

# **Strengthening Rural Institutions Project**

## **Capacity Needs Assessment Workshop Report for Embu District**

Panesic Hotel Embu, Kenya



**23<sup>rd</sup> - 25<sup>th</sup> May 2012**

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## **1. Introduction**

### **1.1 Rural 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 beyond the individual farmer. Rural grassroots organizations (RGROs), 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 rural grassroots organizations and, at the same time, draw principles of institutional analysis and strengthening to improve development projects.

The project targets three countries, namely Kenya, Uganda and Tanzania, in the East African region and works with 584 rural grassroots organizations spread over eight different projects. Six out of eight projects are funded by the International Fund for Agricultural Development (IFAD), one by the Landcare East Africa network and one by the African Highland Initiative (AHI). Project locations are: Embu and Bungoma districts in Kenya; Masindi and Kapchorwa districts in Uganda; the isle of Pemba (Zanzibar archipelago) and Lushoto district in Tanzania.

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**

The process of group analysis started in 2011 with a first round of data gathering implemented through a baseline survey carried out on the entire research population (584 RGROs).

Project partners' engagement continued towards the end of 2011 through a series of awareness-raising meetings held in each of the six selected project sites. In each

meeting a participatory exercise to gather information on local RGROs maturity levels was conducted with representatives of local stakeholders ( project, local government and farmer’s representatives). 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 RGROs and their practices.

The exercise aimed at capturing the level of organisational 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
<b>Governance</b>	Group registration, funding processes, Entry policy, Exit policy, leadership succession rules, members’ Terms of references, upward mobility
<b>Management</b>	key production/delivery and support, Group contracts and M.O.U.s with partners, Program description, Resource availability, Profit reinvestment
<b>Leadership</b>	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
<b>Capacity Development</b>	Dissemination of information and communication (to members and to the public), Organizational learning and capacity building, types of Training programs, expertise in the group
<b>Resilience</b>	Achieving equity through Heterogeneity in membership, Adaptive capacity, Accumulated asset records

The criteria used in the exercise have been extracted both by dimensions used in the baseline survey as well as by literature review on rural institutions relying on farm activities to generate income. Each criterion has been broken down into sub-criteria to gather more detailed information.

Participants were divided into five working groups, comprising government, project and farmers’ representatives, each group assigned one criterion.

The exercise required participants to list successful practices that could represent what worked well in their locality (e.g. ‘holding election’ under the criterion leadership) and to rank each of the listed item between 1 (less practiced and successful), (moderately practiced and successful) to 3 (highly practiced and successful). This process generated filled questionnaires showing commonalities and differences in the six sites, within each of the three countries and the whole East African region.

### 1.3 Maturity Tool

The purpose of the analysis was to identify what is common practice and what is unique in each of the sites. The computation of the scores was done using frequencies calculation and the Multi-Criteria Analysis (MCA).

Firstly, each answer appearing at least once was counted and frequencies were assigned (number of times that answer was appearing).

Secondly, the answers were 'weighted' by multiplying the score that respondents had assigned by the number of times that answer was appearing. This process aimed to take into account both the frequency and the absolute score of each answer. The final score taken in the next step of the analysis was then the result of the multiplication. An MCA formula was used to come up with a standard index using the final scores and served to determine a benchmark to sort answers from best to worst for each sub criterion.

$$STD_{KJ} = \frac{STT_{KJ} - Least_{(1.....N)J}}{Highest_{(1.....N)J} - Least_{(1.....N)J}}$$

Where:

$J$	= Criterion J
$N$	= Indicator at position N for each criterion J
$K$	= Count of indicators for a given criterion J
$STD_{KJ}$	= Standard MCA index
$STT_{KJ}$	= Total indicators score for each criterion
$Least_{(1.....N)J}$	= Value of the least scored indicator for each criterion
$Highest_{(1.....N)J}$	= Value of the highest scored indicator for each criterion

**Table 2:** *Excerpt from Maturity Tool Table*

Criteria	Sub criteria	Combined regional			#times ranked low(1)	Final score	MCA index
<b>Governance</b>	<b>1.1.1: Forms of group registration</b>	Group internal registration mechanism	1	1	1	6	
		Registration with local government	2	2	1	11	
		Registration with legal system (justice)	2	1	2	10	
		Not formally registered	1	1		5	
		Registration with civil society and non-governmental organizations		1		2	
		Registration with national level government departments			1	1	
							<b>3,4,</b>



### 1.3.1 Group selection

Group selection was based on a stratified purposive sampling. It followed four main steps: clustering of groups depending on their maturity level based on score obtained in the maturity tool table; identification of statistically significant criteria for sampling; first round of pre-sampling of groups based on differentiation within the population; second round of selection and finalization of sampling based on a ratio between the pre-selected groups and the overall population.

### 1.3.2 The maturity clusters

Firstly, groups were ranked according to their maturity by matching the final scores of the maturity tool table together with the answers given in the baseline survey. Each group ended up having a specific score, which represented an indication of their maturity level.

An MCA index was calculated using ratios between final scores and MCA in the maturity tool table (i.e. if a total score of 35 could give an MCA of 3.4 in the maturity table maturity, what could a total score of 11 in the baseline give?)

$$35: 3.4 = 11: x$$

**Figure 1:** *Formula to determine MCA indexes in baseline surveys*

The obtained Total MCA indexes (sum of all indexes for each criterion) formed a basis for ranking RGROs

GRGOs were then clustered into beginners, intermediate and mature. A cut-off point to determine the end and start point for each cluster was calculated by use of the following formulae:

$$\begin{aligned}\text{Lower limit} &= \text{Mean } (\mu) - \text{standard deviation } (\delta) * Z - \text{Value} \\ \text{Upper limit} &= \text{Mean } (\mu) + \text{standard deviation } (\delta) * Z - \text{Value}\end{aligned}$$

**Figure 2:** *Formula to determine cut-off points in maturity clusters*

### 1.3.3 First sampling process

Secondly, a number of statistically significant indicators of maturity had been extracted from the baseline survey in order to pre-select a number of groups and form a first larger sample. The rationale behind this method was to ensure diversity

in the sample by picking only those RGROs showing different characteristics from one another.

**Table 3:** *Table of Indicators for Sampling*

<b>Indicator</b>	<b>Variables</b>
1. Project site	Embu, Bungoma, Kapchorwa, Masindi, Pemba and Lushoto
2. Group functionality	livestock, crops, user, conservation, commodity or finance
3.Maturity level of group (already done prior to group selection)	beginners, intermediate and mature
4. membership typology	women only, men only or mixed
5.Scope of operations	local, cluster or platform
6.No.of years since formation	less than 1 year; between 1 and 2 years;3 years; Above than 3 years

The sample created followed an ‘exclusion’ method by which, step by step, out of multiple RGROs showing the same characteristics only one per kind was selected and the others excluded.

Beside the ones indicated in table 3, two ‘extra’ indicators were employed when necessary, namely, when more than one group showed the same characteristics up to step 6. These ‘extra’ indicators were:

1. Current number of members in the group: group with the highest number of members was selected this is because a high number of members may be an indication of a successful group as they are attracting more people.
2. Institutions/ organizations affiliation: if all possible groups were affiliated with the same organization then one was randomly selected, while if each group had different affiliations each were chosen.

#### **1.3.4 Final sampling process**

Considering time and financial constraints to hold the Capacity Needs Assessment series of workshop, the maximum sampling size was determined to be 10. The final step in determining the selected group was to reduce the pre-selected sample to the desired size.

The main criterion to reduce the size was the realistic representation of RGROs overall population per site.

In order to do so, the number of groups was calculated according to the formula as in Figure 3 (below).

**(Population): (Sample) = (statistically significant indicator): (*unknown figure*)**

**Where:**

**Population: Number of groups in the site**

**Sample: desired sample size**

**Statistically significant indicator: Number of group by functionality, membership typology and scope of operations.**

**Figure 3:** *Formula to determine final sample in group selection*

In order to ensure geographical representation within the project site, a second layer of selection on the obtained sample was done taking into account the RGRO sub-district administrative location (i.e. locations and sub-locations in Kenya).

In case the sample size was still over ten items, the final selection step was based on the RGROs size (number of members) but bearing in mind to ensure geographical representation.

#### **1.4 The capacity needs assessment**

The Capacity Needs Assessment (CNA) workshop, held from the 23<sup>rd</sup> to the 25<sup>th</sup> May 2012 in Embu, Kenya, was one of the steps towards meeting the objectives of the project. The workshop was organized by the ICRAF East Africa Region working on the project. Participants included representatives from 15 rural grassroots organizations' supported by the Mount Kenya East Pilot Project for Natural Resource Management (MKEPP) - an IFAD project addressing Natural Resource Management and Food security - as well as Local Administrative Chiefs and MKEPP representatives. The objectives of the workshop were twofold: identify existing capacities and 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 CNA workshop explored knowledge, technology, and other elements of the rural space that constitute the organizations' enabling environment.

The workshop was conducted using participatory methods, and the sessions conducted included appreciative inquiry, Strengths Weaknesses Opportunities and 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. The use of role plays highlighted the importance of participation in group activities, communication among members, gender roles and the risks posed by the dependency on external assistance.

#### **1.4.1 The context: The Mount Kenya East Pilot Project (MKEPP) in Embu district**

The MKEPP project financing was approved in 2002 and implemented since 2003 in several selected sub-catchments of the Tana River on the eastern slopes of Mount Kenya in five administrative regions, targeting around 750.000 beneficiaries. The main purpose of the project is to promote environmental conservation and improved agricultural practices as means to ensure sustainable livelihoods to the poor population in the area and those who are at risk of sliding back into poverty.

The project is articulated in five components: (i) water resource management; (ii) environmental conservation; (iii) rural livelihoods, (iv) community empowerment; and (v) project management.

A number of actors are involved in the implementation of the activities. Various government ministries are brought together under MKEPP. These are: the Ministry of Water and Irrigation, Ministry of Agriculture and Rural Development, Ministry of Livestock, Ministry of Planning, Ministry of Environment and Mineral Resources, Ministry of Finance, Ministry of Gender, Culture and Social Services, NGOs, Research Institutions and Universities.

The Ministry of Water and irrigation is the lead project agency, which is charged with the overall management and coordination of the activities. The daily implementation is carried out by the Project Management Unit and a secretariat, which is responsible for implementation of policies and ensuring establishment and functioning of relevant coordinating committees at national, district, division and community level.

The local PMU in charge of the project comprises eight officers: a project manager, project accountant, water resources expert, agricultural officer, NRM officer, management information systems officer, community development officer and project liaison officer.

### **1.5 Rural Institutions in Embu: background information**

#### **1.5.1 Groups formation and characteristics**

The community where MKEPP is working is very dynamic and the Participatory Rural Appraisals (PRAs) conducted by the PMU catalyzed the interest of individuals to get together for a common purpose. New groups get formed every year, new areas are explored and more people get interested in joining forces for some activity. The

groups that the project deals with are mainly Common Interest Groups (CIGs), that is, a number of people that convenes around a common interest.

Mostly, groups have been formed with the intention of fostering income-generating activities that span across a wide range of options from livestock raising and beekeeping, to horticulture trading as well as tree nurseries and firewood selling. All groups perform one main purpose, but they also engage in other multiple activities, as a form of diversification to secure their livelihoods throughout the year. Some members also reinvest their profits into off-farm activities (e.g. small shops).

Generally, a group comprises an average of fifteen to thirty members. Water Users Associations (WUAs) and River Users Associations represent an exception, featuring the biggest size in terms of membership, comprising up to 1000 members, in their umbrella organizations. RUAs, WUAs and Community Forest Associations (CFAs) appear to be well functioning, considering that they are placed a very structured and sophisticated hierarchical system. Thanks to the Water Act (2002) and Forest Act (2005), all type of grass-roots organizations that engage in water abstraction or forest use have to be legally registered and are to follow a number of rules to respect the requirements of the national level entities that have been formed to manage them. Under the Water Act, a Water Resource Management Authority (WRMA) has been created, as well as The Water Services Trust Fund from where the groups can receive financial support through application submission. Some successful RUAs managed to obtain up to Ksh. 500 000 from the Fund and they are now in the process of applying for Ksh. 2 million award.

One of the signs of 'maturity' of WUAs is the existence of oversight committees, formed by members of the association and democratically elected by all members. The committees' responsibility is to supervise water abstractions and the general organizational management. The sustainability and good governance of the WUAs was mainly secured by a good mechanism of accountability and users' charges, sanctioned by by-laws. Membership and water use fees are seen as a positive sign of binding trust that is embedded in the organization. In the case of CFAs, the Forest Act, enforced in the Kenya since 2005, provides for all protected areas to be managed according to participatory management plans agreed with the communities using the forest, from the design to the implementation phase, which increase the sense of ownership of the organization.

Even before the MKEPP inception, the area was already endowed with a thick social fabric on which the project has based its efforts to form new groups.

## 2 Workshop Proceedings

**Participants:** Average of 45 farmers’ representatives per day, 8 administrative chiefs and second-level organizations’ representatives (FDA chairpersons); 7 ICRAF staff, 1 KADLACC member

**Table 4:** *The Workshop Timetable*

Day one (Wed 23 <sup>rd</sup> of May)		
<u>Session 1</u> Introduction of participants and activities: Capacity needs Assessment	8:30am- 10:15am	All participants
Coffee/Tea break	10:15am-10:30 am	“ “
<u>Session 2</u> – Role Play (the river crossing)	10:30am- 12:30 am	Group work (three groups)
Lunch break	12:30am-1:30pm	All participants
<u>Session 3:</u> Appreciative Inquiry	1:30pm-3:00pm	Group work
Coffee/Tea break	3pm-3:15pm	All participants
<u>Session 4:</u> Definition of vision and goals	3:15pm-4:30pm	Group work
Closing remarks and feedback sheet collection	4:30pm-5:00pm	All participants
Day two (Thu 24 <sup>th</sup> of May)		
<u>Session 5</u> Re-cap of previous activities	9:00am- 9:30am	All participants
<u>Session 6</u> Role play (the bus)	9:30am-10:30am	Group work
Coffee/Tea break	10:30- 11:00 am	
<u>Session 7</u> Stakeholders and enabling environment analysis	11:00am – 1:00pm	Group work (by function)
Lunch break	1:00pm-2:00pm	All participants
<u>Session 8</u> SWOT analysis	2:00pm-3:00pm	Group work
Coffee/Tea break	3:00pm-3:15 pm	All participants
<u>Session 9</u> continuation of SWOT analysis	3:15pm-4:30pm	Group work
Closing remarks and feedback collection on activities	4:30pm-5:00pm	All participants
Day three (Fri 25 <sup>th</sup> May)		

<u>Session 10</u> Gender roles	9:00 to 10:00 am	All participants
Coffee/ tea break	10:00- 10:30 am	All participants
<u>Session 11</u> : strategic planning and gaps identification for group work plan development	10:30- 12:00 am	Group work
Lunch break	12:00am- 1:30pm	All participants
<u>Session 12</u> Gaps identification –continuation group plans	1:30pm- 3:00pm	Group work
Coffee break	3:00pm- 3:30pm	“ ”
Feedback and wrap –up session	3:30pm -4:30pm	All participants

## 2.1 Introduction to Workshop

**Time:** 2 hours

The introductory session served as a means to get in touch with the participants by introducing the facilitators’ team and let them introduce themselves and their groups. The aim of the exercise is to understand what are the emerging expectations and biggest fears held by the participants in order to avoid misunderstanding on what was going to be delivered during the workshop.

### Activities undertaken:

- Setting of basic ground rules: be on time, keep mobile phones on ‘silent’ mode, speak loudly to be heard by everyone, be respectful to everyone (men and women equally (see figure 4, above).
- Presentation of workshop objectives
- Handing out of two ZOPP cards of different colors, one to write fears and one to write expectations.
- Addressing participants fears and expectations in relation to workshop objectives



**Figure 4:** *Ground rules*

### **2.1.1 Results and Discussion**

The fears and expectations exercise proved to be very useful to deliver the message of 'why are we here' addressing what participants were expecting to receive.

The summary of fears and expectations follows below (table 5).



**Table 5:** *List of Fears and Expectations as Expressed by Participants*

FEARS	EXPECTATIONS
1.No transport refund 2. Conflict of ideas 3. Will not be a friendly seminar 4. Unmet expectations 5. Misunderstanding 6. Uncooperative members 7. Communication barrier: languages 8. Bad donors 9. Time 10. Follow-up 11. New people 12. Topic 13. Family 14. Interaction 15. Personal interest 16. Bad talk/company 17. Future of the group 18. Poor management 19. Leave job behind	1. Learning 2. Change 3. Education 4. More friends 5. United groups 6. Know about future 7. Leadership 8. Funding 9. Allowances 10. Respect by community 11. Better ideas 12. Management 13. Sustainability 14. Reading materials 15. Exchange of ideas 16. Information on environment 17. Family 18. Community improvement 19. Understanding role of groups 20. Future 21. Learn from other groups 22. Lifestyle 23. Empowerment 24. Crops 25. Trips 26. Solutions 27. Group dynamics 28. Technical training

### **2.1.2 Feedback for the session**

Generally, the performance for the session was good and there was nothing ranked as very bad. Participants' feedback average score was 16, 09: the highest of the day.

The high score can be attributed mainly to the speaking skills of the facilitator: loud voice and clarity in describing the exercise and prompting participants were very much appreciated as can be hinted by some feedbacks *"I have liked Francesca voice clear and loud"*; *"to explain in a clear manner"*.

Areas of improvement: Defined and clear list of workshop objectives need to be prepared beforehand and agreed upon by all facilitators. A clearer and timely

communication on allowances and content with the PMU/Embu local representatives would have probably reduced expectations that we are not capable/willing to meet (i.e. receive funds) as well as avoiding some fears such as not being reimbursed. Dominance of the English language has been a problem in this session therefore it is recommended to ensure local language- English (and vice versa) translation in order to have the objectives clear to everybody. Selection of participants based on their capability to communicate in English constitutes another option.

## **2.2 Role play- The River Crossing**

*Time: One hour and a half*

### **2.2.1 Description of activities**

The setting consisted of a river with a small stone island in the middle. The action to be performed is crossing the river and get to the opposite shore.

The characters are four: one brave man, one slightly scared lady, one very scared man and one man who is too scared to even try to cross.

The brave man is the one who takes the initiative and explore the river depth with a stick. He realizes that it is possible to cross to get to the island in the middle. Once on the island, he looks back and decides to go back and help the other characters to cross the river.

The lady is quite scared of trying, but with a *little help* of the brave man, who holds her hand and guides her, she manages to get on the island. Once there, she realizes that the second part of the river crossing would be easier considering that the water level gets lower and goes on by herself till reaching the opposite shore.

The second man is visibly scared and relies heavily on the brave man's help. He tries to cross the river with the help of the brave man but half way through he jumps on the brave man's shoulders, too scared to carry on. The brave man manages to drop him on the island, but is too tired to carry him on the other side.

The scared man stays on the island, unable to cross on to the other side or going back.

The third man, despite the offer of help received by the brave man, decides to give up altogether and does not even give it a try to cross the river, going back to his village.



**Figure 5:** *Role-play setting (the river) created by attaching flipcharts with adhesive tape*

Requirements: two or three flipcharts or a big sheet to draw the river to be put on the floor. Select four volunteers from the participants to play the different roles

Activities undertaken:

- Selection of participants to act the play ( on a voluntary basis)
- Briefing of volunteer actors (outside of the main hall).
- The role-play is acted in about 20 minutes (in Kiswahili)
- Three groups are formed in the audience and asked to reflect and answer
- Three questions: what did you just see? What kind of attitudes and behaviors you just identified in the role-play reflect a situation in your own groups? What kind of solutions can you suggest to address difficult attitudes?
- When the exercise is done, each group nominates one speaker who presents the answers given in the previous step..
- Plenary discussion

### **2.2.2 Results and discussion**

The audience responded immediately and adequately, showing a quick grasp of the purpose of the play and engaging in the following reflecting exercises enthusiastically. Most participants appreciated the role plays because they felt there many lessons learnt.

**Table 6:** *Example of role identification and actions suggested by one group after watching the role play (groups: kirikithu, kamiu kavanga, kiamiatu, mwetethia, kangurungu, wendani)*

<b>Roles identified</b>	<b>Actions to be taken</b>
<b>Confident</b>	<ul style="list-style-type: none"> <li>* Train groups not to depend</li> <li>* Demonstrate</li> <li>* Have realistic goals</li> <li>* Have common interest</li> <li>* Train on good leadership and management</li> <li>* Vision</li> <li>* Train on conflict resolution</li> <li>* Overcoming cultural beliefs</li> <li>* Study tours to build confidence</li> <li>* Give responsibilities and follow up</li> </ul>
<b>Encouraged</b>	Role models *Motivate them to be better and give more chances for participation
<b>Dependant</b>	<ul style="list-style-type: none"> <li>*Give training and encourage them</li> <li>* Exposure through exchange visits</li> <li>* Train on group dynamics, self-reliance, independence and management skills</li> </ul>
<b>Scared</b>	<ul style="list-style-type: none"> <li>*Find their problem</li> <li>* Organize guidance and counseling seminars</li> <li>* Give hope and support</li> <li>* Educational tours</li> <li>* Give encouragement and hope</li> <li>* More involvement</li> </ul>
<b>Who gave up</b>	*Encourage them to start and show them the way
<b>Roles identified</b>	<b>Actions to be taken</b>
<b>Confident</b>	<ul style="list-style-type: none"> <li>* Train groups not to depend</li> <li>* Demonstrate</li> <li>* Have realistic goals</li> <li>* Have common interest</li> <li>* Train on good leadership and management</li> <li>* Vision</li> <li>* Train on conflict resolution</li> <li>* Overcoming cultural beliefs</li> <li>* Study tours to build confidence</li> <li>* Give responsibilities and follow up</li> </ul>
<b>Encouraged</b>	Role models *Motivate them to be better and give more

	chances for participation
<b>Dependant</b>	<ul style="list-style-type: none"> <li>*Give training and encourage them</li> <li>* Exposure through exchange visits</li> <li>* Train on group dynamics, self-reliance, independence and management skills</li> </ul>
<b>Scared</b>	<ul style="list-style-type: none"> <li>*Find their problem</li> <li>* Organize guidance and counseling seminars</li> <li>* Give hope and support</li> <li>* Educational tours</li> <li>* Give encouragement and hope</li> <li>* More involvement</li> </ul>
<b>Who gave up</b>	*Encourage them to start and show them the way

### 2.2.3 Feedback and recommendations

The role-play was ranked quite high. The overall average score given by participants was 15, 18, slightly lower than session one. Nevertheless, the feedbacks were very positive about the learning's that came with the role play. Time management and the use of English were considered the main pitfalls by participants.

The following comment epitomizes the feedback received *"I liked the role play taught me a lot on dependant groups, non-dependant groups and gave up groups; improve facilitators on the national language-kiswahili"*. This session showed more participation than the first one, but less clarity as the messages given were more sophisticated and not all participants could managed to understand it.

## 2.3 Appreciative Inquiry

*Time: 15 minutes to present; 1 one and 15 minutes for group exercise*

### 2.3.1 Description of activities

Appreciative Inquiry aims at creating change through a focus on elevating strengths and to generate a collective image of a new and better future by exploring the best of what is and has been.

The aim of this session is to stimulate positive thinking in the groups on the assets that they already hold and that they can use and leverage on to attain their goals.

### Activities undertaken:

- Brief introduction on the main concepts underpinning Appreciative Inquiry
- Handing out of first tables on Assets identification and instructions on how to complete the exercise given
- Same procedure, after completion of first exercise, for the Visioning exercise

### Instructions:

- Identify the Assets that you, your group and your community have
- Identify how your group was in the past; how it is now and how do you see it in the future.

## **2.3.2 Results and discussion**

**Table 7:** *Appreciative Inquiry- Assets identification table (Mwitethia Kiini S.H.G.)*

	Dairy goats, rabbits, poultry	Being fully trusted for being a buck keeper	Equity bank account	Good farmer, musician	Trees, river, well-drained soil
	Shamba, dairy goats, cow, cash crop-coffee	Trust	Account-equity bank and cooperative bank	Education Trained technician	Trees, rivers, good soil
	Land-coffee, tea, cows,goat,sheep,rabbits,chicken	Husband, children, good leadership, responsible, trustworthy	Bank account	Farmer	Trees, soil
	Dairy buck, group utensils, dairy goats, rabbits, cocks	Trust one another; Trust and faith; responsible trust	Account with Nawili Sacco;	Veterinary officer teachers agriculture officer,	Good soil, rivers, trees, good climate

				teachers, security officers; forester	througho ut the year, wells
	Shamba, cows, goats, chicks; Schools, hospitals, tarmac roads	Hospital, churches, schools, factories, posho mills; trust and faith	Bank account, schools, churches	Doctors, teachers, bank manager, nurses, Veterinary officer, clinical officer, agricultural officers, teachers, security officers	Good soil, rivers, trees, good climate througho ut the year, wells

**Table 8: Appreciative Inquiry - Visioning Table**

	Group not well organized and not financially stable Had no information on the objective of the group	Educational tours done Exchange of ideas Learning new technologies and assistance from NGOs	Make strategic plan to my group so that we can move forward for sustainability of the group
	Group not well organized I could not recognize the need of a group	Well organized Stable in group Self- reliant	Financially stable Being independent Ready to work hard to improve my family status
	Poor leadership, financially poor, no vision, very poor	Bank account Good dreams	Good leader Very rich, improve my land Buy more lands and vehicles

	Dairy buck, group utensils, dairy goats, rabbits, cocks	Trust one another; Trust and faith; responsible trust	Account with Nawili Sacco;
	Shamba, cows, goats, chicks; Schools, hospitals, tarmac roads	Hospital, churches, schools, factories, posho mills; trust and faith	Bank account, schools, churches

Among the ‘capitals’ (the assets), some participants undergone some problems in understanding what was meant as ‘social capital’. A clear definition of the assets, with practical examples, is necessary prior to the beginning of the exercise.

Some members were repeating similar statements from their group members even where they were supposed to fill as individual members

### **2.3.3 Feedback and recommendations**

The performance was generally average in score (15, 23). The clarity was scored the highest among feedback indicators, but the number of participants filling the feedback form is lower than the previous exercise, which could also be a sign of not having understood it. Many participants indicated that they liked the facilitator’s voice, which helped them to keep them focused on the exercise.

The theoretical concepts used in the Appreciative Inquiry presentation might have been a little too complicated for the audience. As other exercises that requires reading and writing skills, it has been noted that illiterate participants cannot actively be independent in filling the forms, and therefore undergo the risk to be influenced by more educated members. Translation in Kiswahili accelerated the understanding process by participants. The Past-Present-Future form was more successful than the assets one, but probably presenting both together had confused a bit the participants on whether they had to focus on the present or on their visioning for the future. It can be taken into consideration to separate the two exercises in order to avoid confusion by giving instruction separately.



## 2.4 Definition of vision and goals

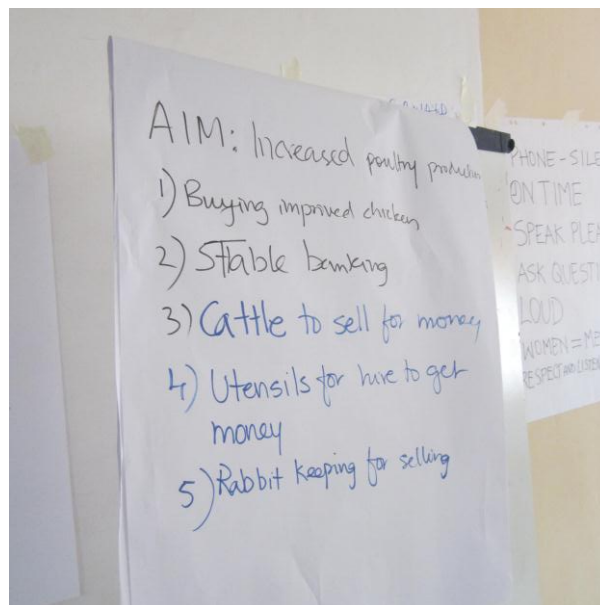
*Time: 1 hour and 15 minutes*

### 2.4.1 Description of activities

The main objective of the session is to stimulate the groups to identify goals that are consistent with their mission and vision as well as being able to start a process of thinking that would have led to formulate a group work plan.

#### Activities undertaken

- Definition of measurable and attainable goal (through the use of simple questions and examples)
- Exercise: each group has to identify five main goals that it wishes to attain
- Prioritize three out of five explaining why they are priorities



**Figure 6:** *Example of goal identification*

### 2.4.2 Results and discussion

The first attempt at defining the group goal was quite complicated considering that the participants were not very clear on what were their objectives. The exercise was performed quite late during the day, which could have as well hindered their performance. One-on-one help received from workshop facilitators helped the groups understanding the exercise better.

**Table 9:** *Example of goals identification (Mwitethia Kiini s.h.g)*

<ol style="list-style-type: none"><li>1.To increase the number of dairy goats in the group for more milk production from the current 11 to 25 by June 2013</li><li>2.To establish an agrovet to cater for our dairy goats by December 2012</li><li>3.To start a storage facility for the dairy goat milk processing catering 150-300 liters by June 2014 for 25</li><li>4.Training 25 members on dairy goat management by September 2012</li><li>5.Educational tour for 25 members to get new skills on dairy goat keeping by September 2012</li></ol>
<p><b>Three main goals</b></p> <ol style="list-style-type: none"><li>1.Training 25 members on dairy goat management by September 2012</li><li>2.To increase the number of dairy goats in the group for more milk production from the current 11 to 25 by June 2013</li><li>3.Educational tour for 25 members to get new skills on dairy goat keeping by September 2012</li></ol>
<p><b>Reasons:</b> The training will assist our members to gain knowledge on how to manage dairy goats. Our members will be able to produce more milk to provide for their livelihood and supply for their economic empowerment. This will assist our members to use new skills and ideas exchanged from the tour and motivate members</p>

#### **2.4.3 Feedback and recommendations**

The high score given to the session (15, 75) suggests that the exercise was liked. Clarity scored the highest among the feedback indicators, while facilitator skills scored the least. Some participants could not understand what he said due to the use of English.

To increase clarity, a more participatory approach or methods could be employed like vision mapping. Changing the time of the exercise from late afternoon to morning could lead to more successful results.

#### **2.4.4 Re-cap of previous session**

*Time: 30 minutes*

##### **2.4.4.1 Description of activities**

The aim of the session was to make sure that the key concepts learned through the activities undertaken the previous day were well understood by participants before introducing more complex exercises.

Activities undertaken:

- Dialogue with the audience underlining some important messages given the previous day
- Q&A session on the previous day activities

##### **2.4.4.2 Result and discussion**

The re-cap was conducted successfully with full participation of members. However some members looked into their notes to assist them recall what they had learnt the previous day. A success factor of keeping participants' attention was the use of Kiswahili

##### **2.4.4.3 Feedback and recommendations**

A re-cap session is useful to make sure all participants are on the same page but it should not be longer than 30 minutes to avoid taking time from other sessions

#### **2.5 Role play- The Bus**

*Time: One hour*

##### **2.5.1 Description of activities**

The main objective of the session is to, through the use of the role-play, elicit a reflection on the need for a clear communication and co-operation within an organization.

The activities were aimed at triggering a process of thinking of what were the main bottlenecks in terms of communication in the participants' groups and possible solutions to overcome difficulties.

Activities undertaken:

- Selection of participants to act the play (on a voluntary basis)
- Briefing of volunteer actors (outside of the main hall).
- The role-play is acted in about 15 minutes (in Kiswahili)

- Three groups are formed in the audience and asked to reflect and answer three questions: what did you just see? What kind of attitudes and behaviors you just identified in the role-play reflect a situation in your own groups? What kind of solutions can you suggest to address difficult attitudes?
- When the exercise is done, each group nominates one speaker who presents the answers given in the previous step..
- Plenary discussion

### 2.5.2 Results and discussion

The play was slightly less clear than the previous one (the 'river crossing') but nevertheless, it triggered immediate response from the participants. The presentation to the plenary made by one representative of each group stimulated a lively debate which helped the others to be more focused on the presentation as well as feeling of being represented by one of them.

**Table 10:** *Results of the plenary discussion after the role play 'the bus'*

<p><b>What did you see?</b></p> <ul style="list-style-type: none"> <li>*The passengers don't know the destination of the bus</li> <li>*There was no communication/clear direction</li> <li>*The display showing the destination of the bus was not put at the right place</li> <li>*Only the driver knew the destination of the bus</li> <li>*It is important to know your destination</li> <li>*One might be misled if he/she doesn't know the destination</li> <li>*The owner of the vehicle is only concerned with money</li> <li>*The driver was the 'boss' he didn't speak when the questions were raised</li> <li>*Driver is less concerned with passengers</li> <li>*There was gender inequality</li> <li>*Driver is doing two jobs at the same time</li> </ul> <p><b>What lessons do we learn?</b></p> <ul style="list-style-type: none"> <li>*A leader should not be a dictator</li> <li>*A leader should value other members</li> <li>*A leader should not be concerned with his/her own benefits</li> <li>*Importance of delegating duties</li> <li>*One should know the direction of his/her group</li> <li>*Importance of participation in the group</li> <li>*Overreliance on others can be misleading</li> <li>*Importance of giving clear direction to other group members/communication</li> <li>*Don't follow others blindly, know the starting point and the destination</li> <li>*Group members should not just sit and depend on their leaders</li> <li>*Dependency syndrome is not good for a group</li> </ul>
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### 2.5.3 Feedback and recommendations

The overall facilitation was considered very good and the use of Kiswahili in the discussion surely increased the average score which was higher than the first role-play (16, 54). The participants really enjoyed the role play and got the message intended as expressed by several comments: *“the play had good lessons and was enjoyable. Everyone was happy”; “the driver was very funny and selfish. It was quite confusing but it become easier later. It was quite clear and fantastic. Everything is continuing to be easy and clear. Thanks” ; “I learnt alot from the role play. Everything waas educative. The role playing was practical and clear in relating to real life situation”*

## 2.6 Stakeholder identification and mapping

*Time: 2 hours*

### 2.6.1 Description of activities

The main objective of the session is to enable the groups to identify which are the different institutions that influence their environment and performance.

The two proposed exercises allowed both facilitators and groups to acknowledge who is important for their functioning and to what extent as well as to identify who are those stakeholders that are in contact with more than one group.

#### Activities undertaken:

- Plenary discussion on the definition of stakeholder
- First individual group exercise: one table to be filled by each group to identify their stakeholders what kind of mutual give and take they have with their stakeholder (see table 10, below)
- Conglomeration of groups by functionality (commodities and finance; livestock and crops and conservation and user)
- Presentation of the second exercise: the facilitator draws a series of eggs on the flipcharts, each representing the size of the stakeholder (i.e. chicken egg, ostrich egg). The size of the egg is meant to determine the importance of the stakeholder in the view of the participants.
- Preparation by conglomerated groups of stakeholders maps where each stakeholder is represented by an egg, whose size represents the importance, and is placed on a distance proportional to the level of help the group feel that can get from it.
- Each map is presented to the rest of the audience by one group representative

## 2.6.2 Results and discussion

The first exercise served as a preparation for the second and aimed at allowing the groups to identify their stakeholders, their influence and their mutual benefit in working together with them (example of group exercise result in table 11, below)

**Table 11:** *Stakeholder identification example (Tosheka women group)*

Our stakeholders	What they need from us	How they influence us	What we offer them
Ministry of culture and social services	-To be registered in their office -a group of 20-30 members	-importance of registration -in their office -offer group training -importance of a group	Service fee
Local government	-permit to hold meetings	-good discipline	Service fee
Bank	-bank statement	-to save for tomorrow -get loans to help us	Service fee
Members	-good management -co-operation	-good guidance	Corporation
Councilors	-give them votes	-have a good environment -development our community	Corporation
Ministry of agriculture	-a place to work from -cows/lands	-improve high standard of farming -improve breeds e.g. in cows education on importance of keeping grade cows	Service fee
Ministry of health	-co-operation	-good health	Service fee
Neighbors	-good neighborhood	-good co-operation and relationship	Good neighborhood
Churches	-cooperation -faith and trust in God -contribution		Donations Offerings
Ministry of water development	-pipes -registration fee -pay bills	-proper use of the resource	Pay bills and service fees

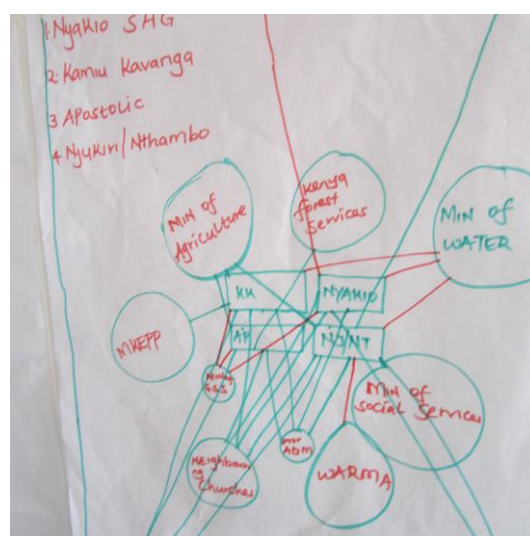
As can be seen from table 12 (below), groups managed to find out that several institutions engaging with them as partners were in common, which helped them to analyze their stakeholder's environment.

**Table 12:** Stakeholder identification by functionality-based groups

Stakeholders identification		
Group1 (Commodities and finance)	Group2 (Livestock)	Group 3 (conservation and users)
Kenya Forest association	Ministry of livestock	Ministry of Agriculture
ICRAF	MKEPP	Kenya Forest association
BANK	Bank	Ministry of Water
Ministry of Agriculture	Ministry of Social services	Ministry of Social services
Provincial Administration	Ministry of Agriculture	MKEPP
	I R D P-	WARMA
	Provincial Administration	Provincial Administration
	KARI (Kenya Agricultural Research institute)	Neighborhood churches

Three stakeholder maps were produced and pinned to the wall for analysis.

Group presentation was useful to understand the complicated web of lines drawn by each group and highlighted the commonalities and differences between groups often working very close to one another geographically. The discussion produced an acknowledgment of the need for collaboration between groups to influence their institutional environment in a more effective way.



**Figure 7:** Stakeholders map created by a Conglomeration of groups (function-based)

While the identification of the stakeholder 'size' (based on the egg presentation) was quite straightforward, the conglomeration of groups by functions resulted in a quite complicated mapping.

### **2.6.3 Feedback and recommendations**

Despite the initial confusion on the instructions received, the groups worked hard and all of them managed to complete and present the exercise. The overall score was 16, 26.

In the first part of the exercise participants proved to be aware of their major stakeholders. However, some groups found challenging to give details on the 3<sup>rd</sup> and 4<sup>th</sup> columns of the stakeholders' form, namely how they are influenced by these stakeholders and what they can offer to their stakeholders.

In the second 'collective' exercise, some groups experienced some difficulties in getting to an agreement on the importance and the 'distance' of the stakeholder from their groups. The different perception of the relationships to the partners resulted in a complex web of lines of different colors that resulted hard to be analyzed. The participants found the session very confusing but finally they were able to do the exercise. Some of them enjoyed the exercise and found it *"educative, very interactive, helped us identify our strong stake holder"*.

Although grouping the organizations together by function is correct in theoretical terms, it would have been easier if each group had mapped its own stakeholders on a sheet of paper to avoid congestion of lines. On the other hand, giving the opportunity to the groups with a common function based in the same geographical area to discuss the relationship to their stakeholders is also an eye-opener both for them and for the project team. Groups can decide to get together to gain more help from the same stakeholder or exchange information and knowledge.

There is the need to find a way not to lose this potential partnership building and, at the same time, to avoid too much confusion during the exercise and the analysis.

## **2.7 SWOT analysis**

*Time:* 2 15 minutes

### **2.7.1 Description of activities**

The objective of this session was to introduce the SWOT analysis as a tool to identify the main internal (Strengths, Weaknesses) and external (Opportunities, Threats) elements of a group that can be leveraged on or overcome in order to ensure group success



Activities undertaken:

- Introduction (plenary) to the four dimensions of a SWOT analysis
- Group exercise: identify what constitute strengths, weaknesses, opportunities and threats in the group, using their previous group work results as inspiration.

**2.7.2 Results and discussion**

While groups could, on average, easily identify their strengths and weaknesses, it was challenging for them to define opportunities. In the group work example (below) it can be observed how one strength (stakeholders) is actually an opportunity coming from outside the group.

Most groups mainly identified lack of financial resources as their weaknesses, despite it was clearly emphasized that they should specify the reasons why they could not access the funds from financial institutions.

**Table 13:** *SWOT analysis result (Apostolic Faith Based Organisation)*

Strengths	Weaknesses
<ul style="list-style-type: none"><li>• Land</li><li>• Unity among members</li><li>• A surviving tree nursery</li><li>• Labor provided by volunteer</li><li>• Stakeholders (other churches, K.F.S)</li></ul>	<ul style="list-style-type: none"><li>• Lack of technical support and skills</li><li>• Expensive tools and implement for use in tree nursery preparation</li><li>• Financial problems due to high interest rates charged by banks and minimal members' contribution</li><li>• Local rabbit breeds</li><li>• Few members who do not give the labor required</li></ul>
Opportunities	Threats
<ul style="list-style-type: none"><li>• Dairy goat farming</li><li>• Bee-keeping</li><li>• Maintain a healthy environment</li><li>• Training the community on environmental conservation</li><li>• Community sensation on importance of tree planting</li><li>• Helping orphans buying uniforms the elderly to meet their daily and basic needs</li><li>• Capacity building for the group</li></ul>	<ul style="list-style-type: none"><li>• High interest rates for loans from banks</li><li>• Poor road network</li><li>• Economic inflation</li><li>• Lack of water and market for tree seedlings during the dry spell</li><li>• Competition from neighboring tree nurseries</li><li>• Lack of market for the few rabbits we have pests and diseases</li></ul>

### 2.7.3 Feedback and recommendations

As other group work sessions, some challenges experienced by the participants emerged only when the time to complete the exercise was almost up. One specific challenge observed was the requests of clarifications on the differences between strengths and opportunities. Despite the initial challenges in clarifying the main concepts of the SWOT analysis, the session was among those that received the highest scores (17). This can be found in the usefulness that the participants identified in the SWOT, as shown in this comment *“SWOT analysis was very good. It made me realize my position and weakness in a much deeper manner and also understand my community more”*.

To avoid confusion between the four dimensions of the analysis, more time should be allocated to explain them and to provide practical examples.

## 2.8 Gender roles

*Time:* 1 hour

### 2.8.1 Description of activities

The aim of this session is to generate thinking on the different roles and tasks that men and women have in their respective groups. The exercise is meant to produce a critical thinking on the contributions that both genders give to the group functioning and the need to respect and complement each other.



**Figure 8:** *Women-only discussion on gender roles*

### Activities undertaken:

- Two groups, by gender (men and women separated), positioned in two parts of the room far from one another.
- List of roles that their gender perform in the group (each group)



**Figure 9:** *Men-only brainstorming on gender roles*

- As plenary, discussions on gender roles starting from the reading of the two lists

### **2.8.2 Results and discussion**

The different scenarios showing the important roles of men and women in groups presented enabled the participants to treat each other equally.

#### **Role of women**

- Buy utensils for their groups
- Hold fellowships for their groups
- Visit each other (individual members)
- Groups contributions in case of calamities
- Guidance and counseling
- Role models in leaderships (usually secretaries)

#### **Reasons for the above roles respectively**

- Managers of house
- Strengthen and manage stress
- Support and uplift one another
- Carry a lot of family problems
- Tolerate a lot, good managers, not corrupt

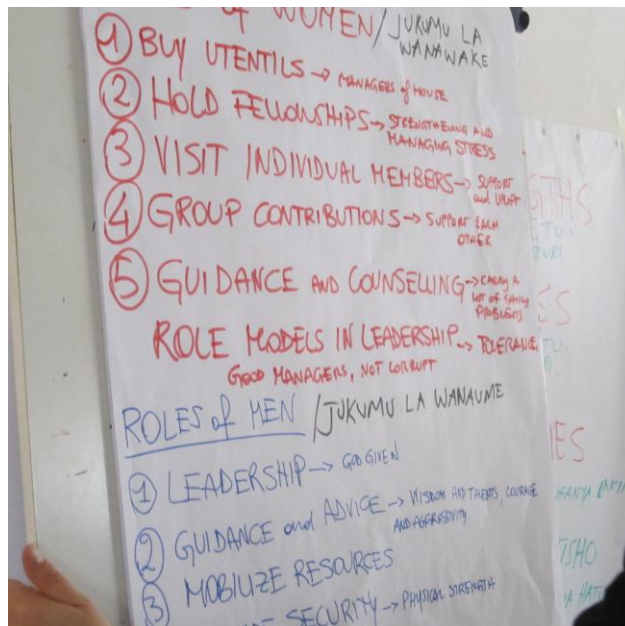
### Ideas role of men

- Leadership
- Guidance and counseling
- Mobilize resources
- Provide security
- Provide labor force

### Reasons for the above roles respectively

- God given (story of Adam)
- Wisdom and talent
- Courageous and aggressive
- Physical strength
- Masculine strong and courageous

During group work Chairpersons' domineering attitudes hindered the debate (especially among women). The exercise not only showed gender inequity but also quite strong power relations within genders. During the debate (plenary), male leaders tried to dominate the discussion, leaving little space to women to express their opinion.



**Figure 10:** Roles of men and women

### 2.8.3 Feedback and recommendations

Both genders showed enthusiasm and participation during the plenary debate. The session was interesting and an eye opener to the participants on the need for men and women to complement each other in-group activities (as can be gathered by the

high rank, 16, 9). " It has shown us that we need each other to reach our goals despite our gender differences". It is recommended to keep at least one gender exercise, possibly more interactive. Allow time for discussion and to get contributions by all participants (also silent/shy women

## **2.9 Strategic planning and needs identification for group work plan development**

*Time:* 2hours 30 min

### **2.9.1 Description of activities**

This is the final session of the workshop and it is crucial for its goals.

Strategic planning aimed at putting together all the work done in the last two days into tangible and achievable work plans. It aims at equipping the groups with plans that they themselves had identified as useful and feasible and, at the same time, allow facilitators and observers to understand the level of sophistication that each group has in terms of planning.

Needs identification is the second step of group planning and complements the identification of the goals by understanding what is needed to succeed in attaining those goals



**Figure 11:** *One group helped by a local administration Chairperson to develop their work plan*

#### **Activities undertaken**

- Re-cap of what is an achievable and measurable objective
- Group work: Use of previous exercises (SWOT, Assets, objective identification, Visioning table) to create a group work plan

- Group work: needs identification based on three dimensions: technology, knowledge and enabling environment

## 2.9.2 Results and discussion

The groups were able to state the 5 goals, 3 priority goals together with the steps and reasons why they indicated the goals. However, some groups gave the specific details in goal statements such as the financial estimates, list and quantity of materials and equipment required.

**Table 14:** Needs identification table (Kirikithu group)

What my group can offer	NEEDS		
	Technology	Knowledge	Partners
<b>Goal 1.</b> availability of group members Identify venue for training meals	Material for stationery, demonstration New technology of construction of goat sheds Demonstration on deworming	Improved dairy goats quality  feeds	Ministry of livestock Ministry of gender and social services Dairy Goats Association Farm input dealers
<b>Goal 2.</b> Group members available Members have 150 goats Storage of goats	Milking machines Improved fodder crops	How to write a proposal How to identify high breed dairy goats	Ministry of livestock Dairy Goats Association Banks Private organizations
<b>Goal 3.</b> Members can do consultations Members to be trained	Current artificial insemination kit	Requires knowledge on operation of the insemination kit	Livestock ministry Bank ICRAF DGAK

Issues in completing the exercise:

- Time appeared to be a big issue for this closing session: some concepts were very complicated for some groups. Nevertheless, most groups managed to define at least all their goals in a clear manner.
- The needs identification was explained quite late in the session, therefore not all groups managed to complete the exercise.
- A review of the goals presented by the groups during the goal identification exercise show that members have the knowledge of what their respective groups are doing and which activities they would want to do better. The challenge for the groups was to state these goals in a clear and specific way

and therefore facilitators spent quite a lot of time trying to help the groups state their goals. The session was an opportunity for the participants to discuss with their respective group members on their future goals.

### **2.9.3 Feedback and recommendations**

The group planning session in the last day of the workshop was quite challenging to the participants. Being this an across-session exercise, participants' feedback was between 17, 6 (the highest) and 16,3 (quite low). This can be caused by the initial enthusiasm for group planning followed by a frustration caused by time constraints. The feedback received from the participants indicates that the session was congested and therefore it took much effort on the members to follow the steps given (*"A lot of thinking was required"*)

Work plan definition and needs identification are the key activities of the workshop; therefore one full day should be allocated for these exercises, especially to avoid frustration and confusion among participants.

## **3. Conclusion and feedback**

### **3.1. Observations**

#### **3.1.1 General facilitation**

- Overall, facilitation was scored high by participants, and self-perceived as successful by ICRAF staff
- A too high number of participants, more than 30 participants is not manageable
- Time management resulted to be an issue more than once, creating constraints to complete the exercise and irritating some participants. Some participants considered the sessions to be too short for the amount of thinking required to complete the exercise.
- Language can constitute a challenge for those who do not have an adequate level of English or only speak the local language, especially when it comes to 'technical' terms (e.g. strategies, outcomes, stakeholders, etc.)
- Some groups were too led by the facilitators during individual group work (influence)

#### **3.1.2 Logistics**

- Besides an unforeseeable issue with funds release at ICRAF HQ, the logistics were managed quite well
- The project PMU was not present

- The location chosen for the workshop did not allow a circle or semi-circle type of seating arrangement. The 'classroom' setting prevented those sitting at the back to properly read and hear what was written/said by the facilitators (this especially applies to the elders)
- The overall duration of the workshop was too short considering the amount and complexity of the activities planned.

### **3.1.3 Participation**

- There was a clear effort made by the facilitators to involve all participants during the activities and deploy participatory methods. Nevertheless some issues stated above (language, educational level, room settings) might have hindered to a certain degree the actual participation by all.
- Some exercises (such as group planning) should have required more time.
- Some participants could not read or write
- A lot of guidance was needed by the members when brainstorming
- The groups need more individual facilitation to help them better understand the tasks at hand
- Participants were involved in discussions at the plenary after the various group exercises which helped them to reflect and learn from other members. In various group exercises, participation of the members was quite well. However, in some cases there were participants who were quite vocal and influenced others. In most of the activities involving various groups, women were chosen to write down the points on the flip charts.

### **3.1.4 Leadership, power and gender issues**

- Some of the participants were not confident to express themselves and their opinions voluntarily
- Some participants, during group work, would dominate over the other group members therefore denying others a chance to express their opinions.
- Chiefs in groups made members not to be very frank and sometimes omit things that members suggested
- Some FDA leaders who have had experience with other donors influenced the groups when expressing their needs and identifying their goals, using 'development jargon' instead of stating immediate needs or wishes( for example to alleviate poverty, value addition and value chain analysis)
- In one group, the chairlady prevented the members to write down their issues and problems with the intention of hiding their need for help fearing that this would have meant not receiving help by ICRAF. This undermined completely members' participation



- Even if only few, some women participated actively in the groups and during group presentations and discussions
- Group leadership and conflict resolution were issues that came up during the workshop. It emerged that most groups perceive that the solution for poor leadership is replacing the leaders without knowing the consequences. It was emphasized that the leaders may not be aware of their roles as outlined in the group constitutions. This is one of the causes for conflicts among the members. The leaders present were challenged to get acquainted with their roles and responsibilities.
- The gender session highlighted a quite strict division of roles where women are seen as carrying out ancillary tasks for the organizations, while men should be the leaders being more assertive and capable to take decisions.
- Power relations between leaders and members, and groups vice chairmen were observed during several exercises.

### **3.2 Recommendations for improvement**

- Communication to the focal point persons need to be planned way ahead in order to prepare the groups and the focal persons themselves to the workshop
- The workshop should have fewer participants. This will encourage participation and interaction between the facilitators and the participants which eventually will enhance satisfaction on both sides (facilitators and participants). Public address system be used in case of large numbers of participants
- Better and more inclusive sitting arrangements (circle or semi-circle) to make sure everyone can hear and read properly
- When translating into Swahili, make it line by line, rather than the whole story at one time
- Facilitators should come up with participatory mechanisms which enable all participants to be actively involved in the session. This will also minimize domination by some participants. It will also give room to those who have ideas to express them.
- The sessions should be facilitated in a way that is easily understandable to the participants considering majority of them have low level literacy, e.g. using easily understandable illustrations to explain an idea
- Sessions should be allocated enough time for both the facilitation and practical activities by the participants
- A field visit could be organized during the process of the workshop enabling the facilitators to talk to the group members who were not participating to the workshop

- Farmers' presentations to the rest of the audience should be encouraged. Including one local person as facilitator could help the participatory exercises and decrease power unbalance between facilitators and participants
- Role plays should be used, if possible, in all technical / hard to understand sessions so that the participants gain momentum progressively in understanding the whole concepts of the sessions
- Fewer plenary sessions and more break out groups to keep everyone's attention
- Group leaders need to be encouraged to go back and finalize the plans but also be able to straight away begin thinking of implementing what can be implemented now.
- Group members should be informed to come up with actual group prioritized activities especially to assist to come with actual work plans.
- Some of the participants did not indicate the specific sessions in which they were awarding the scores and therefore it was difficult to determine the scores for each session. We could consider indicating the sessions on the feedback sheets and simplify the whole form for members to understanding.

### **3.3 Overall feedback from the participants**

From the comments received, participants expressed their satisfaction on how the workshop was conducted. *"Everything was good."*

The comments praised the facilitators for presenting the content in a clear manner. *"I liked presentation, presenter was well prepared. I liked it for the presenter's clarity and participation. Well organised and prepared"*

They indicated that they had learnt a lot from all the sessions and encouraged the facilitators to come back.

*"I thank the ICRAF for organising the capacity needs assessment of groups leaders. This is because from the time I entered the seminar I have learnt a lot. Please go on assisting all groups members for the same"*

*"All was fine. This workshop is going to promote groups and community at large"*

The main pitfall identified was the lack of time and the difficulty encountered in understanding some concepts.

*"The sessions were very speedy" - "I understood after a long struggle. I was so glad. Very difficult but tried to get up"*

Sessions: the sessions that received the highest total average scores were; group planning, SWOT analysis that had average total scores of above 17. Gender roles, the role play (the Bus) and stakeholder analysis also received high scores.

On average, the total scores for day 3 were the highest while the first day had the lowest average scores. The sessions on the third day also got the highest scores compared to the previous days.

NB: It was however difficult to determine if the scores awarded were for the sessions indicated because most of the participants did not indicate the session names on the feedback sheets. It would be better if in the next workshop we include the session names in the feedback sheets.

Facilitation: Facilitation scores were highest on the third day in which most of the participants gave a score of 5 for all the sessions of the day.

Main Challenges expressed by participants

- Language barrier on the first day
- Inability of some group members to state the various points clearly
- Some complained of getting home late
- Congested sessions on the third day

**ANNEX I: Asset identification table**



**Capacity Needs Assessment Workshop**

**Appreciative Inquiry Exercise**

**Assets table  
/Mali tuliyo nayo**

	<b>Physical/Mali zinazoonekana</b>	<b>Social/Kijamii</b>	<b>Financial/fedha/pesa</b>	<b>Human/Ujuzi, Uwezo au vipawa tulivyo navyo</b>	<b>Natural/Mali asili</b>
<i>As a Member/  Mali niliyo nayo nikiwa mwanachama binafsi</i>					

<i>As a Group/ Mali yetu katika kikundi</i>					
<i>What you have as a Community/ Mali tuliyo nayo tukiwa jamii</i>					



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## Capacity Needs Assessment Workshop

### Appreciative Inquiry Exercise

#### Visioning Table

*/Maono yetu*

	<b>Past (How was it in the past?)</b> <i>Zamani (Hali ilikuwaje zamani?)</i>	<b>Present (How is it now?)</b> <i>Sasa (Wakati huu hali ikoje?)</i>	<b>Future (How do you think it will be?)</b> <i>Baadaye (Unafikiri hali itakuwaje baadaye?)</i>
<i>As a Member/ nikiwa mwanachama</i>			

<i>As a Group/ Tukiwa kikundi</i>			
<i>What you have as a Community</i>  <i>Tukiwa jamii</i>			

**Annex II: Feedback sheet template**



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

**Capacity Needs Assessment Workshop  
23<sup>rd</sup> to 25<sup>th</sup> of May 2012  
Embu, Kenya**

**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?

**Date:**

**Session name:**

Overall Score	Clarity Score	Content Score	Presenter/Facilitator Score	
1= Very bad	2= Bad	3= Average	4= Good	5= Very Good
				<b>What did you like or not like the most?</b>  <b>Why?</b>

**Date:**

**Session name:**

---

<b>Overall Score</b>	<b>Clarity Score</b>	<b>Content Score</b>	<b>Presenter/Facilitator Score</b>	
<b>1= Very bad</b>	<b>2= Bad</b>	<b>3= Average</b>	<b>4= Good</b>	<b>5= Very Good</b>
				<b>What did you like or not like the most?</b>  <b>Why?</b>

**Date:**

**Session name:**

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<b>Overall Score</b>	<b>Clarity Score</b>	<b>Content Score</b>	<b>Presenter/Facilitator Score</b>	
<b>1= Very bad</b>	<b>2= Bad</b>	<b>3= Average</b>	<b>4= Good</b>	<b>5= Very Good</b>
				<b>What did you like or not like the most?</b>  <b>Why?</b>

**Date:**

**Session name:**

Overall Score	Clarity Score	Content Score	Presenter/Facilitator Score	
1= Very bad	2= Bad	3= Average	4= Good	5= Very Good
				<p><b>What did you like or not like the most?</b></p> <p><b>Why?</b></p>

**Any other suggestions/comments:**

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