

Strengthening Rural Institutions Project

Capacity Needs Assessment Workshop Report for Kapchorwa District

Noah hotel Kapchorwa, Uganda



25th - 29th June 2012

List of tables

Table 1: Rural Institutions Growth Principles Matrix (RIGPM)	6
Table 2: The workshop time table	9
Table 3: Ground rules.....	10
Table 4: Fears and expectations	13
Table 5: Group work discussions	17
Table 6 : Visioning and mapping	21
Table 7: Visioning and mapping group work (continuation)	23
Table 8: Visioning and mapping group work (continuation)	24
Table 9: Lesson learnt	26
Table 10: Lesson learnt	29
Table 11: Strengths and weaknesses	30
Table 12: Women's presentation.....	32
Table 13: Men's presentation.....	32
Table 14 Conclusion.....	33
Table 15: Lesson learn.....	43

Contents

1 Introduction	5
1.1 Rural Institutional strengthening project.....	5
1.2 The Process	5
1.3 Maturity tool.....	6
1.4 Capacity Needs Assessment.....	6
1.5 Kapchorwa District	7
1.5.1 Location.....	7
1.5.2 Administrative units	7
1.5.3 Climate	7
1.5.4 Vegetation.....	7
1.5.5 Economic activities.....	8
1.5.6 Population.....	8
2 Workshop Proceedings	8
2.1 Introduction to the Workshop	10
2.1.1 Results and Discussions.....	10
2.1.2 Feedback from participants	11
2.2 Workshop and project objectives –Introduction to the planning process	11
2.2.1 Results and Discussions.....	12
2.2.2 Feedback from participants	16
2.3: Role play – the fisherman	16
2.3.1 Results and Discussions.....	16
2.3.2 Feedback from participants	20
2.4: Appreciative inquiry – visioning (past, present, future exercise)	20
2.4.1 Results and Discussions.....	21
2.4.2 Feedback from participants	26
2.4.3 Recap for day 1	26
2.5 Stakeholder identification and mapping.....	26
2.5.1 Results and Discussions.....	27
2.5.2 Feedback from participants	28
2.6 Farmer learning systems	28
2.6.1 Results and Feedback.....	28

2.6.2 Recap for day 2	29
2.7 Asset identification	29
2.7.1 Results and Discussions.....	30
2.7.2 Feedback from participants	30
2.8 SWOT analysis.....	30
2.8.1 Results and Discussion	30
2.8.2 Feedback from participants	31
2.9 SWOT Analysis continued including Gender role play.....	31
2.9.1 Results and Discussions.....	31
2.9.2 Gender exercise	32
2.9.3 Conclusion of the Gender Exercise	33
2.9.4 Feedback from participants	33
2.10 Role play- Crossing the river	34
2.10.1 Conclusion of the Role play – from one of the participants	35
2.10.2 Feedback from participants	35
2.11 Objective identification.....	35
2.11.1 Feedback from participants	37
2.11.2 Recap for day 3	38
2.11.3 Objective identification continued	38
2.12 Identification of strategies.....	39
2.12.1 Feedback from participants	41
2.12.2 How to monitor the strategies.....	41
2.12.3 Feedback from participants	42
2.13 Conclusion and feedback	43
2.13.1 Closing session and message from the District officials	43
2.13.2 Feedback from participants	43
ANNEX II: APPRECIATIVE INQUIRY EXERCISE	46

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 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 Capacity Needs Assessment

The capacity needs assessment workshop held from 25th to 29th June at the Noah hotel in Kapchorwa, Uganda 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 grass-roots organizations' supported by the Mount Kenya East Pilot Project for Natural Resources Management (MKEPP) - an IFAD projected addressing Natural Resource Management and Food Security-as well as Local Administrative Chiefs and MKEPP representatives. The objectives of the workshop were two fold; identify existing capacity needs of the local groups; 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. 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.

1.5 Kapchorwa District

1.5.1 Location

Kapchorwa District is a district in Eastern Uganda. It is named after Kapchorwa, the main municipal, administrative and commercial center of the district, where the district headquarters are located. The district headquarters at Kapchorwa, (which means "home of friends"), are located approximately 65 kilometers, by road, northeast of Mbale, the nearest large city. The district is bordered by Kween District to the north and east, Sironko District to the south and Bulambuli District to the east and northeast. The district is on an average elevation of 2,674 meter above sea level.

1.5.2 Administrative units

Kapchorwa District is composed of only one county (Tingey), a total of 13 Sub-Counties and one Town Council

1.5.3 Climate

Kapchorwa district is characterized by the Mt. Elgon rainfall zone which is a westward extension of the conditions prevailing on the plateau and mountains of neighboring Kenya. The district's climate is also affected by altitude.

There are two wet seasons in the district and their duration varies from area to area depending on the altitude and topography. The annual rainfall ranges between 920mm to 1,650mm. Areas in the north tend to have drier and sometimes erratic conditions while it is wetter in the south-western areas.

1.5.4 Vegetation

A significant part of the district area is covered by Mount Elgon ranges. The lower areas comprise settlements and secondary vegetation, while thick low lying canopy forests cover the

mid-height areas of the Elgon. Found at the higher attitudes are the unique temperate montane vegetation of heath and moorland, characteristic of the Elgon Mountain peaks.

1.5.5 Economic activities

Subsistence agriculture is the main economic activity in Kapchorwa District. Crops grown include: millet, potatoes, beans, simsim, sunflower, cotton, coffee, wheat, tomatoes, cabbage, passion fruit and onions. Animal husbandry is also practiced; the livestock domesticated are mainly cattle, goats and chickens.

1.5.6 Population

The district population is estimated to be 196,074.

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	Monday	Time	Facilitator (s)
1	Introduction of participants and facilitators	9:00-10:30	Simon / Rick
	Tea break	10:30 – 11:00	
2	Workshop and project objectives Introduction to the planning process	11:00-1:00	Simon / Douglas
	Lunch	1:00-2:00	
3	Role play – the fisherman	2:00-2:45	Simon / Rick / Douglas
	Afternoon break	2:45-3:00	
4	Appreciative inquiry – visioning (past present future exercise)	3:00-4:00	Sid / Douglas / Simon
	Questions / Feedback	4:00-4:30	Simon / Rick
Session	Tuesday	Time	Facilitator (s)

	Recap of first day	9:00-9:30	Simon / Rick
5	Role play – the river crossing	9:30-11:00	Simon / Douglas
	Tea break	11:00-11:30	
6	Stakeholder identification and mapping	11:30 -12:30	Sid / Douglas
	Lunch break	12:30-1:30	
7	Dissemination and farmer learning systems and training	1:30 -2:30	Mieke / Simon
	Afternoon break	2:30-2:45	
8	Asset identification	2:45-4:00	Joan / Douglas
	Questions and answers / feedback	4:00-4:30	Simon / Rick
Session	Wednesday	Time	Facilitator (s)
	Recap of previous day	9:00-9:30	Simon / Rick
9	SWOT analysis	9:30-11:00	Sid / Simon / Rick
	Tea break	11:00-11:30	
10	SWOT continued including gender role play	11:30-1:00	Sid / Joan
	Lunch	1:00-2:00	
11	Work plan introduction including role play – the bus	2:00-3:00	Simon / Rick / Douglas
	Afternoon break	3:00-3:15	
12	Objective identification	3:15-4:00	Sid / Douglas
	Questions and answers and feedback	4:00-4:30	Rick / Simon
Session	Thursday	Time	Facilitator (s)
	Recap of previous day	9:00-9:30	Simon / Rick
13	Objective identification continued	9:30-10:45	Sid / Douglas
	Tea break	10:45-11:00	

14	Identification of strategies	11:00-12:00	Sid / Douglas / Simon
15	Identification of gaps and needs in the strategies	12:00-1:00	Sid / Douglas / Simon
	Lunch	1:00-2:00	
16	Basics of Monitoring and Evaluation	2:00-2:30	Sid / Douglas / Simon
17	How to monitor the strategies	2:30-3:00	Sid / Douglas / Simon
	Afternoon break	3:00-3:10	
18	Presentation of work plans	3:10-4:30	Sid / Douglas / Simon
	Feedback	4:30-5:00	Rick / Simon

2.1 Introduction to the Workshop

Time: 1hour 30 minutes

All participants introduced themselves. The facilitators led the participants into developing ground rules that were to be used during the workshop.

2.1.1 Results and Discussions

The ground rules that were agreed upon and hang on the board were:

Table 3: *Ground rules*

<ul style="list-style-type: none"> • All phones must be switched off • All participants must respect one another's view • Participants should avoid unnecessary movement • Participants should raise their hands when they want to speak • Participants should avoid murmuring or talking when another participant or a facilitator is talking • Each participant should talk loudly and clearly enough • All participants are required to talk and participate • Participants should ask questions on what they do not understand

2.1.2 Feedback from participants

The facilitators for the session did well as most participants ranked the four highly; this was attributed to the fact that participants thought the facilitators very interesting, friendly, humble, and clear and were well understood by most. Other participants liked the introduction since they got a chance to introduce themselves. However a number of participants felt that the introduction part did not go well since English was used and they could not understand.

2.2 Workshop and project objectives –Introduction to the planning process

Time: *1hour 30 minutes*

During this session participants were taken through the evaluation form and how to fill it. The workshop objectives were then explained these included: Developing a regional platform for knowledge sharing, scaling up and representation/ participation in SLM policy making; improving enterprise development within the context of conservation and community level asset accumulation.

There was a brief clarification on how the groups were selected, what was taken into consideration including: administrative representation (county and sub-county); project affiliation, geographical location; gender; and level of operation. Emphasized to participants was that they were attending the workshop on behalf of their groups and other groups within their geographical areas, group typologies, and administrative area, therefore a CNA and institutional strengthening of these groups to address the knowledge gaps, technological gaps and enabling environment will help strengthen other groups within these areas that did not participate in the workshop.

Objectives of the CNA workshop were clearly highlighted. Some of the expected outputs (at the end of the workshop) include:

1. Identification of knowledge gaps, technological gaps and enabling environment for each group.
2. A guided group work plan based on felt needs, known output and expected outcomes

The activities to be carried out during the workshop were also highlighted. Through participatory brainstorming groups are expected to get involved in each of these activities. Some of these activities include:

- Outlining of the group objectives, fears, and expectations and develop a vision for each group
- Identifying the stakeholders each group works with, how involved each of these stakeholders are to achieving the group objectives, and how influential they are to the group's performance and growth
- Asset identification and gender role analysis
- Groups will focus on their strengths, weaknesses, opportunities and threats and use the results from SWOT analysis to identify their group objectives and strategies of achieving their group goals.
- Role play will be part of the activities whereby participants are expected to relate their observations on each role play to the group's performance. The role plays will also help participants to conceptualize lessons learnt and be able to implement them in their respective groups.

2.2.1 Results and Discussions

Activity 1: Stating the fears and expectations of the workshop

Step 1: Each participant picks two pieces of cards of different colors i.e. yellow card and pink card

Step2: On the yellow card each participant is expected to highlight all their workshop expectations/ what they expect from the workshop

Step 3: On the pink card each participants is expected to highlight all their workshop fears/ what they are not sure of achieving from the workshop

Table 4: Fears and expectations

FEARS	EXPECTATIONS
<ul style="list-style-type: none"> • Too long and technical • Be refused entry into room • Facilitators talk too fast • Not enough time • Visitors from ministry and yet I'm in the workshop • Words that cannot be translated into local language • People won't talk • Heavy rains due to weather • Not setting knowledge • Time mismanagement • ICRAF takes you back home • Facilitators should stick to time outline • No transport • No lunch – what happens? Hungry? • Too much rain will stop us from coming • Fall sick • Less money compared to previous times • Food that was not delicious • What time shall we leave? • Reach in time • Money not enough for transport • Fear husband • Time to stop and end meeting • Language used in workshop • Time to reach home • Child at home • Accommodation for 4 days • Will we be assisted in acquiring technologies, financial support, and travel within or outside Uganda 	<ul style="list-style-type: none"> • Learn more on farming • Helped more on control pests • Buy us pumping machines • Rear animals • How a group writes a work plan • Issued with handouts • Knowledge from facilitators • Transport • White man (and woman) and brown man • Eat nice lunch • Accommodation • Knowledge • Awareness about marketing of products • Good training and donor support • Analyze needs and implement to achieve enabling environment • Understand objectives clearly especially external and internal environments • Clear vision development • Determine SWOT • Allowance • Attain knowledge and skills • Out of pocket expenses • Friends • Present problems from our groups • Learn from each other to get knowledge • Noah's Ark Hotel • Educate children • More about each other to improve our future • How to manage a group • Learn different conservation methods

<ul style="list-style-type: none"> • Security when reaching home • Chased from here • Might not enter the workshop • Training may be strict • No first aid • No certificates • May not capture the whole information being taught • May not get handouts • Workshop may be too long • Will come late • Got confirmation about group, but group was not on list at venue • Views may not be taken • Language barrier • Meeting may not be participatory • Disaster of crops • Could not meet new friends from Kenya • Need a lift back home • Too much learning • Fear of expression of my ideas in case its not taken and captured • Presentation too long and training too technical for groups to understand • May not attend all days • How to write a work plan? • Different languages due to different people from different areas 	<ul style="list-style-type: none"> • Vision for group • Entrepreneurial skills • All members to participate in workshop • Expect NGOs to employ us • Learn about soil erosion control • How to generate income for group • Group or individual work plans • How ICRAF works with groups at 6 sites and how they will lift them up • Group management • Learn about projects • Get knowledge and skills • Whites from US (Brown only) • Go back when I'm changed • Ministers • Move to another level in farming • Techniques of doing other things • Marketing skills • To see how other groups are doing • Certificate of participation • Engage with other participants • Meet leaders • More about sunflowers and Landcare • Feedback of baseline survey • What's next? • To understand how ICRAF will run project • Right ways of adding value to soil • Balanced diet • Strong support towards group
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Activity 2: Clarification on the stated fears and expectations by the facilitators

- No handouts to be distributed, we are not in a training but a workshop. Each group will work out their activities on the materials provided and they will carry these materials along with them at the end of the workshop.
- The workshop is in six sites and three countries, i.e. Kenya, Uganda and Tanzania. The important thing to remember is that ICRAF has been working in Kapchorwa through AHI, Landcare and there is some visioning already fitted in the model that best applies in all sites
- There are no certificates for participation considering this is not training. However this is not the last step, there will be trainings in certain places with certificates and handouts. In this workshop the certificate is the work plan
- All groups were visited for the baseline. All the information and report will be given to project managers. Groups will receive report during the trainings
- Participants should try their best to attend the whole workshop and represent the ideas of their respective groups
- There will be lunch, and transport reimbursement back home for those going home. Accommodation will be available for those who stay far but no transport reimbursement.
- No money support will be provided, but assessment tools that the groups can use to facilitate their activities will be provided. Follow-up will also be done so as to ensure the groups are on track with their work plans
- The facilitators will take the participants through each of the sessions carefully, clearly and slowly for the benefit of all. If any participant does not understand something or feels like the facilitators are so fast, s/he is free to request the facilitators for clarification.
- Groups to interact amongst themselves so they are able to understand what they are doing, learn from one another and network.
- All members must participate in the workshop, and each opinion will be taken seriously and considered useful
- Groups know best what they want to do, ICRAF is here to help the groups develop good work plans
- Participants should not worry about the length of the sessions. They will be reasonable enough and the language of instruction will be very easy and understandable to all participants
- Each participant is expected to participate in the group activities and present their group opinions.

- All the day's sessions will be starting at 09:00am ending at 04:30pm daily so that participants can get back home on time and be able to attend to their other activities
- In order for sessions to end of time there is need to start on time. Any delay will affect the other sessions and end of daily activities

2.2.2 Feedback from participants

A number of participants thought that the performance for this session generally was good. This was due to teaching techniques used in this session that is; use of language understood by all, facilitators explaining the process step by step and clear/audible voice. They also liked how introductions to the project were done as some of the participants commented the facilitators made clear objectives of the workshop for example preparation of work plans, SWOT analysis, what the project is about was well read and explained.

Some mentioned that they were comfortable by the way they were taken through instructions and discussions as per their fears and expectations. On the other hand, others thought the facilitator was not very well clear and one mentioned that if the objectives of the workshop are not reviewed, participants may not be able to internalize and understand the objectives of the workshop.

2.3: Role play – the fisherman

Time: 45 minutes

A fisherman is idly sitting by the river; he has hired other fisherman to fish for him using hooks. A professor comes along and gives ideas to the fisherman about getting boats and nets to improve his livelihood, that is; get more money, improved knowledge, among other things. But the fisherman is resistant to change and does not take advices.

2.3.1 Results and Discussions

Participants are divided into three groups to discuss about the role play and highlight their observations in relation to their individual group's performance. Within the three groups participants are supposed to discuss the following questions

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 – the fisherman?
5. What can you do to improve your groups?

Table 5: Group work discussions

	Group 1	Group 2	Group 3	Group 4
Q 1	<ul style="list-style-type: none"> • We saw two people (one sitting and one standing) • They were asking each other questions about fishing 	<ul style="list-style-type: none"> • There was so many arguments • One was sitting and reading while one was standing and making some noise 	<ul style="list-style-type: none"> • Two people, one was seated the other person was passing by and this man was a doctor from ministry of fisheries • the fisherman was reading a newspaper then two other men had (Doctor) had message to the fisherman • The two personalities did not come to an agreement 	<ul style="list-style-type: none"> • 2people (1 sitting, 1 standing) • 2people arguing • One sitting reading notes • doctor had a message to the fisherman • asking questions about fishing • doctor from the ministry of fisheries
Q2	<ul style="list-style-type: none"> • Dr. Rich wanted to bring knowledge /skills, fisherman refused to get knowledge he was ignorant • Dr. Rich would have 	<ul style="list-style-type: none"> • Each one was able to give a side of the argument • They did not fight • They listen and understood each • What did not work well? • They did not 	<ul style="list-style-type: none"> • Nothing worked well (communication) • There was no warm welcome because of our assumption that he knew everything 	<ul style="list-style-type: none"> • Dr. wanted to bring knowledge fisherman ignorant • rich man would have brought knowledge if the fisherman accepted advice

	brought knowledge, wealth if fisherman accepted the advice of Dr. Rich	agree with one another <ul style="list-style-type: none"> • They never had a good environment / approach • Both of them are so proud and charming to be having a lot of money which was not seen 		<ul style="list-style-type: none"> • each gave his arguments • did not fight • Listened and understood one another- nothing worked well
Q3	<ul style="list-style-type: none"> • People do not want knowledge • People like arguments • Poor time management 	<ul style="list-style-type: none"> • non-involvement of other members in the group • not seeking opinions of members • They did not agree with one another • They had a good environment / approach • Both of them were so proud and claiming to have a lot of money which was not seen 	<ul style="list-style-type: none"> • other members in our groups assume to be knowing more than others 	<ul style="list-style-type: none"> • did not agree • did not have a good environment • did not have a good approach • each claimed to have money • people don't want knowledge • people like arguments • poor time management • no warm welcome • fisherman assumed he knows everything • both were proud • communication problem
Q4	<ul style="list-style-type: none"> • Education 	Lessons	<ul style="list-style-type: none"> • No 	Lessons

	<p>is very important; he would have accepted support from Dr. Rich</p> <ul style="list-style-type: none"> • We would sensitize and train people (group members) such that they know how the visitors should be handled and more so the of economics 	<p>learnt</p> <ul style="list-style-type: none"> • anyone who has money does not listen to opinions from other people • everyone claims to understand their situations better than the other • making appointments • involve all members of the group • supervision by our members not done • Non-involvement of other members in the group • Not seeking opinions of members 	<p>development among groups</p> <ul style="list-style-type: none"> • strength of group members is the key to development 	<p>learnt</p> <ul style="list-style-type: none"> • education is very important • sensitize and train people • no development among groups
Q5	<ul style="list-style-type: none"> • We should sensitize and train people (group members) such that they know 	<ul style="list-style-type: none"> • training • work together • prepare people for new things and think of the future 	<ul style="list-style-type: none"> • Strengthening group members through • Train the people • Hold meetings 	<ul style="list-style-type: none"> • sensitize and train people • visitors should be handled • work together • prepare

	<p>how to handle visitors and more so the world of economics/ modern world</p> <ul style="list-style-type: none"> • We should train on how visitors should be handled and how to behave and suit in the modern world of economics 		<p>regularly</p> <ul style="list-style-type: none"> • Exposure so as to learn from others 	<p>people for new things</p> <ul style="list-style-type: none"> • think of the future • strength of group members is very important
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2.3.2 Feedback from participants

Most of the participants found the sessions very interesting because it showed what was happening in their groups. They also discovered weaknesses in their groups for example poor management and rigidity to accept information/ knowledge. The play also showed that education was important and the fisherman was ignorant as he refused advice from the professor, the play also depicted the need for sensitizing and training group members.

2.4: Appreciative inquiry – visioning (past, present, future exercise)

Time: 1 hour 55 minutes

The session started off with participants identifying some of the visions their children have, and why it is important for their children to have a vision. Participants stated that having a vision is important because it helps to: improve household income and livelihoods; helps in planning; better livelihood and better education; to learn to achieve.

2.4.1 Results and Discussions

Based on the above introduction and the visioning activity done the participants went into their individual groups and were involved in the activity of identifying, highlighting and mapping where their groups were in the past, where they are now/ present and where they want to be in the future (they needed to be very specific about the future, i.e. put a quantifiable value on their future expectation, e.g. the year they expect to achieve, how much they expect to achieve, etc.). Each group was given an opportunity to present their findings on past, present and future and finally states their vision.

Visioning and Maps

Table 6: *Visioning and mapping group work discussions*

Group Name	Kakwata sunflower	Moron Nur Women	TOFA	Kaplelko Youth group
Past		<ul style="list-style-type: none"> • No coffee • Roads were few only 1 • Schools 	<ul style="list-style-type: none"> • No trenches • Few livestock • Few trees, crops are few, few houses at kapteret centre 	<ul style="list-style-type: none"> • One dispensary • Few houses along the road • Grass thatched houses • Schools • Use of ladders to cross to kapteret
Present	<ul style="list-style-type: none"> • More roads • Schools 	<ul style="list-style-type: none"> • More roads 	<ul style="list-style-type: none"> • Increase in housing in towns, livestock, trenches, schools, • more schools but on a small scale 	<ul style="list-style-type: none"> • More trees to be planted • More structures in the dispensary • More community houses along the road • More Crops, Bananas

				<ul style="list-style-type: none"> Schools are better by having better structures
Future	<ul style="list-style-type: none"> Economic sustainability by year 2024 More homesteads More roads More maize fields More schools 	<ul style="list-style-type: none"> More schools Help centers More trees More coffee 	<ul style="list-style-type: none"> Increased houses in locals, along the centers, more trees, more livestock and more biogas plants, more trenches 	<ul style="list-style-type: none"> Youth should be self-reliant, competitive youth Resettling communities who were chased by Karamoja district, plant more trees More crops, bananas Electricity to go to homesteads, clinics by help of government Good houses for the community Improved hospital for better and close health care To have a sub-county since current services are very far Advocate for technical schools through the

				new sub county <ul style="list-style-type: none"> • Have secondary school by 2015
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Table 7: Visioning and mapping group work (continuation)

Group Name	Kwoti Women Basket	<i>Jua Kali Sunflower Processes</i>	<i>Kaplelko Apiary</i>	<i>Kamweshok Farmers association</i>
Past	<ul style="list-style-type: none"> • Two primary school • Few houses • Small trading center 	<ul style="list-style-type: none"> • Bush areas • Building on the road side and not in other places • Not so much activity • One primary school 	<ul style="list-style-type: none"> • Bee Keeping • Scattered bee hives • One primary school that was under construction • Centre there was no electricity • Trees were scattered 	<ul style="list-style-type: none"> • Roads that connect Cliff that comes down • Few settlements
Present	<ul style="list-style-type: none"> • Some count • More schools • Few trees have been planted along the contours 	<ul style="list-style-type: none"> • A lot of sunflower farming, Coffee, maize, bananas • New health center • Many farming practices • More shops • More private and public schools 	<ul style="list-style-type: none"> • More Beehives • More trees • Construction of mosque, church • More 	<ul style="list-style-type: none"> • Congested and may plantations • More Schools • More livestock • Open a private school • Eucalyptus

			construct ion in trading center	have increased
Future	<ul style="list-style-type: none"> • Have Banana plantations • Contours in every village to control soil erosion • Plant more trees in every village • Plant more grass • A secondary school to avoid drop out that lead to early marriages • More roads • Plant coffee • Construct more trading centers 	<ul style="list-style-type: none"> • Big office with electricity • Have another office near the farming areas • Have more mosques, churches 	<ul style="list-style-type: none"> • More bees hives, • Fida roads • Good churches, • Good ladder that connects two sides of the mountain • Better trading center that leads to better sustainability • New industry of honey processing 	<ul style="list-style-type: none"> • No plantations on the cliff • Scattered settlements

Table 8: Visioning and mapping group work (continuation)

Group Name	Kapchela	Katosbecc Sacco	<i>TEGERES soil and water conservation</i>
Past	<ul style="list-style-type: none"> • Few roads • Quarry 	<ul style="list-style-type: none"> • No sacco • Few houses 	<ul style="list-style-type: none"> • One biogas plant • How to conserve forests

	<ul style="list-style-type: none"> Scattered houses 		<p>by some partners e.g. IUCN</p> <ul style="list-style-type: none"> Schools were few
Present	<ul style="list-style-type: none"> 2 Biogas plants Tororor quarry More trees More plantations matoke 	<ul style="list-style-type: none"> There is a SACCO now new Banks 	<ul style="list-style-type: none"> Many trenches Tree planting on the forests and planting trees along the roads and rivers 17 biogas plant in the sub county Murram road New and better schools Bee hives Improved cows and hence more milk Extended our services to near parishes Not so many trees
Future	<ul style="list-style-type: none"> Two churches A high school Technical school Dispensary to be put New roads More livestock More Biogas 	<ul style="list-style-type: none"> Own our office Have trainings Design products i.e. those doing business SACCOs should be a bank and provide services 	<ul style="list-style-type: none"> Many trenches Monitor those who come for information from our group that they implement (through conserving soil, trenches) More trees to cover streams To have more than 100 biogas Tarmacked road and electricity and hold talks with local government Tourism Sites e.g. cave, inside the forests Increase the number of beehives (now we have 50 beehives in the forest) Have a good office that has a cooler to collect milk and services will be

			offered from here • Improved cattle
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2.4.2 Feedback from participants

The visioning exercise got positive feedback, it was viewed as interesting and educative because it enabled participants to compare their past, present and what they aim to achieve in the future and help groups to track their performance over time as commented by a number of participants.

2.4.3 Recap for day 1

Time: 15 minutes

Participants were selected (by throwing a ball to a random participant) to highlight the most important lessons learnt. Some of the lessons learnt were:

Table 9: Lessons learnt

<ul style="list-style-type: none"> • Groups should avoid being resistant to change (be flexible and ready to learn) • Time management is a necessity in order for groups to achieve their expected goals • Everyone needs to be involved in group planning activities • During visioning, the participants learnt that the present state in which the groups are in should be better than the past and also their future intentions should be better than the present. i.e. • Groups should learn to value knowledge more than money • The role play helped the groups identify their weaknesses, have a clearly defined vision

Most participants appreciated the efforts of the facilitator to explain the content but some content was not very clear. Others thought the exercise was quite taxing and needed a lot of thinking.

2.5 Stakeholder identification and mapping

Time: 1hour 45 minutes

The session started off with participants being asked questions on whether achieving some of the stated visions was possible if the groups operated individually. Participants appreciated the

whole idea that working independently can be very challenging for them to achieve their visions and goals. Participants also highlighted the kind of people/ organizations who they needed to work with/ who they have been working along with in order to obtain their expected outputs and visions, these are the stakeholder.

2.5.1 Results and Discussions

Activity 1: Stakeholder identification and mapping

Step 1: Each group to identify and write down the names of all the stakeholders who they feel have contributed to their performance and growth

Step 2: The facilitator explained to the participants the meaning of stakeholder mapping, and for the activity she explained clearly that each group should write the names of each stakeholder on the round pieces of paper called eggs. The most important stakeholder is indicated by the large egg, the least important stakeholder is represented by the small egg. Each egg should represent only one stakeholder. One of the facilitators from that region assisted in translating to the local language from English; to put emphasis of what is required in the activity. The activity was to be done within ten minutes.

Step 3: The facilitator explained to the groups how they would stick the eggs on the flip charts. Each egg would be stuck around the group (triangular shape with the group name) and connectors/ arrows to come from the group to the stakeholders and then ranked. If the stakeholder is very accessible then the connector linking stakeholder from the group would be ranked highest. If the stakeholder is less accessible then the connector linking stakeholder from the group would be ranked lowest.

In order to make it participatory and drive the point home, some of the participants volunteered to play the activity. This helped in elaborating and putting more emphasis on the proper identification of stakeholders (level of importance) to the other participants.

Activity 2: Importance of Stakeholders

Step 1: Each group was involved in another activity of clarifying/ giving reasons of the importance of their stakeholders that they had identified in the previous activity. In this activity, the groups stated clearly how the stakeholders helped them and what the stakeholders helped them with. For each stakeholder, the groups would clearly explain general importance and specific importance for each stakeholder.

Step 2: The groups then wrote down what the stakeholders required from them.

Step 3: The groups then highlighted what they could give/ offer to the stakeholders

2.5.2 Feedback from participants

The stakeholder session was well liked by participants because of how it was conducted. Many participants who at the beginning did not know who their stakeholders were at the end were able to readily identify them, some also learnt that for stakeholders to give support they needed to get back results. Participants were able to identify the most important stakeholders for their groups, they also mentioned how they liked the simple demonstration of stakeholders done by the participants and mapping of stakeholders.

2.6 Farmer learning systems

Time: 40 minutes

The session started by groups identifying the kind of trainings that they had obtained, including what they had learnt from their neighbors. An exercise was introduced to find out from the groups how they obtained trainings and from which stakeholders e.g. through field days, farmer field school. Each group was given a piece of paper to clearly highlight all the approaches that they had ever used when training others or/and when being trained by their stakeholders. The participants were also expected to write down how the trainings were conducted, i.e. whether they received handouts as well, if they went for field days in the course of the training, among other approaches.

2.6.1 Results and Feedback

Two groups gave a detailed explanation and demonstrated on the kind of trainings they received and how they received these trainings, one group was from KADLACC (TOFA) and the other group from NAADS (Moron Nur women group). Based on the explanation of the two groups the participants were able to understand what they were required to do for the activity.

The groups were advised to summarily explain the training techniques that they had gone through considering that they had gone through several trainings with varying approaches. In addition, participants were to give an example of a training that had been very successful; the title of the training, which approach was used for the training, the period the training took, who were the targeted people, and what the training was on.

2.6.2 Recap for day 2

Time: 10 minutes

During the recap participants were given an opportunity to share what they had learnt from one another and from the facilitators so far. Some of the lessons learnt included:

Table 10: Lessons learnt

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Stakeholders, how important and influential they are and their roles• Different types of stakeholders that the groups work with• What the stakeholders expect from the groups and what the groups can offer (identification of the missing gap)• How to identify stakeholders• How to disseminate information (ways/ procedures that the groups have ever been involved in during training and learning sessions)• How other groups have always been practicing/ participating in information dissemination |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2.7 Asset identification

Time: 30 minutes

The session started with an introduction of what assets are and the categories of assets that exist which are; physical assets, social assets, financial assets, human assets, and natural assets. In each of these categories, the participants gave examples of what they have in their groups. Participants asked questions that needed clarification on what to include as an asset, e.g. between a creditor and debtor, which one qualifies to be included as an asset. It was emphasized the importance of knowing the assets they own in their groups since it was going to help them (participants) come up with a clear work plan of what they own and how they can use them to improve the group performance and growth. There was a clarification on the identification of assets. Part of this explanation included; group assets are what the groups own collectively and not what a group member owns individually.

2.7.1 Results and Discussions

All participants, in their respective groups, were required to come up with a list of group assets for each asset category. The activity was required to take approximately twenty minutes. At the end of the session the participants evaluated the asset identification session.

2.7.2 Feedback from participants

Most participants thought that the asset identification session was well presented. Some participants commented on the facilitator that he was very audible and bold, his explanations were clear and therefore understood by all especially since the explanations were translated, time management because he was brief and he made participants understand more than they had before. They also really liked the classifying asset in different groups (Physical, Financial, human, Social and natural) since this made ranking of assets easy, identification of assets led to competition among participants and therefore made them think about their future.

2.8 SWOT analysis

Time: 50 minutes

To begin the session the members were told to explain their understanding of the strength and weaknesses of a group.

2.8.1 Results and Discussion

Some of the examples on the groups strengths included; Membership, owned assets, meetings and collective action. Strength is something a group does well. It was clarified that strength is something a group does well currently (not in future). The next discussion was on weaknesses, members shared their opinion on what they understood by weakness. The general explanation of weakness was something a group does not do well. Some examples included; lack of trust, time mismanagement, individual interest (members do not think about the interest of the group, instead they think about their own individual interest. A group can have an asset but not enough, which on its own is a weakness that affects the group's growth and performance.

Activity 1: Strengths and Weaknesses of groups

Participants were required, within their groups, to write down their strengths and weaknesses within twenty minutes.

Table 11: *Strengths and weaknesses*

Strengths	Weakness
<ul style="list-style-type: none">• Ability to do something	<ul style="list-style-type: none">• Poor turn up for the meetings

<ul style="list-style-type: none"> • God given • Membership and assets • Relation ship • Is something we do well • Strengths should be something you do well now 	<ul style="list-style-type: none"> • People don't come on time • No trust • No endurance • Gossiping • Individual interests • Group doesn't have enough assets (limited assets)
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2.8.2 Feedback from participants

Most liked the identification of SWOT. It made them think about opportunities, threats and also learn about weaknesses in the groups. Identification of this opportunities and threats enabled them to compete with other groups effectively. Participants also thought the SWOT was very successful as one participant commented "SWOT was broken, simplified, taken and shall never be forgotten. Thank you". They also reckoned facilitator was clear in his presentation, and he made it lively and satisfying, "He simplified the content to what we (participants) understood, this made it interesting and educative". Others thought it would be very helpful if there was a role play for SWOT.

2.9 SWOT Analysis continued including Gender role play

Time: 1hour 50 minutes

Participants were involved into another session of understanding what opportunities are and how different these are from strengths.

2.9.1 Results and Discussions

Examples of opportunities were used to emphasize that when a given group has unique strengths, then they are in a position to do new things or come up with new projects that will improve the group's performance and growth (opportunities). During the discussion, participants also talked about threats (external factors) that affect their groups and prevent them from achieving their collective objectives. To make the discussion participatory, groups also gave examples of opportunities and threats that affect them.

Activity 2: Opportunities and threats

In the next activity, participants, within their respective groups, wrote down the opportunities and threats for their groups. The activity was expected to take approximately 20 minutes. After the group activities, participants got back to the plenary session and shared their threats and

opportunities. From the participants' presentation, it was clear that they understood threats and opportunities and were able to distinguish them from strengths and weaknesses.

Role play: Follow the leader

One of the participants from the workshop engaged the participants into singing, clapping and jumping. This activity had the following instructions; the leader sings and the others follow her in a line, during the singing, the participants are required to follow the leader, if the leader claps, they clap and so on.

2.9.2 Gender exercise

The women were asked what their roles are in their groups. Participants were divided according to gender, with the men on one side and the women on the other. Both groups were asked to write a full list of their current roles and what other roles they could fill (about 15 minutes to do). Women were first to present.

Table 12: Women's presentation

Current roles of women	Future roles of women
<ul style="list-style-type: none"> • Weave the baskets • Cooking • Secretaries • Farming/kitchen gardening • decision-making • leadership • treasurer • training • merry go round(contributions) • mentoring • art and craft • gender rights • participate in meeting • attending and giving opinions 	<ul style="list-style-type: none"> • leadership in mixed group • governance • change of leadership especially in key positions in a group • opening of group bank account • involvement of value addition to our products with the use of modern technology i.e. machines • marketing • education of the girl-child • food security • bulking of products • ownership of resources i.e. land • take lead in decisions that address women's concerns

Table 13: Men's presentation

Currently men do	Future roles of men
<ul style="list-style-type: none"> • Provide security 	<ul style="list-style-type: none"> • Sharing responsibilities

<ul style="list-style-type: none"> • Provide leadership plans • Financial support • Take lead in the labour force • Provide guidance • Schedule programs • Provide collateral security • Innovations / creativity 	<ul style="list-style-type: none"> • Leadership • Provide security • Monitoring and evaluation of groups • Making baskets • Generating by-laws • Milking cows • Educating children • Looking for market • Holding men's day celebrations • Developing gender sensitive groups • Support women in agricultural work
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2.9.3 Conclusion of the Gender Exercise

After identifying what both men and women could do (in the present as well as future) it was agreed (men agreed as well) that women can do what men do. However it was noted that women always shy away from 'men's roles' if the men are there to do those roles.

The participants agreed on these three basic ideas:

Table 14: *conclusion*

<ul style="list-style-type: none"> • Men are equal to women
<ul style="list-style-type: none"> • The only reason that women do not share the roles sometimes is because they are not given the opportunity
<ul style="list-style-type: none"> • World is half men and half women you cannot survive without the other

2.9.4 Feedback from participants

Gender roles were taken very positively as quite a number of participants ranked the session at 5 (very good). It tackled issues that happen in the community and in their groups, women tend to be underestimated and oppressed. Most participants thought the lessons learnt were good as they learnt that women are equal to men and therefore each gender deserves an opportunity. Participants (both male and female) were able to understand their responsibilities and the session was participatory and participants will not forget the lessons learnt. Some participants (men) commented that if women were to be given opportunity they tend to dictate and did not like it when women said they could do everything men can do.

2.10 Role play- Crossing the river

The play involved four participants; one of the participants was assisting the others to cross the river. The first person reached the middle of the river and he refused to continue crossing or even to go back, the second person was assisted to the middle of the river and she proceeded to the other end of the river by herself, the third one did not attempt to cross the river at all, and she refused any of the assistance.

Questions to the other participants who were observing the play:

1. What did you see happening?
2. Which approaches did you see being used during the role play?
3. How many sides did you see during the role play? And what did the sides represents?
4. What does each of the players represent in the real life?
5. What are the stepping stones we know in our groups?
6. Are there people in the group who are always left behind in group plans, activities?
7. Of the four whom would you want you or your group members to be?

Interpretation

- For any events to take place there is a need for support
- When supported you need to take charge from there
- It is not good to fear taking risks or trying new ideas
- People need to be confident with what they are doing
- Some situations can be hard but they are stepping stones for future expectations
- People should know some of the people who can be leaders and who can help them move to a better state/ position
- Having a vision is a step, having a mission is the attempt to cross, being able to cross means that you have clear objectives, not being able to cross is an indication of lack of clearly defined vision, mission and objectives
- Crossing the river was an indication of achieving group objectives
- Participants want their groups to be like the person who succeeded to cross the river
-

Case study of the Jua Kali Group

Members did not want to participate in group planning activities, but when they saw the group doing well they wanted to come back and participate actively. Recently some groups got support from VODP, however when the funding was over so did the group activities.

2.10.1 Conclusion of the Role play – from one of the participants

In relation to the workshop activity of writing down the past, a present and future situation, crossing the river was a lesson to show the strengths and weaknesses, opportunities and threats. In every group meeting you draw the river; it can summarize the meeting in thirty minutes.

2.10.2 Feedback from participants

The River crossing role play was well taken by the participants as most of them ranked the session at 5 (very good). It also taught them a lot about their groups and depicted real organization growth. Comments highlighted by the participants included; I liked the role play it was very educative, The role play was real life of our organization growth, I liked the role play- River crossing it showed what the stepping stones are and it includes meetings, rules, finances and management Some participants failed to understand the play as it was not clear and difficult to understand, they felt that it was not really applicable to them since some groups need help to the very end. Others said they dislike guides who do not lead them till the end. Others liked the content but thought the facilitator did not direct it well.

2.11 Objective identification

Time: 1hour

On the first day the groups identified their visions, on the second day groups identified their stakeholders and information dissemination for farmer learning; in this session they did asset identification, SWOT analysis and gender role analysis. The reason for doing all these different activities was to enable the groups to know what they are good at, what they can improve on, know what opportunities are there in the groups and the existing threats. Stakeholders are important because they offer guidance, give knowledge and skills, offer trainings, and give financial support. Gender is important because it helps people know what they are capable of, assets are also important because they help in providing security, they are means of financing projects, foundation for beginning new projects. We are trying to find out which people are important (who we work with), which assets we own, which people can play which roles. We are doing all these to help in identifying group objectives that are clear and achievable. Depending on the vision, there are some other things that must be done. These many things are called steps and these steps can be looked at as objectives. To reach a vision, there are several objectives that must be achieved. It was emphasized on the importance of groups understanding their group vision.

Examples of group visions (from the participants):

- To plant more bamboo trees
- To increase annual income of group members; by buying more animals, selling animal products to get more money

Activity 1: Objective identification

All participants, in their respective groups, identified five things (five major steps) that would help them achieve their group's vision. The groups wrote down five possible things they can do to make it possible for them to achieve their vision. The activity took approximately 20 minutes. During the presentation, the groups were expected to state their vision and the five objectives that will help them achieve their group vision.

Presentation of the results from the activities

Group Name: TOFA

Group objectives: 1) Work with different stakeholders to share experience and ideas (youth groups, women group etc.); 2) Address issues of food security; 3) Productive exchange visits to successful areas and projects addressing similar issues; 4) Strengthen the rural participatory farmer learning processes

Group Name: Kaplelko apiary

Group vision: *Develop sustainable income of all members*

Group Objectives: 1) Construction of more beehives; 2) Increasing the number of tree plant in the gazette areas; 3) Acquire new skills and techniques in the process of harvesting honey; 4) Search for market opportunities to get more money that will facilitate construction of more beehives; 5) To interact with other like-minded people who will help improve the project output.

Group name: KATOSBEC SACCO

Group vision: *To be a financially a sustainable SACCO that can meet the needs of the members in the most reliable time:*

Group Objectives: 1) Mobilize for more people to register as members by 2015; 2) Mobilize funding to help in project activities; 3) Acquire software for easy processing of loan; 4) Create

awareness about the SACCO and its activities within one year; 5) Monitor and evaluate the progress of the SACCO on a monthly basis.

Group name: *Chema Sunflower growers*

Group vision: *Alleviate poverty*

Group objectives: 1) Acquire more land; 2) Obtain quality seeds; 3) Acquire training on better farming methods; 4) Better use of farm inputs e.g. pesticides and the likes; 5) Access better markets for the producers to get better prices

The next step of the activity was to make the objectives **SMART – Specific, Measurable, Achievable, Realistic and Time Bound**

Activity 2: Making the objectives SMART

Within their respective groups, participants were to make the objectives they identified SMART. In order to do this, they had to ensure that each of the five objectives was very specific, quantifiable and achievable, the objectives needed to be realistic and finally each objective should have the expected time that it will be achieved (period in terms of number of years or the exact date).

2.11.1 Feedback from participants

Most participants thought that the session was well done as it was ranked at 4(good) in all the four components. They also liked the way objectives were identified since it enabled them to link it with other exercises e.g. SWOT and stakeholder identification to come up with their group objective. The exercise was time bound and therefore enabled them to think. Participants also liked the idea of making objectives SMART (Specific, Measurable, Realistic and Time bound). Participants also appreciated the teaching/ learning approach (how it was presented) as it made the exercise easy and understandable. Comments from participant 'the objective with the use of SWOT clearly sets how to achieve your objectives.' Most thought it was good though they wanted more illustrations on the subject and more time for the exercise. Others thought the facilitator was not very straight forward.

2.11.2 Recap for day 3

Time: 10 minutes

The participants facilitated the recap session. Some of the lessons learnt included:

Table 15: Lessons learnt

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• From the river crossing role play, participants learnt the weaknesses of their groups and how they can overcome them. They also learnt the role of stakeholders in helping them address their weaknesses as groups• Participants learnt about the SWOT analysis and gender role analysis• For groups to be strong and be able to achieve their objectives, they have to be determined• Procedure/ process of identify group objectives that are SMART• Asset identification and how to group assets into four categories which are; financial, social, physical and natural assets• Learnt how to define the word SMART which stands for specific, measurable, achievable, realistic, and time bound. This helped in understanding how group objectives should be. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2.11.3 Objective identification continued

Time: 1hour 20minutes

This session was a continuation of the objective identification. Some of the responses to what an objective is: A means to an end; Desired change; Guiding principles; something that needs to be achieved; It has to be smart

Activity 1: Ranking the objectives

All participants, within their respective groups, were required to rank the objectives they identified in the previous activity in order of importance. The objective with rank one would be the most important and the one that had to be achieved first before the other objectives were achieved. When ranking the objectives, the following would also be taken into consideration; if the objective was important to the whole group, i.e. is the objective important for the group to keep surviving? Is the objective addressing a key weakness of the group? (The activity was expected to take 20 minutes).

2.12 Identification of strategies

Time: 50minutes

Participants were engaged in a simple exercise; how to get to Kampala by midnight. The participants gave the following steps: Get to the bus station; Ask for the vehicle headed to Kampala; Get to the bus; Ask for the bus fare amount; Pay the amount; Get the receipt; Travel in the bus until you reach Kampala

The next question was- 'Does anyone know which part of Kampala he is headed to?' Since no one knows which part of Kampala he wants to go then it means that the objective is not smart. One of the participants stated that one must have an aim/ target. Sid emphasized that each participants knows where they want to go but they also need to know how they can reach there. How to get to the objectives is called a strategy. The steps/ process involved form the strategy.

Activity 1: Steps/ process of achieving the group objectives

Each group wrote down the steps/ process required to achieve each of the objectives they had listed and ranked. Each group received five sheets of paper for each of the objectives. The groups were required to write down each objective on a different sheet of paper and the steps involved in achieving these objectives. The activity took approximately 1 hour.

Activity 2: Gaps and needs

For each of the objectives, groups were expected to identify the gaps to be addressed and the needs as well. These gaps and needs were expected to relate to the strategies highlighted. Participants were meant to try as much as they could to identify as many gaps as possible that they felt were a bottleneck/ stumbling block to their strategies. The session was expected to take approximately thirty minutes. After the exercise, participants went on a lunch break.

Presentation of activity

Each group presented one objective and the strategy of achieving these objectives.

Group name: KATOSBEC SACCO

Group objective: Increase the coverage of the SACCO from one sub county to four sub counties

Group strategy:

1. Committee meetings
2. Approaches of creating awareness about the group

3. To evaluate the profits obtained from the loans that were given out

Identified gaps

1. Commitment of the committee members
2. Inability to explore other advertisement approaches at the SACCO
3. Loans can be become very few therefore making minimal profit

Identified needs

1. Motivate members by giving them more benefits
2. Widen the adverts to attract more members
3. Instigate stringent measures on loan defaulters to pay back their loans

Questions for KATOSBEC

1. What strategic plans does the group have for handling loan defaulters?
– Try with the government laws to capture such defaulters
(Comment from one of the participants: Some government laws cannot help out to capture loan defaulters)

Group name: Kapleiko youth forum

Group objective: To train group members on proposal development and report writing by 2013 December

Group strategy:

1. Hold a small meeting to identify members who attend
2. Identify where the training will take place
3. Draw a budget for the whole plan and the logistic involved
4. Notify all the members about the information
5. Members to implement what they underwent through the training and write a report

Identified gaps

1. Identifying a proper site for conducting the training such of a resource center
2. Lack of an office for the day to day running of office/ group activities
3. Lack of government support especially on issues to do with land title for the youth
4. Inadequate knowledge of logistics involved like skills in record keeping
5. Lack of stationary
6. Poor attitude by the members
7. Individual/ selfish interest by some of the members
8. Lack of computer knowledge and trained personnel like facilitators

9. Knowledge on report writing

2.12.1 Feedback from participants

In general all components were well scored at 5 (very good) and participants viewed the session as interesting, understandable (facilitator was clear and knowledgeable), encouraging and very valuable since most of them were actively participating in identifying strategies and steps to achieve their objectives. Others thought the exercise should have taken more time to give them time to think, while others thought it wasn't very clear and also some members were lagging and they thought use of more illustrations could have been better.

2.12.2 How to monitor the strategies

Time: 40minutes

The session started with participants being asked what they are going to do with the activities they have been doing in the workshop. The participants stated that they were going to share the activities with the other group members who are not in the workshop

Take home activity:

Each group got five sheets of paper for each objective. In each space they were expected to write their strategies that would help them meet their objective. Each group was expected to take all the materials they had prepared back to their group members and discuss with them about what they proposed during the workshop. After the groups had come to an agreement about the visions, objectives, strategies, gaps and needs, they were required to put all the information on these sheets of paper.

The checkboxes in the sheet of papers were five with a heading indicating the ranks 1 – 5, with 1 as the lowest mark and 5 as the highest mark. These checkboxes would help the groups know how far they were from achieving their strategy. If the group marked five for a given strategy, it meant that they were close to achieving that strategy. Each group was required to carry home their vision sheet, sheet containing a list of five objectives, three objectives sheets with outlined strategies, and sheets containing gaps and needs. The selected sheets formed the work plan that show the activities the groups intend to do and the goals they intend to achieve

The group members had proposed three weeks to complete these tasks. All the participants agreed that they would forward the documents to the KADLACC office by 20th July 2012.

2.12.3 Feedback from participants

Time: 35minutes

Participants were requested to develop their work plan to help facilitate planning of trainings and participatory learning that will help the groups within the planned period. Emphasized was the need for the participants to support researchers and students who will be coming to conduct more surveys and evaluations as these will help both their groups and the research institutions evaluate their performance and progress.

One of the participants raised a concern about the kind of trees they should plant that will not destroy their diversity. The chairman of KADLACC, as part of his advice, requested all the participants to consult widely on which areas are good for planting which type of trees. An issue on provision of tree species and training was raised by another participant. The participants were advised to add it on their gaps that needed to be addressed to achieve their objectives. In appreciation, the other participant recommended ICRAF for their support through the workshop, that the workshop had opened their minds wider and now they are able to really think about their groups' progress.

Some other concerns that were raised included time mismanagement, the timetable outline was not followed as indicated. Some participants felt that some sessions required handouts. The language of instruction was also an issue more specifically on technical terms. Some participants felt that if they were accommodated they would have been able to exhaustively explore the sessions. One lady participant observed that of all days, 28th June was the best. The participants appreciated the opportunity they had to interact with one another and they realized amongst themselves they are stakeholders. The facilitators were recommended for a good job that was well done since the participants moved together without anyone being left behind during the activity sessions. Some participants felt that the approach of the workshop facilitation was very good and unique and chronologically organized, this helped them to clearly understand the procedures. Fast learners and slow learners were taught at the same pace therefore all participants benefitted. Participants are now able to differentiate between trainings and workshops. Participants were very happy because apart from making friends, networking and interacting with one another, they were able to come up with their own notes and handouts which they will carry back to their groups.

This session was well received as many could now identify their gaps though at first it was hard and difficult to understand and therefore needed more time to identify since gaps were very many and more training on identifying these gaps was needed. Some suggested it would be more interesting if facilitators could use more examples that apply to their context.

2.13 Conclusion and feedback

2.13.1 Closing session and message from the District officials

Time: 40minutes

District officers and the ICRAF team introduced themselves. This was followed by a brief summary about the workshop and how the groups that participated in the workshop were selected. During the brief summary it was highlighted that the groups were selected from a baseline survey that was conducted last year in November. After the brief, the chairman for KADLACC, shared with the participants and expressed his appreciation to ICRAF for conducting the workshop in Kapchorwa. He advised the participants that they needed to make sure that they carried back their knowledge and shared with other group members so that they can also benefit. He requested for networking and harmony within the groups and between the groups, this will help groups progress positively.

The chairman for LC5 officiated the closing session of the workshop and concluded by appreciating the support ICRAF has given to smallholder groups in Kapchorwa through the workshop. He also advised the participants to: Utilize the information and knowledge gathered; it is up to the participants to fill the gaps they had identified; the participants were encouraged to maintain their environment and conserve their natural resources.

2.13.2 Feedback from participants

Many appreciated the efforts made by ICRAF as they were now able to make their own work plans; this was the way to achieve group success. They also thought the presentations were different from what has been done in the past and they would gladly receive future trainings provided to them. Participants were pleased about taking what they had generated back to their groups as it would enable small groups to grow.

ANNEX I: LIST OF ATTENDANCE

Participants	Name of Organization	Role in Organization
Mieke Bourne	ICRAF	Capacity development
Sid Mohan	ICRAF	Monitoring and Evaluation
Douglas Bwire	ICRAF	Research fellow
Joan Kimaiyo	ICRAF	Research assistant
Verrah Otiende	ICRAF	Graduate fellow
Chebet Hadijah	Kaptenet sub county	Sub county chief
Sumama Robert	Kapchela / Kawowo	Sub county chief
Chemonges Abdalah	Kapchela / Kawowo	Sub county chief
Chemandwa A Karim	Jua kali vegetable oil	Kaptanya
Cheptoyet Jophan	TOFA	Chairperson
Bushendich Michael	Jua kali vegetable oil	Secretary
Violet Akobo	TOFA	Secretary
Chebet Philed	Kaplelko youth	Chairperson
Chebet Rashid	Kaplelko youth	Treasurer
Chebet Winnie	Kaplelko youth	Secretary
Chelangat Lorna	Kwoti KASCO women basket	Secretary
Maikut Yovan	Tegeres water and soil	Secretary
Siwa William	Tegeres water and soil	Member
Cherukut Janet	Tegeres water and soil	Chairperson
Mary Yapkwei	Katosbec SACCO	Treasurer
Amuki Felister	Tegeres subcounty	Sub county chief
Badru S Musa	Kapchela / Kawowo	Member

Chebet Aisha	Jua kali vegetable oil	Treasurer
Kamwama Jatoi	TOFA	Program Coordinator
Chelagat Stephen	Katosbec SACCO	Secretary
Violet Kissa	Chema sub county	Sub county chief
Subeda Asumani	Moron Nur	Chairperson
Kasure John	Kapchesombe sub county	Sub county chief
Chemutai M Ajio	Kaptanya sub county	Sub county chief
Ashelle Musa	Kaplelko apiary	Chairperson
Chemonges Ashum	Kaplelko apiary	Secretary
Anes Labu	Kapkwata sunflower farmers association	Secretary
Benna Chebet	Kwoti KASCO women basket	Chairperson
Janetrice Chelangat	Kwoti KASCO women basket	Member
Chemonges Tseluque	Kapkwata sunflower farmers association	Chairperson
Chebet Caroline	Moron Nur	Secretary
Kissa Asimini	Moron Nur	Chairperson
Kamugisha Rick	ICRAF	Facilitator
Nyangas Simon	KADLACC	Coordinator
Chelangat Siraji	Kaplelko apiary	Treasurer
Chemutai Hellen	Kapchorwa Town council	Town clerk

ANNEX II: APPRECIATIVE INQUIRY EXERCISE



Capacity Needs Assessment Workshop

Appreciative Inquiry Exercise

Assets table

	Physical	Social	Financial	Human	Natural
As a group					

ANNEX III: FEEDBACK SHEET



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

Capacity Needs Assessment Workshop

25th to 29th of June 2012

Kapchorwa, Uganda

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 4= Good	2= Bad 5= Very Good	3= Average		
1	—				

Introductions					
2 - Workshop / project objectives					
3 – Role play – the fisherman					
4 – Appreciative inquiry					

Any other suggestions/comments:

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