become a doctor. By pointing out all the necessary steps to achieve this vision, e.g. education, guidance, motivation, he highlights the importance of planning well and designing a work plan for the groups. The facilitators then explained that the groups, as well, will design work plans and explained some of the planned workshop activities for the following days.

These include:

- Analyzing the group’s needs for trainings and how those training should be implemented
- SWOT: to effectively identify the group’s strengths, weaknesses, Opportunities and Threats
- Stakeholder Analysis: to identify the group’s different interest partners and then to rate them according to importance and influence for the groups.
- Gender Analysis: to highlight the different roles of men and women within group dynamics

Next steps of the project will be:

- The groups will take their work plans back to their members to consult and gain the wider group’s input
- Finalized work plans will be assessed for capacity gaps
- Other findings of the workshop will be analyzed by project personnel
- Groups to start implementing their work plans once they are back from the workshop

One such question was if the groups should bring their old work plans to this workshop to be reviewed by ICRAF (most groups had already designed a work plan with the SDCP or SHOMAP). Another question was if the work plans should be specific or rather broad and if they are to be designed for the wider community or district. The work plans should be specifically designed for each of the group and emphasized that the work plans are only for the groups themselves.

2.2.2 Participant's expectations and fears

The facilitators handed out green and pink rectangular cards to the participants. Each participant received two cards, one of each color. They were then told to write their fears about the workshop on the pink cards and their expectations on the green cards. Afterwards, the cards were collected and read out in the plenary. The collected fears and expectations are summarized in the following table:

Table 4: *Fears and Expectations*

EXPECTATIONS	FEARS
<ul style="list-style-type: none">• Acquire knowledge; to be able to share• Personal benefit• Improving livelihoods• Increased ICRAF presence in the future• To be at peace and comfortable• Facilitators to speak Kiswahili• Receive a Certificate• To learn more about ICRAF• To remain anonymous• Financial support, e.g. money for transport• Leadership training• Find out about group weaknesses and how to improve it• Follow up workshop• Active workshop• Good partnership with ICRAF• To Socialize• Grassroots visits	<ul style="list-style-type: none">• Not being paid for food• Delay in project implementing activities• Tea break times not long enough• Security• Time management• Too much planned in program• Sickness and how family will fare while away• Not being informed enough• Kids going to school• Connection between SHOMAP and SDCP• Going home 'empty handed'• Not receiving certificates for workshop participation• Not receiving any money• Accommodation (home is far)• Whether the workshop is legal• Whether project will die out (be inactive)

<ul style="list-style-type: none"> • Practice and implement what I learned • Meals to be on time • Hand-outs to be distributed • Finish punctual at 4.00pm daily • Entertainment • Materials, bags, uniforms and books • The presence of a Coordinator • Gaps bridged in their work plans • For work plans to be practical and workable • Engaging Bungoma youth in ICRAF 	<ul style="list-style-type: none"> • Venue Changes • Missing Meals • Understanding capacity • If room can be left in an emergency • Language (Kiswahili) • Whether workshop will improve project • How groups will retrieve work plans if they live far away • Exchange visits • Lack of Respect
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2.2.3 Clarification on the fears and expectations

- The whole workshop will be mostly in Swahili and those sessions facilitated by the facilitators will be translated
- If everyone arrives punctual in the morning, then the tea and lunch breaks will be long enough and held on time. The workshop starts at 9.00am every day and is scheduled to end at 4.30pm.
- There can be no handouts. However, the group will be working to create materials and a work plan to be taken home. Everything they come up with will remain in their hands.
- This is a workshop and not training. This workshop is for the own group's benefit and ICRAF's interest is to assess the group's capacity. In this same sense, there will be no certificates for the participants for attending the workshop. The groups themselves will identify their assets, opportunities, gaps and needs and will come up with work plans.
- ICRAF will not pay any money to the participants. However, there will be money for transport costs for those going home, and money for accommodation for those participants, that will remain in Bungoma for the week
- At this point in the project, the groups will not be visited by ICRAF and there cannot be exchange visits for the groups at the moment
- ICRAF will do it's best to make all the participants comfortable and provide them with information and clarity throughout the workshop

2.3: Role Play– the fisherman

Time: 30minutes

The facilitators randomly selected participants to act out the play beforehand. The role play involved a fisherman sitting by the river reading his newspaper; he had hired other fisherman to fish for him using hooks. A professor came along and advised the fisherman about getting boats and nets to improve his livelihood; he advised that he can get more money, improved knowledge, among other things. But the fisherman was resistant to change and did not take any advice. Another woman passed by and overheard the conversation; she got interested and went closer. The professor also told her the same advice and the woman readily adopted his ideas.

2.3.1 Results and Feedback of the session

After the role-play, guiding questions were:

1. What did you see happening?
2. What worked well?
3. What did not work well?
4. What lessons did you learn from the role-play?
5. What can you do to improve your groups?

The answers and observations are summarized in the following table:

Table 5: *Role play-fisherman observations*

General Observations	What worked well?	What did not work well?	Lessons learned	Implications for the future
<ul style="list-style-type: none">• Old man reading a newspaper• An uninterested fisherman• A woman• A professor• The fisherman only believed in his hooks• The professor	<ul style="list-style-type: none">• The woman was attentive and obliged to the professor's idea• The professor was tolerant• Good communication between the three	<ul style="list-style-type: none">• The professor was proud with knowledge• The fisherman did not welcome the professor• The actors were not active enough• [The professor	<ul style="list-style-type: none">• New knowledge and technology should be welcomed and appreciated• Change is as good as rest• Knowledge shared is knowledge multiplied	<ul style="list-style-type: none">• We need supervision in our groups• We should share information within our groups and members.• Leaders should sort for new ideas for out groups• We should use available resources• Learn from friends

brought new skills <ul style="list-style-type: none"> The fisherman was not ready for chance 		was not presentable enough (dressing)]		<ul style="list-style-type: none"> Communication is very important in our groups
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2.4 The Farmer Learning Process

Time: 1hour

The facilitators introduced the session by explaining the importance of acquiring relevant knowledge and information from relevant sources for group and individual development.

The facilitators translated into Swahili and asked participants to list all trainings the groups had received, how the trainings were conducted and who provided the training in their groups. Participants were further asked to write the relevant and use of the trainings received to their groups.

Table 6: *Identification of trainings received*

Type	How	Who	Use
Leadership	Classroom	Ministry of Agriculture	Leadership practice in our group.
Orange fresh sweet potatoes	Classroom	Ministry of Agriculture /extension officers	Value addition to our crops
Push pull	Classroom	ICIPE	Control of weeds
Mbili ni moja	Classroom	Sacred Africa	Control of weeds

2.4.1 Recap for day 1

Time: 30minutes

A recap session on the first day of the workshop was started off by asking the participants to comment on the activities of the first day. The facilitator handed a white board eraser to the participants that wanted to comment.

The person holding the eraser told the group what he/she learned and remembered from the day's session.

Some of the lessons learned were:

Table 7: Recap-lessons learnt

- | |
|--|
| <ul style="list-style-type: none">• The importance of groups, what we should do as group leaders• How to effectively communicate within groups• How this workshop will improve their groups• How group members can consult and share their ideas• That this workshop is not for ICRAF, but for the groups themselves• The play was about knowledge sharing and the willingness to accept change – groups should avoid being resistant to change• What ICRAF's vision is: to transform lives and landscapes |
|--|

2.5: Role Play –The river crossing

Time: 1hour

Four participants were selected beforehand to act out the play. The task was to cross an imaginary river with a stepping-stone in the middle of it. One of the participants was assisting the others to cross the river.

2.5.1 Results and Feedback of the session

The first person reached the middle of the river and refused to continue crossing or to go back. The second person was carried on the back of the person assisting the others up to the middle of the river. From there on the person who was carried proceeded to the other end of the river alone. The third person did not attempt to cross the river at all and refused any help.

The participants were asked to answer the following questions:

1. What did you see?
2. What different approaches were used to cross the river?
3. What do the people crossing the river represent?
4. What does each person represent in real life?

Some of the responses were:

Table 8: *Role play-river crossing discussion*

What did you see?	What different approaches were used to cross the river?	What does each riverside represent?	What does each person represent in real life?
<ul style="list-style-type: none"> • Several people who had to cross a river • Confusion • Two ladies and one man • A man stuck in the middle • A man being carried 	<ul style="list-style-type: none"> • Crossing alone • Supported by being carried on the back • Stepping on stones 	<ul style="list-style-type: none"> • People who will forget what they've learned before they even try to apply it; • People that try, but don't succeed • People that try and succeed • People who are willing to learn and then succeed 	<ul style="list-style-type: none"> • The person assisting the others – ICRAF/The groups • The person being carried – dormant groups • The person refusing to cross the river: groups that don't want to take any chance • The stepping stones – stakeholders; seminars; field officers; challenges; activities in the groups

After the questions were answered, the plenary discussion focused on the lessons to be learned.

Table 9: lessons learnt from the play-river crossing

- Groups should be like that man who attempted to cross the river, they should try things on their own and not be afraid of taking a chance
- It is also good to take advice from someone who has experience and can assist the group
- Leading people can be a difficult task the groups should be clear on their leadership
- Some situations can be hard but they are stepping stones to the future expectations

The session was finalized by the participants filling out the Feedback Sheets.

2.6 Stakeholder identification and mapping

Time: 45 minutes

The objective of this session was to enable the participants know the importance of stakeholders. The facilitator asked the participants if their groups could achieve everything on their own. They quickly agreed that they couldn't.

2.6.1 Results and feedback of the session

To ensure that the participants understood the purpose of the session, the following example was given: "If *Henry's son* wanted to become a doctor, who would be there to help him?" The participants came up with many people and institutions that would be needed to achieve this vision. Some examples were: Parents, Teachers, Schooling and Education, the Government, Politicians, Advisors etc. The facilitator explained that these people/institutions can be seen as the specific stakeholders for *Henry's son*. The participants were to identify their groups' stakeholders following the example.

Step 1: Each group was to identify and write down the names of all the stakeholders whom they feel have contributed to their performance and growth. Next to each stakeholder they should indicate whether the stakeholder is of high-, medium-, or low importance to the group.

Step 2: Next, the participants were asked to map their stakeholders: Each group was to write the names of each stakeholder on the round-cut pieces of paper- the 'eggs'. The most important stakeholder was indicated by the large egg, the least important stakeholder was represented by the small egg. Each egg was to represent only one stakeholder.

Step 3: The facilitator explained how the participants were supposed to map their stakeholders. They were given flipcharts and were supposed to stick each egg indicating a stakeholder and their importance around the group. The group name was written in the middle of the flipchart. Next, the participants were to use arrows to connect the group with their stakeholders and then rank them on a numeral basis of one to five. (One being the highest and five the lowest indicator) If the stakeholder was very accessible then the connector linking stakeholder from the group would be ranked highest. If the stakeholder was less accessible then the connector linking stakeholder from the group would be ranked lowest.

After the groups finished mapping their stakeholders, the facilitator asked the groups to have a volunteer come to the front and present the groups' stakeholders.

Example: *NAKEWA Group*

Table 10: *Stakeholders*

Stakeholders	Score
Ministry of Agriculture	1
Ministry of Labor	1
SHOMAP	1
Village Saving an Loaning	1
ICRAF	3
Scvi	3
SHEP	5

Participants were randomly asked about the rankings of certain stakeholders.

2.7 SWOT

Time: 1hour 15 minutes

Understanding of SWOT generated responses from the participants which included, for example, 'resources and knowledge' for strengths and 'an incapability to do something' for weaknesses. Clearly explained was that strengths are things the groups do well and weaknesses are things they don't do well.

The facilitator continued clarifying the meaning of opportunities and threats. The facilitator used an example for “opportunities”: A group was selling milk to a market and/or selling tomatoes to hotels in Bungoma. Now, if another person offered a higher price for the groups products, then that will be an opportunity. Other examples of opportunities included ‘better prices’, ‘better customers’ and the ‘availability of markets’. In order to clarify the meaning of threats, the facilitator explained that whoever offers better prices for their products might be a threat to other groups. Other examples of threats included ‘diseases in animals’ and ‘fluctuation of market prices’

2.7.1 Results of the session

The participants were then asked to identify their own strengths, weaknesses, opportunities, and threats.

Table 11: *Discussion from SWOT*

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Knowledge • Good leadership • Togetherness • Market survey • Bulk production 	<ul style="list-style-type: none"> • Time management • Communication • Poor leadership • Poor turn-up for meetings • Individual interests • Lack of trust • Gossiping 	<ul style="list-style-type: none"> • Lack of competitors, • Mobilization • Tree nurseries • Workshops • Capacity building • Market for crops 	<ul style="list-style-type: none"> • Climate change • Sickness, • Insecurity • Natural calamities • Price fluctuation in the market • Lack of knowledge • High prices in farm inputs

2.8 Appreciative Inquiry –Vision Mapping

Time: 2hours 5 minutes

The session started off with an explanation on the importance of vision mapping to the group members. The facilitator urged the participants to examine their groups from different angles, from: a) where they were two years ago, b) where they are now and c) where they want to stand in the future.

2.8.1 Activity: vision mapping

The participants went into their individual groups and were issued flip charts for mapping their groups' activities. On one flipchart they outlined and highlighted their current groups' activities, which was done by drawing the current geographical location, outreach and extension opportunities of their groups. On a second flipchart, they mapped their group's activities according to their vision, where they want to be in the future. The participants were urged to be specific for their future vision mapping, e.g. giving quantitative values for expected outcomes and a timeframe for when their goals will be achieved. The participants were given the option to map their visions with the help of graphs. But this was mostly rejected and it was then agreed they should use the method they are comfortable with.

2.8.2 Results and feedback of the session

Once the vision maps were ready, the three group members presented their maps to the plenary. Representatives from the NAKEWA Youth Group, KOSINA Dairy group and the LUGULU Support Group presented their vision maps. After each presentation, the participants were asked to give their comments or ask questions. These included questions about the clarity of the group's vision, the achievability of this vision and how exactly the group imagines to progress towards this vision in the future. The following table summarizes the presentation:

Table 12: *Vision mapping exercise*

Group Name	Vision
NAKEWA Youth Group	To make our region a center of economic excellence through farming like farming of tomato paste by march 2014
KOSINA Dairy Group	Increasing more milk and value addition by the year 2014.]
LUGULU H.I.V Support Group	To increase our agricultural production, find market for our products and improve our livelihood.

2.8.3 Recap for day 2

Time: 20 minutes

The second day's session began by going through the sessions of the previous day whereby the participants highlighted the individual sessions and activities. During the recap the emphasis was laid on the 'take-home messages' from yesterday's sessions and the participants were asked to comment on why they thought these sessions were important.

Some of the key messages included:

- The SWOT exercise was significant and helpful for determining internal and external factors that influence their groups' development and future planning.
- It is important to clearly identify your stakeholder's because it is impossible to do everything alone and everyone needs help from others
- It is important to know how closely affiliated the group is with each stakeholder
- Vision mapping is especially important because "when you fail to plan, then you are planning to fail"

2.9 Asset identification

Time: 1hour

The session started off with the facilitator explaining the importance of assets. It was emphasized that it is important for the groups to know their own resources in order to mobilize for changes from within their community. He then went on to explain what assets are and how they can be split up in the following categories: physical assets, social assets, financial assets, human assets and natural assets.

2.9.1 Results of the session

In order to clarify the meaning of assets, the facilitator picked out a group and asked them what their functionality is. The randomly selected group was a dairy group; the facilitator then explained that they deal with dairy animals as their natural assets. The group mentioned that they also have a milk cooler, and it was clarified that this falls under the category of physical assets. In a participatory manner, the participants were asked to come up with examples for each category. The examples outlined as follows:

Table 13: Assets identification

Type of Asset	Physical Assets	Social Assets	Financial Assets	Human assets	Natural assets
Examples	<ul style="list-style-type: none">• Land• Building• Motor vehicle• Bicycle• Tractors• Computers• Television sets	<ul style="list-style-type: none">• Good communication• Ideas• Trust• Membership• Unity	<ul style="list-style-type: none">• Bank slips• Money	<ul style="list-style-type: none">• Labor• Skills (value addition)• Members	<ul style="list-style-type: none">• Land• Road• Well• River

The facilitator explained the importance of each groups' assets stating that these assets are the core of what the group has 'to work with' and with which the group can develop clear work plans for themselves. It was also explained how the groups should differentiate between common assets, e.g. those that belong to the group as a whole, and individual assets, e.g. those that belong to individual group members. The participants were urged to identify their groups' assets i.e. those that belonged to the group and not to individual members.

2.9.2 Activity: Asset Identification

The participants were handed out blank sheets of paper. They were then asked to go into their groups in order to brainstorm and come up with a list of all the assets for their groups that they could think of. In a second step, the groups, three participants were asked to put their assets in the five categories that were explained before.

At the end of the session, the participants filled out the feedback sheets.

2.10 Gender Exercise

Time: 1hour

In order to introduce the participants to the session in a sensitive way, an example of a story highlighted the differences between male and female roles in communities: A goat gives birth to two young goats, one male and one female. With time, one goat turns out to be stronger and bigger than the other because of the differences in the way they are brought up (one goat gets more milk than the other). The participants were asked if they have experiences such

differences between young animals and if they perceive this to be fair. The participants all strongly agreed that generally all young animals/kids should have the same amount of nutrition and opportunities to grow. The facilitator then asked the participants to apply this example story to their own groups, in terms of the roles that men and women play in the groups.

2.10.1 Results and feedback of the session

All participants were divided into two groups, one group for the men and one for the women. Within these two groups, they were asked to identify the roles of men and women in their respective groups and list them on a sheet of paper. Facilitators assisted the groups in the group work. The women's group quickly listed the male roles of their groups and went on to talk about what they wanted the men to do better in the future. Both groups also listed their expectations for the other gender in the future on the sheet of paper they were given.

After they were finished, one representative from the men-, and one from the women group presented their groups' findings. These are summarized in the following table:

Table 14: *The roles of men and women in their group*

Men: Roles of women in their groups	Women: Roles of men in their group
<ul style="list-style-type: none"> • They welcome visitors and entertain them with songs and stories, and beverages • They prepare the meals • They source funds for the group; they solicit money • They do the "light" duties in the group, e.g. weeding • They assist in settling group disputes → Men are harsh and women are humble, so they assist us to "cool down" • They are trustworthy in financial accountability → Men often use money for drinking, while women handle money better • They are more focused in their thinking 	<ul style="list-style-type: none"> • They are 'strong pillars' • They do the heavy work, e.g. construction of rain shelters, ploughing using tractors • They transport things for the group, e.g. transport of milk, tomatoes • Security • They are authoritative, e.g. they deal with members who are not participating properly in the group → the men have the courage to expose these problems openly

Future expectations for the women in our groups:	Future expectations for the men in our groups:
<ul style="list-style-type: none"> • We expect better equality in decision making from the women • We expect women to also be group leaders • We expect the women to perform all the duties and chores in the group, they can do the same things we can • We hope to achieve better 'self-help groups', not just 'women's groups' 	<ul style="list-style-type: none"> • They should be more organized in the group and have better leadership • They should respect women in decision making processes; be gender sensitive • To keep time in group • They should have more constructive politics/policies • They should not mix home affairs into the group's activities → they should concentrate and follow the group's decisions and activities

After the groups presented their lists, a lively discussion broke out between the men and the women about the specific expectations they have for each other. One female participant wanted to follow up on the men's statement, that they expect women to be able to perform all the duties that men do as well. Upon asking if they expect women to do hard field work like ploughing, the men strongly emphasized that they do. A male participant pointed out that it is mostly the women, not the men, who are late for meetings. At this a female participant responded that this might be true but that the men were less organized. The groups all agreed that men and women might have different roles in their groups, but that none is "better" in any way than the other. They also agreed that women are often not given the same opportunities as men, and that this should be subject to change in the future.

2.11 Work Plan Introduction – Role play: "The Bus"

Time: 45minutes

Participants were selected randomly to act out the play beforehand. These participants performed the following role-play:

"A bus driver sits in a bus absent-mindedly, waiting for the passengers. One by one, several people get on the bus, before the bus driver starts the engine and starts driving. The people getting on the bus look around confused and demonstrate that they are wondering where the bus will be driving. But no one asks the bus driver or the other passengers about such information. The bus starts moving with the passengers inside, who just assume that the bus will be driving to where they want to go. Soon they realize that this is not the case and they

look out the windows very confused. One by one they signal to the bus driver to stop the bus and hastily get off it.”

2.11.1 Results and feedback of the session

After the play was performed, the questions asked to the plenary were:

- *What did you see?*
- *What went wrong?*
- *What went right?*

Table 15: *Role play-the bus discussions*

What did you see?	What went wrong?	What went right?
<ul style="list-style-type: none"> • A bus with a bus driver • Passengers getting on the bus, but not communicating • A vehicle without direction 	<ul style="list-style-type: none"> • Lack of communication /poor communication between bus driver and passengers and between the passengers • Passengers got lost • The driver did not direct the passengers 	<ul style="list-style-type: none"> • The driver finally stopped after being signaled to do so, and he finally showed the passengers where they were going

Participants were guided towards the main meaning of the role-play and explained that the bus driver can represent many things, for example a stakeholder, a group leader or a group member himself. The message is that communication between partners and within groups is important and that it is always necessary to ‘be on the same page’ and know what the partners/group members are doing, in order to achieve progress in the future. The facilitator asked the participants what else they understood as a key message from the role-play for their own groups.

The ‘lessons learned’ are summarized as the following:

- It is important to know who we are dealing with and to know your stakeholders
- We should not cooperate with partners/stakeholders, if we don’t know anything about them
- We need to ask ourselves if the people we deal with/our stakeholders are in line with our vision and our goals for our group

- We should always communicate
- Leaders should give proper direction to their groups
- When in a group you should know what you are doing

After the session, the participants filled out the feedback sheets before going to lunch.

2.12: Objective Identification

Time: 1hour 30 minutes

To introduce the objectives identification, participants were asked to once again go back to their visions, which were already emphasized in the vision mapping exercise. The facilitator picked out several groups and briefly explained their vision to the plenary. After that the facilitator introduced the meaning of objectives by explaining that objectives are the steps leading the group towards achieving their vision. In order to make this clear to the participants, the facilitator used the example of a son, who wants to become a doctor in the future. After outlining the vision of becoming a doctor, he asked the participants to give specific steps that need to be taken to achieve this vision.

2.12.1 Results and discussions

Example of a vision: **to become a doctor**

Which steps/objectives can be outlined?

- Good education
- Financial support
- Good environment
- Good parent-child relationship
- Spiritual guidance
- Experience

The facilitator explained to the participants that they should write down their groups' vision on a sheet of paper and then identify their own objectives needed to achieve these visions. More specifically, they should come up with five steps/objectives that will help them achieve their vision.

After the participants identified their objectives, some of the groups presented their objectives. After that, the next step was explained which was of the objectives identification, the SMART – categories. He points out that objectives need to undergo a 'quality test', in order to be useful. The objectives should be SMART, meaning to be specific, measurable, attainable, relevant, and

time-bound. To make sure all of the participants understood each SMART-category, the facilitator went through each one and explained its meaning:

- S** - Specific: is it related to the vision, WHAT are you doing and HOW; is it on point?
- M** - Measurable: How many, how much; take note of numbers (e.g. how many seedlings to we want to get)
- A** - Achievable: something, which is reachable, doable
- R** - Realistic/Relevant: relevant in terms of what the group is dealing with
- T** - Time bound

The activities of this session were as follows:

Activity 1- Vision identification

Sheets of paper were distributed, and every group was to write their name and their group's vision

Activity 2 – Objectives Identification

Having written down their visions, the groups identified five objectives that they needed in order to fulfill their visions on a separate sheet of paper.

Activity 3: - SMART identification

The participants were asked to review their objectives according to the SMART- categories, discussing each objective in their respective groups and if, necessary, rephrase them so that they became SMART.

The participants were given 30 minutes to go over their objectives from the previous day to ensure that they are SMART. After which the activity of ranking of objectives is explained.

Activity 4: Ranking of Objectives:

The participants were asked to prioritize only 3 objectives out of the five that were initially listed. These three objectives were to represent the most important steps that they needed to take in order to achieve their visions.

The session was concluded by the facilitators handing out the feedback sheets, which the participants filled out and handed in before they left.

2.12.2 Recap for day 3

Time: 20minutes

The facilitators asked the group members to participate by pointing out what they have done so far in the workshop and why the individual sessions were important. Since it was the last day of the workshop, the recap included all of the sessions and activities done so far.

The recap covered the issues of the last days' sessions and why they were important, any questions/comments about anything that had been done and concerned the workshop. Several participants raised their hands and some basic questions were asked, the content which had been covered in the workshop's introduction on Tuesday, e.g. what does this workshop want to achieve; how will the participants benefit from ICRAF; what is ICRAF etc., explaining that the workshop was a capacity needs assessment with the purpose of strengthening groups by identifying their gaps and needs. The benefit of this workshop was for the groups themselves, who were going home with all their produced paperwork/spreadsheets and work plans, which were ready to be implemented in their communities. ICRAF will review the workshop materials to assess, which capacity needs exist and which trainings might be effective in the future. The participants then commented on how certain sessions have helped them understand their own groups better. For example, one participant noted how the role-plays opened his eyes towards the lack of communication in his group.

2.13 Identification of Strategies

Time: 45 minutes

The session kicked off with an explanation on what strategies are, and the specific steps that need to be undertaken in order to achieve an objective. Participants were guided through an example for identifying strategies; the objective given was on how to get from Bungoma to Kisumu and the groups were to identify the specific steps needed to achieve this objective.

2.13.1 Results and discussions

Example: Objective: **To get from Bungoma to Kisumu by 8:00pm**

What steps do I need to take? → Strategies:

1. Preparation
2. Moving with motorbike from village to Bungoma
3. Check transport schedule
4. Book the vehicle (seat)

5. Secure luggage
6. Move with bus
7. Arrive and alight

After this, the participants were asked to identify the strategies they would need to achieve their objectives. The facilitator explained to the participants that by this point, the groups should be clear on their visions and objectives. For the identification of the strategies, the groups needed to become more specific, e.g. outlining their targets, the time-frame, who will provide the specific steps and who is responsible in their group for which step. They clearly differentiated between the specific steps and put them in a sensible chronological order, emphasizing that the participants should not clamp the individual strategies together as one point, but be very clear on the specific steps to take. The facilitator then explained the importance of writing down as many strategies as possible in order to enable the groups to have several ways to reach their objectives.

An illustration was used to clarify, the tree trunk that represented a group's vision, the thick branches were the objectives, the smaller branches were the strategies to achieve these objectives and the little twigs represent the specific steps for these strategies.

2.13.2 Activity: Identification of strategies

The participants were asked to take each of the five objectives, which they had identified in sessions 12 and 13, and identify strategies for each of them. They were asked to specifically outline the steps that make up a strategy.

After this, the groups were required to choose the three most important objectives. They were given three blank sheets of paper per group, on which they were to write their three top-ranked objectives together with their strategies (broken down into specific steps), for each objective.

2.14 Gaps and Needs in the Strategies

Time: 1hour 15minutes

This session involved the identification of the gaps and needs for the strategies. The facilitators explained that by finding the specific gaps and needs, the groups would know exactly what they need to improve on in order to start implementing their work plans. Once the groups identified their gaps and needs, the facilitator selected two group representatives to present their findings to the plenary. The facilitator guided them through their presentations of one objective, the strategies to achieve this objective and the gaps and needs within these strategies. The emphasis during the presentations was laid on the clarity of the strategies and if the gaps and needs were clearly related to the strategies.

2.14.1 Activity: Identifying Gaps and Needs

After having identified their three most important objectives and the respective strategies for achieving them, the groups were asked to identify the gaps and the needs for these. Hereby the facilitators went round assisting the groups. It was important to relate the gaps and needs very closely to the groups' strategies. They were handed out three blank sheets of paper. For each of the three objectives, they were asked to write their gaps on the left and their needs on the right side.

2.14.2 Activity: Presentation of objective with strategy, gaps and needs

Two groups were asked to volunteer to present one objective with the respective outlined strategy, and the specific gaps and needs; and this was done through presentations by one representative from each of the two groups. Participants were to comment and ask questions after each presentation.

Table 16: *Group presentation on strategies, gaps and needs*

Group Name	Objective	Strategies	Gaps	Needs
Bukembe / Budcan Dairy Group	Each member to have a dairy cow by 2014	<ul style="list-style-type: none">• Solicit money through banking table• Look for dairy cows• Distribute to members	<ul style="list-style-type: none">• Inadequate skills• Insufficient labour force• illiteracy	<ul style="list-style-type: none">• milk cooler• milk containers• dairy cows• bicycles for transportation

		<ul style="list-style-type: none"> • Calved down • Passed on to other member 		
Mitayo Group	Market Survey on horticultural produce	<ul style="list-style-type: none"> • Visiting various markets for a comparison on prices • Forming market group • Employing more youth to the project in various collective center's 	<ul style="list-style-type: none"> • Knowledge of soliciting members • Heifer calves • Lack of skills in monitoring and evaluation 	<ul style="list-style-type: none"> • Training on monitoring and evaluation • Recruitment skills • Conducting market survey

2.15 Conclusion and Feedback

Time: 55minutes

The facilitator handed out the evaluation forms and explained to the participants how to fill them. After that the facilitator opened a general round of discussion for feedback, comments and questions. The participants highlighted what they liked about the workshop. This included mainly the role-plays, the SWOT analysis, and the SMART-criteria for evaluating the objectives. One participant commented that his group will take back what they've learned in the workshop and will start implementing their work plans upon returning to their groups. Another participant commented that he thought the sessions and activities were difficult at first, but he believes that he will benefit very much from it now. Another participant expressed his happiness about having learned to set objectives in a "SMART" way and that he felt capable of steering his group in the right direction now.

Some of the speeches that concluded the workshop were from Mr. Cyprian Wekullo (Officer Ministry of Livestock and Development), Mr. John Kibe (Officer Ministry of Livestock and Development) as well as the three chiefs present in the workshop.

The facilitator reminded the participants that there was a question still unanswered: *Where will this workshop take us, and what are the next steps?* He then proceeded to answer this question and outlined clearly, that copies of the work plans, designed by the groups, will go back to Nairobi with the ICRAF team. There, the highlighted gaps and needs will be assessed and

evaluated by the rural institutional strengthening team. The next steps will work towards specific capacity building trainings, based on the outlined gaps and needs from this workshop.

The last person to speak was Mr. OPK Otieno (Deputy Livestock Production Officer and SDCP Desk Officer) he also officially ended the workshop. In his speech he expressed his thankfulness to ICRAF for providing this workshop and for the facilitator's efforts. He told the groups that they should count themselves lucky for having been under the 10 groups selected out of 127 groups for this workshop. He explained that this did not mean that they are "better" than the other groups, but that they should appreciate that they were given such a chance. He went on to say that he is thankful to have ICRAF work with the groups in addition to SHOMAP and SDCP. He then urged the three representatives of each group to sit down together to discuss what they'd learnt and came up with a plan to present this knowledge to their groups back home. Mr. Otieno then asked the participants to send the filled out monitoring and evaluation forms to his office and to the ministry of livestock office in Bungoma South. After that, he again expressed how grateful he was to ICRAF and promised to do his part to help this project progress in the future.

Lastly he thanked everyone on behalf of the District Agricultural Officer, who was away on leave. He concluded by wishing everyone a safe journey home.

ANNEX I: LIST OF ATTENDANCE

	Name	Group name
1.	Emily Patrick	Nakewa youth group
2.	Daniel Wanyabiti	Sasuri youth group
3.	Emily Mulunda	Ambana youth group
4.	Solomon Makhanu	Ambana youth group
5.	Philemon Antony	Ambana youth group
6.	Lenard Nasongo	Board of evangelist
7.	Mary Namukhosi	Mitua bulekhwa
8.	Dennis Mauka	Sasuri youth group
9.	Bilha Mate	Kosina
10.	Evelyn Nekoye	Kosina
11.	John Ngosia	Mitayo c.b.o
12.	Samuel Wanyama	Nakewa youth group
13.	Pamella Lumbasi	Lugulu support
14.	Anjelina Tabuka	Sufuria
15.	Mary Wanjiku	B.O.E
16.	Edwin Juma	Sasuri youth
17.	Josephine Okaka	Balekhwa women group
18.	Elizabeth Wafula	Balekhwa women group
19.	John Wasike	Buyofu juakali
20.	Samuel Mukile	Board of evangelist
21.	Boniface Okeya	Buyofu juakali
22.	O.P.K. Otieno	MOLD/ D-DLPO

23.	C.A Kamau	MOA/ DAO
24.	Henry Simiyu	BUDCAN
25.	Eric Wanjal	Magemo
26.	Jackline Wanangwe	Sufuria
27.	Rose Wamalwa	Sufuria
28.	Mary Nafula	Kosina
29.	Grace Mwangi	ICRAF
30.	Verrah Akinyi	ICRAF
31.	Maureen Njunguna	ICRAF
32.	Cliff Mokua	ICRAF
33.	Carolyn Dieterlie	ICRAF
34.	Sid Mohan	ICRAF
35.	Peter Okoth	ICRAF
36.	Douglas Bwire	ICRAF

ANNEX II: FEEDBACK SHEET



Enabling rural transformation and grassroots institutional building for sustainable land management and increased incomes and food security

Capacity Needs Assessment Workshop

31st July to 3rd August 2012

Feedback sheet

Thank you for participating to this workshop! We kindly request you to fill this sheet in all its parts and with your true opinions.

Your views are highly valued and will help us to improve our performance and deliver better service for you. The feedback is anonymous and will be kept confidentially by our organisation.

If the instructions given above are unclear, kindly contact one of the ICRAF staff before starting filling the feedback sheet!

Please consider the following criteria:

Overall: How was your overall experience during the session?

Clarity: Was the language and explanations clear? Did you understand the purpose and the instructions given to carry out the activities?

Content: Did you find session useful and interesting?

Presenter/Facilitator: Did the specific facilitator/presenter present the content well? Did you feel engaged during the session?

Session number / name	Facilitator Score	Clarity Score	Content Score	Overall Score	What did you like or not like the most? And Why?
	1= Very bad 2= Bad 3= Average 4= Good 5= Very Good				
1 – Introductions					
2 - Workshop / project objectives					
3 – Role play – the fisherman					
4 – Appreciative inquiry					

Any other suggestions/comments:

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ANNEX III: LIST OF SELECTED GROUPS

Bungoma- name of groups	Maturity level	Group functionality	Group typology	partnership	Group Location	Group age	Group size	Affiliations
Buyofu juakali women group	intermediate	commodity	women	platform	Bumula	Less than 1 year	18	KHASOKO
Mitua balekhwa	intermediate	conservation	mixed	local	Tongaren	Less than 1 year	33	SDCP
Mungore pamoja self help	intermediate	crop	mixed	cluster	Bumula	Less than 1 year	20	SHOMAP
Sasuri youth group	intermediate	crop	mixed	local	Kanduyi	Less than 1 year	24	SHOMAP
Ndivisi farmers marketing federation	intermediate	crop	mixed	platform	Ndivisi	Between 1- 2 years	120	SHOMAP
Ambana youth group	intermediate	livestock	mixed	local	Kanduyi	Between 1- 2 years	19	SDCP
Board of avangalisi	intermediate	finance	mixed	local	Tongaren	Above 3 years	43	SDCP
Kosina self help	intermediate	Livestock	mixed	local	Kanduyi	Between 1- 2 years	30	SDCP
Sufuria women	intermediate	livestock	women	local	Tongaren	Above 3 years	60	SDCP
Nakewa youth group	mature	crop	mixed	local	Ndivisi	Above 3 years	17	SDCP