

# **Strengthening Rural Institutions Project**

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

Tafori Hall Lushoto, Tanzania



**10<sup>th</sup> - 13<sup>th</sup> September 2012**

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## 1 Introduction

### 1.1 Institutional Strengthening Project

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

The action research project funded by IFAD ‘Enabling rural transformation and grassroots institutional building for sustainable land management and increased income and food security’ aims at strengthening these grassroots organizations. The main goal of the project is to strengthen grassroots organizations so that they can participate in governance processes at the local level. The main objectives 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
<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

### 1.3 Maturity tool and group selection

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. The tool was then applied to the baseline data from all the 53 groups surveyed in Lushoto district. The results were 42 intermediate and 11 mature groups and no beginner group out of 53 groups surveyed in the district.

### 1.4 Capacity Needs Assessment

One of the steps towards achieving the outputs of the project is assessing the capacity needs of grassroots organizations in the project sites. The Capacity needs assessment workshop held in Lushoto district, Tanzania from 10<sup>th</sup> to 13<sup>th</sup> September 2012 was one of the steps towards achieving the above objects. The objectives of the workshops were; to develop a capacity needs assessment manual for the grassroots groups, and then using the manual, determine the knowledge gaps, technology needs and external factors within which the groups operate.

The workshop was conducted using participatory methods, and the sessions conducted included farmer learning process, appreciative inquiry, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, stakeholder and enabling environment analysis, gender role identification and guided group planning. Participants included representatives from 10 rural grassroots organizations and government representatives.

A baseline survey of the groups was conducted in November 2011, in which a total of 53 groups were surveyed from the district. Based on the survey, a database of the groups' characteristics

was developed from which 10 groups were selected for the workshop. Selection of the 10 groups was based on the following criteria:

1. Maturity level-beginner, intermediate and mature
2. Group functionality- the main activity of the group whether it was conservation, finance, commodity – crop and livestock.
3. Group typology- whether a mixed group, all women or all men's group
4. Group level-whether the group operates at the local, cluster or a platform
5. The years the group has been operating
6. The number of members in the group
7. Geographical location
8. Group affiliation-whether government, independent and VODP

## **1.5 Lushoto District**

### **1.5.1 Location**

Lushoto district is located in Tanga Region in the north eastern corner of the East Africa country of Tanzania. It is bordered to the northeast by country of Kenya to the east by the Muhenza district, to the northwest by the Kilimanjaro region and to the south by the Korogwe district. The Lushoto is generally a high land with an altitude of 1000-24000 metres above the sea level.

### **1.5.2 Climate and Agriculture**

Compared to the rest of the country, Lushoto enjoys a relatively cool climate of between 18°- 23°C with the maximum occurring in March and minimum in July, and a high rainfall of between 600-2,000 mm per annum. The area is characterized by extremely high rainfall variability. The mean annual precipitation decreases from the south-west to the north, from 2,000 mm to 600 mm per annum. Peasant cultivation is based on the following rainfall Patterns; (the short rains) from October to December; (the long rains) from March to June, and (the intermediate rains) from July to September. Different crops are cultivated in each of these seasons and they include coffee, tea, cardamom, maize, Irish potatoes, banana, beans, spices, fruits and vegetables.

### **1.5.3 Population**

According to national census the total population of the district is 419,970 (URT, 2002) of which 190,873 are males and 227,779 are females. The sex ratio for Lushoto is 83.3. Ninety six per cent of the district population lives in rural areas and their main activity is subsistence farming of vegetables, fruits, maize, Irish potatoes and beans. Most of the inhabitants are the Wasambaa with majority being Muslims.



#### 1.5.4 Administrative units

Lushoto district is administratively divided into 44 wards, with 16 of these located within Bumbuli constituency. The 16 wards are Dule, Nkongoi, Baga, Bumbuli, Funta, Mamba, Mayo, Mbuzii, Mgwashi, Milingano, Mponde, Soni, Tamota, Vuga, Mahezangulu, and Usambara.

#### 1.5.5 Rural Grassroots organizations in the district

A total of 53 groups were surveyed as part of strengthening rural institution to gather the information about their features. And in terms of affiliation there were 31 independent groups and 12 Government groups and the remaining 10 groups had no affiliation.

The oldest group was 21 years old while the youngest groups had been formed in the past year. The groups were mostly mixed gender (37). There were no men's group captured in the survey and 16 were all women groups. There was only 1 youth group captured in the survey.

Most of the group members had reached primary and secondary education only; however, many of the groups have at least one member who had been to college or university.

The majority of the groups surveyed were operating at the grassroots level meaning that they work only with their members. Thirteen groups were operating at a cluster as an association or cooperative and 40 groups were local. The groups are also involved in different functions and activities. Majority are involved in crop farming followed by livestock, financial and conservation agriculture respectively. Few are user groups that are involved in the welfare of activities.

## 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
1	Introduction of participants and facilitators	9:00-10:30
	Tea break	10:30 – 11:00
2	Workshop and project objectives Introduction to the planning process Expectation and fears	11:00-1:00

	Lunch	1:00-2:00
3	Role play – the fisherman	2:00-3:00
	Afternoon break	3:00-3:15
4	Farmer learning process	3:15-4:15
	Questions / Feedback	4:15-4:30
Session	Tuesday	Time
	Recap of first day	8:30-9:00
	Finalization of farmer learning processes	9:00-9:30
5	Stakeholder identification and mapping	9:30-10:00
	Tea break	10:00-10:30
	Stakeholder mapping continued	10:30 -11:30
6	Role play the bus	11:30-12:30
	Lunch break	12:30-1:30
7	SWOT Analysis	1:30 -2:30
	Afternoon break	2:30-2:45
8	Appreciative inquiry-vision mapping (past present future)	2:45-3:45
	Questions and answers / feedback	3:45-4:00
	Wednesday	Time
	Recap of previous day	8:30-9:00
9	Asset identification	9:00-10:30
	Tea break	10:30-11:00
10	Gender exercise	11:30-12:30
	Lunch	12:30-1:30
11	Work plan introduction including role play the river crossing	1:30-2:30
	Afternoon break	2:30-2:45
12	Objective identification	2:45-3:30
	Questions and answers and feedback	3:30-4:00
	Thursday	Time
	Recap of previous day	8:30-9:00
13	Objective identification continued	9:00-10:00
	Tea break	10:00-10:30
14	Identification of strategies	10:30-12:00
15	Gaps and needs in the strategies	12:00-12:30
	Lunch	12:30-1:30
	Gaps continue	1:30-2:00
16	Basics of Monitoring and Evaluation How to monitor the strategies	2:00-2:30
	Afternoon break	2:30-2:45

17	Finalization and presentation of work plans	2:45-3:30
	Feedback	3:30-4:00

## **2.1 Introduction to the workshop**

*Time: 1 hour 30 minutes*

The objective of this session was to welcome the participants to the capacity needs assessment workshop. Participants and facilitators introduced themselves followed by setting the ground rules for the workshop. The session was led by an acting Lushoto District Agricultural and Livestock Officer by the help of facilitators from Nairobi and was conducted in Kiswahili which

the local groups could understand better, this was because most of the participants couldn't understand and speak English.

### **2.1.1 Results and discussion**

The results of this session were ground rules and nomination of members to assist in time management and welfare of the participants in the workshop.

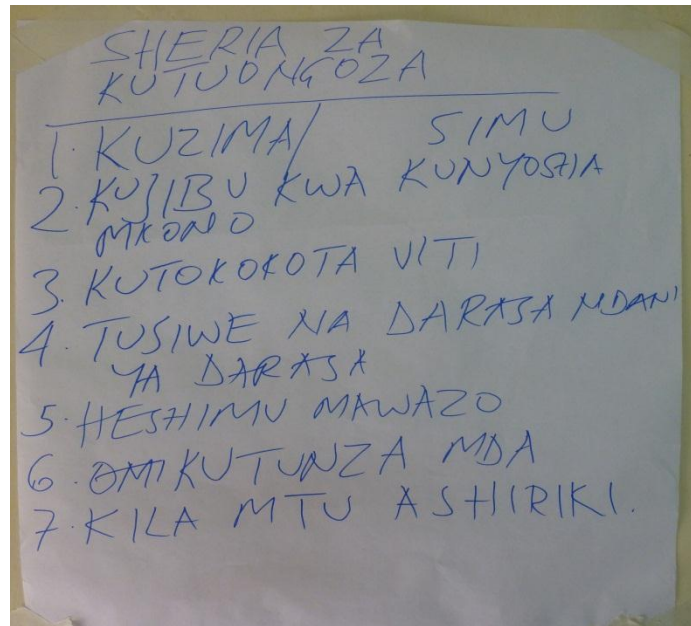
Participants came up with the following ground rules to help in running the workshop:

1. All phones to be switched off or put on the silent mode
2. To lift your hand whenever you want to talk
3. No pulling chairs during the sessions
4. There should not be another workshop inside the workshop
5. All the participants and the facilitator should observe time/ time management
6. Be loud and audible enough when talking
7. To have a participatory session from the participants
8. Everyone is correct and any contribution is valid

To assist in the management of the workshop, participants also selected the following among themselves to oversee the running of the workshop:

1. Time Keeper
2. One person in charge of welfare who they named the chairman
3. One participant in charge of recap

Both the participants and the facilitators discussed and it was resolved that the sessions will be starting at 8:30 to 4:30 until the end of the workshop. Also the participants were led through the feedback sheet.



**Figure 1:** *Ground rules*

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

Participants liked the session as they enjoyed introducing themselves as well as knowing each other. Most of the participants rated the session 'good'.

Some of the comments by the participants were:

- I have loved it because it was a lively session and well understood
- Meeting many people has changed my thinking in regards to our groups thus we shall be better
- I have loved the session as it has informed me on how to conserve the environment in a better manner
- The facilitators are very informative and well prepared
- The directions given are good

### **2.2 Workshop objectives and introduction to the planning process**

*Time: 2 hours*

The objective of this session was to introduce the Capacity needs assessment workshop and the objectives of the Strengthening Rural Institutions project. The four-day workshop on Capacity needs assessment was introduced through a brief power-point presentation. This highlighted the objectives of strengthening rural institutions project as well the objectives of the workshop.

The presentation was in English language but it was delivered in Kiswahili which is the local language.

Activities in this session included:

1. A power point presentation of the rural institutions project objectives
2. Workshop expectations and fears

### **2.2.1 Power point presentation**

A brief presentation of the project was done at the plenary and the presentation highlighted the following:

- The project title
  - Objectives of the project
  - Objectives of the capacity needs assessment workshop
  - Why these particular groups were selected
  - Approaches to be used in the workshop
1. The following were what were expected from the participants at the end of the workshop they included:
    - Knowledge gaps
    - Technological gaps
    - External factors that provide an enabling environment
  2. Come up with a guided group work plan based on felt needs, known outputs and expected outcomes.

It was stressed that the workshop was not to give training where participants will write a test thereafter, but they will only identify the existing gaps and needs in the groups and it was also an opportunity to learn from other groups as all the groups were unique in their scope of operation from each other.



**Figure 2:** Presentation of project and workshop objectives

### 2.2.2 Participant's expectations and fears

The two ZOPP cards of different colors Green and pink for expectation and fears respectively were given out to each participant for them to highlight their expectations and fears. The facilitator read all the fears and expectation to the plenary as the participants themselves grouped together the common fears and expectation. All the fears and expectations were noted on the flip chart. Some of the participants' fears and expectations were addressed in relation to workshop objectives.

The workshop fears and expectation as highlighted by the participants are as shown in the table below:

**Table 3:** Workshop fears and expectation

FEARS	EXPECTATION
<ul style="list-style-type: none"> <li>• Where will I be sleeping on Thursday</li> <li>• The teachings won't last without follow up by the facilitators</li> <li>• The allowance per day that we will receive will it be enough</li> <li>• If I fall sick how will that be addressed</li> <li>• My worry is that Kiswahili that will be used in the workshop would not be understandable</li> <li>• We would not have good food service</li> </ul>	<ul style="list-style-type: none"> <li>• This workshop is educating us as group members to be united and have one common objective</li> <li>• To learn a lot so that I can share with fellow members</li> <li>• For us to progress</li> <li>• That when I learn also my group will benefit and develop together</li> <li>• To learn so that I can teach other groups doing similar functions and the community</li> </ul>

<ul style="list-style-type: none"> <li>• How will I get back home on the last day</li> <li>• Will things turn out good or bad at the end of the workshop</li> <li>• How will this workshop enable farmers</li> <li>• Where will I sleep during this workshop and what will I eat</li> <li>• Worried that the assistance to groups may not be delivered</li> <li>• My family and livestock back at home who will take care of them</li> <li>• Going to deal with the stubborn group members</li> <li>• Will there be any more workshops in future</li> <li>• Not taking seriously what I learn</li> <li>• What will we be taught</li> <li>• Where are the facilitators from</li> <li>• what do they want</li> <li>• how do they know of us</li> <li>• what will we be taught</li> <li>• Why is a white involved in this</li> <li>• How will I teach my group members so that we advance together</li> <li>• Will I understand the teachings</li> <li>• Will this project help us at the grassroots level</li> <li>• When big organizations come to help those at the grassroots but the assistance goes to the big people, then we get no development</li> <li>• For my group to be enabled to achieve objectives</li> <li>• Lack of follow up from facilitators once the workshop is done</li> <li>• Whether will I get funding to develop</li> </ul>	<p>at large</p> <ul style="list-style-type: none"> <li>• To learn how to accumulate assets</li> <li>• To be economically empowered</li> <li>• To get knowledge on how to develop and protect the environment</li> <li>• Capacity building</li> <li>• Learn the importance of my group</li> <li>• To put into practice what I have learnt as a group member</li> <li>• To develop collective action</li> <li>• To enable development of women groups</li> <li>• Know new things</li> <li>• Guidance of what the workshop entails</li> <li>• Exchange visits with other groups</li> <li>• Enable me to do a business</li> <li>• Develop professional competence</li> <li>• Learn methods on how to develop our groups</li> <li>• Learn about fruit and vegetables growing</li> <li>• To be uplifted from poverty which is a barrier to group progress</li> <li>• Get group funding</li> </ul>
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### **2.2.3 Feedback for the session**

Participants liked the session and this can be attributed to the fact that the workshop objectives and overall introduction of the project was presented clearly in the local language. Most participants rated the session 'good'.

Some of the comments by the participants were:

- I have liked it because the workshop has made me more confident with our work
- I have loved the new Swahili
- The facilitators talked in a way that was easy to understand
- I have appreciated the learning
- I have learnt the expectations of various groups
- It is a nice workshop even those with limited education have understood it well
- I have loved the session because I have understood what was unclear before

### **2.3 Role Play – The Fisherman**

*Time: 1 hour*

The objective of the role play was to make participants understand the need to take advice and to be rigid to new ideas that can improve their livelihood. The role play was performed by 3 volunteers from the participants themselves who were given instructions by the facilitator.

There were 2 fishermen and a professor. The role of the Professor was to bring new fishing ideas to the first fisherman who was contented from the use fishing hooks and he is resistant when the professor tells him that he can improve his livelihood by using the modern fishing methods. A discussion then followed through questions relating to the role-play to identify the main lessons.

The participants were able to get the intended message from the role play. This was brought out from their responses to the questions that were asked.



**Figure 3:** *Role play the fisherman*

### **2.3.1 Results and discussion**

After the role play the participants were asked what they saw happening and lessons learnt from it. The following were the highlighted points:

1. As group members we should be receptive to change
2. We should not be afraid to change
3. We should increase income
4. We should adapt to new technology
5. We should be sensitized
6. We should be flexible when being given advice
7. We should be innovative and creative
8. We should have knowledge and wisdom in our groups
9. We should not be selfish in giving out information/idea

The participants were able to relate the characters in the play to their real life situations as follows:

**1<sup>st</sup> person** – the first person represented rich people in the society who thought that they know everything and cannot get advice from other people.

**2<sup>nd</sup> person** - the professor representing service providers/extension officers/ change agent working with the community members in bringing new ideas.

**3<sup>rd</sup> person**- the fisherman who was really willing to take new idea/technology to increase his/her productivity

The participants agreed that the scenario can be related to the real situations that happen in the community and even in their groups, reasons being:

- I. Most community don't always feel philanthropic to new ideas from strangers
- II. Community apathy they are not willing to change

After the discussion the participants concluded that people should be flexible to new ideas and technology and also to identify with the benefits that can be achieved or obtained through adoption of new practices for their own good.

### **2.3.2 Feedback for the session**

Participants greatly enjoyed the session because it depicted real life situations and was very educative.

Some of the comments by the participants were:

- I liked the advice given
- I liked it because am now confident
- The session has taught us to always embrace positive change for our group
- Use of examples was good

### **2.4 Farmer learning process**

*Time: 1 hour*

This session was facilitated in English as it was being translated in Kiswahili the local language that the groups understand best. Farmer learning processes are the different ways through which the farmers receive and share knowledge and information. The aim of the session was to find out the main dissemination approaches in the area and the different types of trainings that the groups have received. This module helps to recognize that farmers are learning and sharing information. This is necessary to know what already exists and what we can build on.

### 2.4.1 Process

Each group was provided with three ZOPP cards of different colors green, pink and yellow. Those issued with the green cards were to write the innovations that they as group members had come up with through their own creativity and that which had helped in their day to day activities. As for the groups issued with the pink and yellow cards, they were mandated with the task of writing the knowledge and technology trainings they had undergone respectively. A plain sheet of paper was also provided for them to highlight who taught them this information, the various learning mechanisms in which the information was taught and the indication of cost and whether it had been adopted and if not why.

### 2.4.2 Results and discussion

The groups filled a table each summarizing the trainings, skills, technology and even innovation they had learnt, who taught them, various learning mechanisms, indication of cost whether it had been adopted if not why considering that they had gone through several trainings involving different approaches.

**Table 4:** *Learning process produced by one of the groups, Moto Moto Groups*

Skills/technology learnt	Who taught you this information	How were you taught this information (learning mechanism)	Cost	Has this skills/technology been adopted	If not why
Upgrading local cows to dairy cows	PADEP	Classroom	Paid	Yes	
Modern methods of treating dairy cattle	PADEP	Classroom	paid	Yes	
Producing calves using bottles	PADEP	Classroom	Paid	No	Due to lack of equipment
Milk storage techniques	PADEP	Classroom	Paid	No	
Building cattle shed using wood instead of iron sheets	PADEP	Classroom	Paid	Yes	

### **2.4.3 Feedback from participants**

Some of the participants found that the session was tasking and needed some more time so that they could understand it better. Nonetheless, most participants were able to grasp the session and learn more on how to improve their knowledge on technology and innovations through farmer learning methodologies. Most of the participants rated the session 'good'

Some of the comments by the participants were:

- Session was well facilitated the facilitator was very bold and audible
- I like this topic because I have been taught how to sell the skills, knowledge and creativity of our groups
- Liked it because it has given me an opportunity to look at issues that are on my team and what my group needs
- I liked this exercise because I know the meaning of knowledge, skills and technology innovations

## **2.5 Stakeholders Identification and analysis**

*Time 2 hours*

The session involved the groups identifying their stakeholders and the importance of these stakeholders. The session was important to know the operating environment of the groups.

### **2.5.1 Process**

Stakeholder mapping was done using Egg shapes of different sizes. Large 'egg' shaped cards represented the most important and small 'egg' shaped cards represented the least important stakeholders. Each card was to represent only one stakeholder.

The facilitator drew the stakeholder mapping diagram on the flip chart for the participants to use as an example.

The range between the group and the stakeholder was assigned numbers 1, 3 or 5. Number 1 meant that the stakeholder is closer to the group in terms of services or products or any other support provided and number 5 meant that the stakeholder is furthest from the group. Some of the groups were lagging behind as they couldn't grasp it faster thus making the session take longer than was expected. In connection to this few groups were selected to present what they had produce to the plenary this was to enable other groups identify potential stakeholders that

they too can work with. Below is a representation of the Stakeholder maps from one of the groups.

### 2.5.2 Result

Result of the session were stakeholder maps and a list of stakeholders how they influence the group, how important are they to group activities (low, medium and high) how they help the groups, what they need from the group and what the group can't give them.

The table below shows breakdown matrix for the stakeholder analysis filled by each group.

**Table 5:** *Stakeholder framework table produced by one of the groups, Kwalei SACCOS Limited*

Our stakeholder	Importance (Low, medium, high)	How they help us	What they need from us	What we can't give
Corporate office Lushoto district	High	<ul style="list-style-type: none"> <li>• Cooperative education</li> <li>• Trainings</li> <li>• Supervise elections</li> <li>• Giving advise</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Feedback</li> </ul>	
AHI,TLP,ICRAF	High	<ul style="list-style-type: none"> <li>• Trainings</li> <li>• Awareness creation/sensitize members creation</li> <li>• Entrepreneurial trainings</li> <li>• Environment conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Feedback</li> </ul>	
County government	High	<ul style="list-style-type: none"> <li>• Awareness creation</li> <li>• Giving advise</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Feedback</li> </ul>	
Tanga fresh	Medium	<ul style="list-style-type: none"> <li>• Buying milk</li> <li>• Provide us with milk tanks</li> </ul>	<ul style="list-style-type: none"> <li>• Milk</li> <li>• Cooperation</li> </ul>	
CRDB BANK Tanga	High	<ul style="list-style-type: none"> <li>• Trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Giving loans</li> <li>• Registration</li> <li>• Information and</li> </ul>	

			legal agreements	
SCUIT TZ	Low	<ul style="list-style-type: none"> <li>• Unity creation among SACCOS</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Feedback</li> <li>• Monthly contribution</li> </ul>	
Ubiri women group	Medium	<ul style="list-style-type: none"> <li>• Making juice</li> <li>• Making jam</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Good goods</li> </ul>	
NMB	Low	<ul style="list-style-type: none"> <li>• money storage</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping money monthly</li> </ul>	

In the first column the groups were to list their stakeholders, in the second column they were to rank their stakeholders according to their importance to the respective groups' activities in terms of high, medium and low. In the third column they were to highlight how their stakeholders help them, in the fourth column they were to mention what their stakeholders need from them and the last column required them to mention what they can't give their stakeholders.



**Figure 4:** Stakeholder map from one of the groups

### 2.5.3 Feedback from participants

The stakeholder identification and mapping session had an average score of 4 which is good, the participants enjoyed how it was conducted as well as the facilitators' clarity.

Some of the comments by the participants were:

- I dislike those who are allergic to change
- I liked it because now I can identify our stakeholders in the group
- I learnt that we as groups should collaborate with our stakeholders
- I learnt that for groups to be successful they should cooperate with their stakeholders
- Good play

## **2.6 Role play the bus**

*Time: 1 hour*

The objective of this role play was to enable participants to engage in the context of the training by relaying messages of certain behaviors, perceptions, issues and problems that affect them in their own groups. This was also to highlight the importance of groups knowing their stakeholders, communication among group members and their leaders, gender considerations and respect in group activities, know where they are going and whether they are taking the right steps to achieve their vision.

### **2.6.1 Process**

Five participants were selected of which one was a lady on a voluntary basis to participate in the role play scenario as other participants watch as they take note of what was happening in the play. At the conclusion of the scenario the participants undertook a group discussion around the following questions.

1. What did you see in the play?
2. What was not working well between the characters of the play?
3. Who was right and who was wrong?
4. What did you see in the play that represents issue in your group?
5. How do you think that you can tackle these issues you have identified?





**Figure 5:** *Role play the bus*

## 2.6.2 Results and Discussion

From the participants view they were able to comprehend the meaning of the play in the relation to their groups.

The following were what the participants saw in the play:

- The passengers were not very keen
- The passengers lack knowledge of where the bus was heading to
- The bus has no conductor
- No communication among the passengers in the bus
- The 1<sup>st</sup> passenger knew where the bus was going but failed to communicate
- The second passenger did not ask the destination of the bus
- The 4<sup>th</sup> passengers asked but he was not answered
- In the end the bus driver displayed the tag where the bus was heading to.

How can you relate the play to your groups?

**The driver** – knows where the bus is going, but once he informed one person, he got distracted and forgot to inform the rest

**Passenger 1** – knows where the bus is going to, but fails to communicate to others

**Passenger 2** – doesn't know where the bus is going to but blindly board the bus without knowing its destination

**Passenger 3** – tries to check where the bus is going, but gives up early and goes along with everyone else.

**Passenger 4** – tries to insist to know where the bus is going, but does not receive any responses from others to support them.

The participants were asked what they saw in the play that represented an issue in their own group's life cycle.

The following came out during the discussion.

- Importance of knowing their stakeholders
- Communication among group members and their leaders
- Gender consideration and respect in the group activities
- The groups should also have visions
- The groups should also know whether they are following the correct steps towards their vision

In conclusion the participants agreed in one voice that it is better as groups to have vision, better communication pattern, know their stakeholders and where they are being taken to by their stakeholders, responsible leaders that lead them towards achieving the objectives, put into consideration gender parity and respect in groups activities.

### **2.6.3 Feedback from participants**

Most participants enjoyed the role play because it was based on real life situations and they were able to learn that it's important to know your objectives as well as planning the steps to achieve a vision. It was rated very good.

Some of the comments by the participants were:

- The training was very clear
- I liked it because now it is easier for me to identify our group objectives
- The role play was good
- I learnt that group leaders should be careful that they lead others on the right way
- I didn't like losing one of our participants

## 2.7 SWOT analysis

*Time 1 hour 30 minutes*

The session was introduced by asking the participants the meaning of SWOT however they were not able to give the answer. The facilitator gave the definition as a method that is used to evaluate the strengths, weaknesses, opportunities and threats in a group. It enabled the groups to identify their internal and external factors that are favorable and unfavorable to achieving their objectives.

### 2.7.1 Process

The meaning of SWOT was translated in the local language Kiswahili. Using specific examples from the groups, the facilitator made the participants understand the meaning of SWOT. Each group identified their strengths, weaknesses, opportunities and threats. Two groups presented at the plenary.

### 2.7.2 Results

The results of the session were the strength, weaknesses, opportunities and threats as shown in the table below.

**Table 6:** *SWOT analysis of Usambara Lishe Trust*

No	Strengths	Weaknesses	Opportunities	Threats
1.	<ul style="list-style-type: none"><li>• Large membership</li><li>• Group registered</li><li>• Cooperation among group members</li><li>• Group objective</li><li>• Having regular meetings</li><li>• Our own office</li><li>• Action plan</li></ul>	<ul style="list-style-type: none"><li>• Lack of transportation for our goods</li><li>• Lack of capital</li><li>• Lack of farm input</li><li>• Inadequate markets for our goods</li></ul>	<ul style="list-style-type: none"><li>• Availability of markets</li><li>• Have farm input shop</li><li>• Group office</li><li>• Cooperation in the group</li><li>• Different trainings</li></ul>	<ul style="list-style-type: none"><li>• Floods</li><li>• Drought</li><li>• Farm diseases</li><li>• Fluctuating prices of goods</li></ul>

In connection to this, it came into the facilitators' attention that some of the groups could not come up with the table as they needed help and more time. They were guided step by step through the session starting by listing their strengths and weaknesses then opportunities and threats.

### **2.7.3 Feedback from participants**

Most liked the identification of SWOT, the session an average of 5 for very good. It made them think about opportunities, threats and also learn about weaknesses in the groups. Identification of opportunities and threats enabled them to improve their groups and work effectively towards setting and achieving group objectives

Some of the comments by the participants were:

- Well understood
- I liked sharing ideas
- I liked the session and the role play was good
- Liked the workshop

## **2.8 Appreciative Inquiry -Vision Mapping**

*Time: 30 minutes*

Appreciative inquiry was introduced and defined to the participants as a process designed to help groups and individuals to identify strengths and assets that they themselves bring to their projects. These included things like existing skills, knowledge, experience and qualities that a person or group have.

### **2.8.1 Process**

The groups were asked to think of a time that they worked really well together or a time they achieved something they were a proud of this was to direct them to the type of answer the facilitator wanted.

### **2.8.2 Results**

The following are some of the responses the participants highlighted after being guided by this question:

Q1: What was happening at that time that made your group work well?

1. Working as a team
2. Division of labor among group members

3. Good managerial skills among members
4. Constitution and by-laws to guide group operation
5. Good leadership skills
6. Well defined channel of communication in the group

## **2.9 Vision Mapping**

*Time: 1 hour*

The day started with group prayer to acknowledge the passing on of a fellow participant.

To start the session participants were asked what a vision is, for the participants to grasp the meaning an example of their child was used. What is your dream to your child? In response to this the participants highlighted the following:

- Want to see their children finish school
- Have a good life in future
- Respected in the society

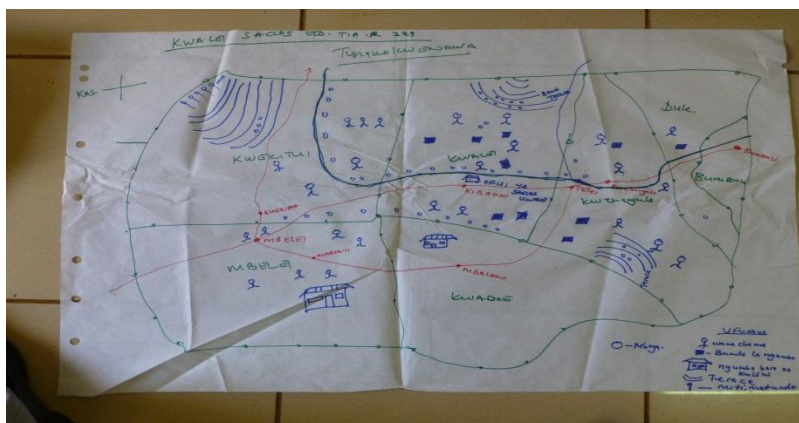
The objective of this session was to help the groups develop a group vision to assist them in developing individual group plans. It was also to help the groups define their desired livelihood outcomes and identify opportunities and assets they can exploit and develop effective strategies.

### **2.9.1 Process**

Each group was given 3 flip charts to draw their vision maps representing their community in the past 2 years in the present and desired future. The maps were to cover their scope of operation and their daily group activities.

### **2.9.2 Result and Discussion**

Each group produced three different sketch maps showing the situation two years ago, the present and the future. Each group was also able to develop its objectives and vision.



**Figure 6:** Vision map drawn by one of the groups

This session helped the groups to come up with their own vision and also developed vision map that will compel and motivate them to work towards achieving their vision. Three groups selected and presented their vision maps and read their vision for the group at the plenary. The presentation was done in Kiswahili language which they understand better.

## 2.10 Assets identification

Assets are anything that can be used to improve the quality of community life. Objective of the session was to enable the groups identify different assets that they had that could be used to achieve their objectives.

### 2.10.1 Process

The session was introduced by asking the participants the meaning of assets and the following were some of their responses:

- Things that help us do things
- People
- Things that are of value that help us
- Movable and immovable assets
- Knowledge
- Money

Participants were asked how many categories of assets they know after brainstorming they mentioned that there are two types of assets movable and immovable assets.

Assets were categorized into the following:

1. *Human assets*: these are what we possess that makes us use other types of capital e.g. skills, knowledge, ability to work
2. *Social assets*: these are types of assets that are determined by relationship one has with others it includes labor, meetings, language, trustworthy, communication, respect, rules and regulation, written constitutions and by laws
3. *Natural assets*: these includes land, forests, livestock, water, rainfall, aquatic resources, hills, mineral resources and air quality
4. *Physical assets*: these are productive assets such as housing tools infrastructure water supplies schools and social amenities
5. *Financial assets*: these includes savings loans accounts group contribution access to market

### 3.10.2 Results

The results of this session were assets table for each group. The table below is an example of the assets table:

**Table 7:** *Example of assets table from Jipe Moyo Group*

Physical assets	Social assets	Financial assets	Human assets	Natural assets
Group office	Group meetings	Group bank accounts	Group members	Land
Box for keeping our money	Cooperation	Loans	Skills in	Boreholes
Watering can	Constitution and by laws	We stock every week	Skills in nursery seedbed management	Hills
Books for the group			Labour	River
				Stones

At the end of the session, the participants were asked which of the above five assets was the most or least important and why.

Various responses were raised as some of the participants thought it was financial, some said human and some said physical assets. In the end they all agreed that all the assets are important for the groups to function properly.

### **2.10.3 Feedback from participants**

Most participants thought that asset identification session was well presented as most participants gave it an average score of 5 for very good. The participants liked the facilitator because he was very clear and therefore well understood by all especially since there the explanations were translated.

Some of the comments by the participants were:

- I don't like the way my group members don't cooperate
- Facilitation was very clear well understood
- The facilitator was audible and bold enough to be understood
- The play was too short
- I was enlightened to an extent I did not expect
- I liked it because have learn a lot on assets identification

### **2.11 Gender roles**

*Time: 40 minutes*

The session was introduced by asking the participants what they understood by gender. It was then defined to them as the social attributes and opportunities associated with being a male or female.

Objective of this session was to make the participants appreciate the work of men and women in their group's activities.

#### **2.11.1 Process**

Participants formed two groups' men and women. Then the men discussed the appreciative role of women in the groups as women also discussed the men's appreciative roles in the groups.





**Figure 7:** Men identifying roles of women's in the group

### 2.11.2 Results

The below was their presentation to the plenary:

**Table 8:** Gender Role for Women

Current Roles	Future Roles
<ul style="list-style-type: none"> <li>Ferrying water</li> <li>Cooking</li> <li>Conservation of environment</li> <li>Taking part in leadership</li> <li>Filling the bottles with fertilizers</li> <li>Managerial position</li> </ul>	<ul style="list-style-type: none"> <li>Giving leadership position in terms of their competence</li> <li>Working the same as men</li> <li>Constructional activities</li> </ul>

**Table9:** Gender Roles for Men

Currents Roles	Future Roles
<ul style="list-style-type: none"> <li>Construction of terraces</li> <li>Spraying the farm products</li> <li>Road construction</li> <li>Dam digging</li> <li>Leadership roles in the groups</li> <li>Environmental conservation</li> </ul>	<ul style="list-style-type: none"> <li>Giving equal opportunity to each member</li> <li>Men should not rule the group in dictatorship manner</li> <li>Slashing</li> </ul>

<ul style="list-style-type: none"> <li>• Making bricks</li> <li>• Making contribution</li> <li>• Managerial position</li> </ul>	
---------------------------------------------------------------------------------------------------------------------------------	--

At the plenary both genders showed interest and participation during the discussion. It was a very participatory session as both genders agreed that there is need for both men and women to appreciate each other roles in the group's activity. One of the participants' who was a woman reckoned that men had a tendency of dominating leadership positions in the groups this is attributed to the fact that they feel superior than women who are also capable and has the ability of being leaders in their respective groups. The session needed more time as participants thought that there were still a lot to be delineated on.

### **2.11.3 Feedback from participants**

Gender exercise session had an average score of 5 which is very good. Most participants greatly appreciated the gender exercise because of the lessons learnt which were that women are equal to men and therefore both gender deserved an equal opportunity. Women are able to do what men do; similarly men can do what women do.

Some of the comments by the participants were:

- I am happy because women can be leaders too
- I now know the roles of men and women
- There shouldn't be gender discrimination in our groups
- Facilitator was very clear in his presentation
- I have learnt a lot from other different groups and others from different countries(facilitators)
- I liked the gender role play

### **2.12 Role Play- The River Crossing**

*Time: 1 hour*

The objective of this role play was to highlight the risks posed by the dependency on external assistance. The role play involved four (4) people, three (3) were to cross the river that was swollen to the brim with very strong waves while the fourth person was to guide the three in crossing the river.

### 2.12.1 Process

The first person was carried on the back but was left stranded in the middle of the river. The second was led by hand and halfway across the river, she used the stepping stones and cross to the other side, while the third person was completely scared to even attempt crossing with the guide of the leader. At the end of the scenario, questions, observations and discussion followed at the plenary.



**Figure 8:** Role play- The River crossing

### 2.12.2 Results and discussion

From the discussion and observations the participants were able to understand the meaning of the play in relation to what normally happens in their groups. They were also able to identify what the people in the play represented, the stepping stones and what the two ends of the river represented in their groups.

#### **The participants were asked what they saw in the play**

The following were highlighted from the play:

1. Afraid man to cross the river
2. Three people who were afraid to cross the river
3. The woman refused to cross the river
4. A guide helping people to cross the river
5. A person getting stuck but trying to help himself

6. The first lady to be helped was courageous
7. The last lady was resistant to cross the river
8. The first man wanted to go but failed on the way
9. The man who reached mid-way got stuck and couldn't help himself

**What did not happen well in the play?**

The following were highlighted

1. The person who got stuck didn't finish his journey
2. One lady did not finish her journey
3. It is not clear where the man who got stuck went to
4. The guide did not help the person who got stuck

***What happened well in the play?***

1. The lady who crossed the river was brave
2. The man was brave enough to cross the river

***What do the stepping stone represent?***

1. Support we get to help us as groups
2. Steps/strategies we are taking in order to achieve our desired objectives and goals

***What do the two ends of the river represent?***

1. The two ends represent the current state and the future state/desired state

**People in the play**

***The person who got stuck***

1. Groups that are formed given support but are unable to move forward after termination of support
2. Corrupt leaders who misuse group funds
3. There are groups with dependency syndrome on their stakeholders for everything

### ***The woman who was helped till midway but managed to cross the river by herself***

1. Functioning groups
2. These are the groups that get support and use it wisely even after the termination of the support

### ***The lady who refused to cross the river***

1. These are the groups that do not want any support and even don't want to move forward
2. People who get support but don't want to make good use of the it

The participants also agreed that there are some groups that get stuck because they lack a vision; negative attitude towards change; conflicting interests; lack technical persons to guide them and lack of skills.

## **2.13 Introduction to Work plans Development**

The objective of doing all these different activities (SWOT, stakeholders, Assets identification, gender roles, vision mapping) was to give the groups the techniques that they need in developing work plans. A work plan is a guide to help the groups achieve their future objectives. The sessions on the last day of the workshop were specifically on work plan development.

### **2.13.1 Process**

The different activities that were done under this module were:

- Objectives identification (three)
- Identifying strategies
- Identifying gaps and needs

Participants were reminded that the different activities that they had done were aimed at helping them develop a work plan.

To link the vision, objectives and strategies, an example of a parent whose vision is "The child to be a ***DOCTOR***" was used. The different steps that needed to be taken were mentioned by participants, and this helped them to understand objectives and strategies. This made it easier to the participants to comprehend what the strategies are.

This example helped the participants to understand the next process which was identification of objectives.

### **2.13.2 Feedback from participants**

The session had an average score of 4 which was good. The participants specially enjoyed the role play. The facilitator was audible and clearly articulated the session.

Some of the comments by the participants were:

- The play taught us how to develop our groups
- The facilitator was audible and bold enough to be understood
- We learnt from the play that we should not depend too much on our stakeholders
- Am happy to have gained a lot of knowledge
- I liked the role play

### **2.13.3 Objectives identification**

The session involved each group coming up with 5 objectives, then prioritizing three that they feel are important for their group. The groups were then guide by the facilitators to make their objectives Specific, Measurable, Achievable, Realistic and Time bound (SMART).

### **2.13.4 Feedback from participants**

The session had an average score of 5 which is very good. The participants were able to learn a lot. They learnt that objectives should be SMART (Specific, Measurable, Attainable, Reliable, Time-bound)

Some of the comments by the participants were:

- I am delighted with our facilitators
- I liked the way the facilitators are training us
- It was a good workshop everything was well understood
- The training was good for the groups
- Am so happy and you are welcome again

### **2.13.5 Identifying Strategies**

Strategies are the specific steps that need to be taken to achieve the objectives. The participants identified specific strategies for each of their 3 objectives. To enable the participants understand strategies, it was necessary to use examples that would highlight steps to achieve an objective. A local example of the steps required for a person to move from point A which represents stage to point B which represents destination, was used to demonstrate strategies.

### **2.13.6 Feedback from participants**

The session had an average score of 5 for very good. Participants found the session interesting, understandable, encouraging, specific to the point and very valuable since most of them could participate in identifying strategies and steps to achieve their objectives.

Some of the comments by the participants were:

- I liked the contributions of the groups
- the facilitator explained the topic clearly
- I don't like being separated from my colleagues
- the training was good for the groups
- I liked it because we were train by giving real examples
- Groups will be organized

### **2.13.7 Gaps and needs identification**

The next step was for each group to identify the gaps and needs in each of the three objectives. To help them identify the gaps and needs, participants were to go through each of their strategies. It was emphasized that they should identify the gaps and needs in skills and knowledge, technology and the stakeholders that would contribute to the attainment of their objectives.

### **2.13.8 Results**

The results of the above exercises were;

- The vision sheet for each group
- Three objectives
- A list of strategies for each of their objectives
- Gaps and needs

### **2.13.9 Feedback from participants**

The session had an average score of 5 for very good. This can be attributed to good facilitation. This session was a bit challenging for participants but eventually they were able to understand and appreciate the session as expressed by participants in their comments.

Some of the comments highlighted by the participants were:

- We need professionals for the purpose of the group
- I liked the environment of the hall

- The training was good for the groups
- Groups contribution to the training
- Training was very good
- Facilitator good

**Table 10: Workplan development**

**Work plan development: An example from Lughenjanyo**

**Vision**

Poverty eradication

**Objectives**

1. To increase members contribution from the current Tsh.1000 to TSh.2000 by early 2013
2. To have 1 (one) acre group farm by 2014
3. To have a group dairy cow by 2015

**Objective 1**

To have a group dairy cow by 2015

**Strategies**

- i) Convene a meeting of the group members to inform them about purchasing of dairy cow
- ii) Searching for the best breed of dairy cattle good in producing more milk
- iii) Buying the dairy cow

**Gaps**

- Lack of trained veterinary personnel on the dairy cow farming
- Drought
- Attitude of some group members

**Needs**

- Seek the advice of veterinary experts on dairy goat farming
- Training on how to make dairy cow feeds
- Trained local personnel on dairy cow management

The work plan development was quite tasking and it required the facilitators help to guide each group to make their objectives smart that is specific, measurable, achievable, realistic and time bound. A few of the groups were selected at random to present their objectives to the plenary this was necessary in helping the other groups learn more about other groups and have an idea of what other groups are doing.



The facilitator emphasized to the participants to share the information they received with their respective groups, get more inputs from their members to make their objectives, strategies, needs and gaps more clear and simple to be understood and finalize the work plans as a group. This was due to the fact that from all the groups only three members from each group were selected to attend the workshop so there was need for them, the attendees, to share the information with the group members who did not attend the workshop. A final date for the completion and submission of the final work plan to focal person was agreed upon by the facilitators and the participants after a discussion about the duration of time that's suits them.

### **3 Feedback and Conclusion**

To the end of the workshop, participants gave their feedback on how the workshop was conducted they liked the facilitators describing them as being very good, facilitated well and methods used were very simple clear and straight forward to understand. They also appreciated the timeliness of the workshop as one of the participants contemplated that it came at the right time since we are looking at ways of improving and strengthening our groups and community as a whole. They also appreciated the effort of ICRAF to reach them at the grass root as they highlighted that *"we are very happy with ICRAF for their guidance, support and even knowledge"*. They were also grateful for the support a coded to them when one of them passed on. As one of them said *"we are grateful for the support you gave us when one of us passed on"*

Participants were informed of the next steps of the project which will focus on capacity building depending on the identified and highlighted gaps and needs for each group. The workshop was then officially closed by the acting Lushoto District Agricultural and Livestock Officer. He thanked all participants' project team and ICRAF as a whole for selecting the district to be among the project sites. In his closing remarks he emphasized to the participants to utilize and make good use of the information and knowledge gather from the workshop and to be change agents to their groups.

#### **3.1 Feedback from participants**

The workshop received positive feedback; generally the participants rated the sessions an average of 4 which is good. Despite good feedback, some sessions were difficult for the participants such as farmer learning process and identification of gaps and needs in the strategies. Nonetheless, participants were glad to learn new concepts such as stakeholder analysis and SWOT analysis. Also, in the gender exercise, the participants were able to learn that both men and women have their roles and should help each other instead of opposing one another. In addition, the facilitators received very good feedback scores and were well liked by the participants.

# ANNEX I List of Attendance

Name	Gender	Group Name	Title	Phone Number
Ahamadi O. Uipande	ME	Ult Malindi	Ult Malindi	0789051514
Ali Abedi	ME	Mikiti Kijiji	Ult Malindi	0783910185
Bright Mshana	ME	Lushoto LDC	LUP	0789423860
Costance Chandenda	KE	Ubiri Women Group	Katibu	0784945852
Daniel Wilsoni	ME	Kwalei	Katibu Sacco	0782475665
Edina Magzoa	KE	Lughenjanyo	Mjumbe	0784915104
Eliezer Moses	ME	Lushoto Daldo	Daldo	0784797651
Estride Mtangi	KE	Ubiri Women Group	Mikiti Kijiji	0784607958
Felix Shelukindo	ME	Moto Moto	Mikiti Kijiji	0766620945
Fudael Saria	KE	Ult Malindi	Mjumbe	0786516896
Hadija Mahamde	KE	Kumekucha Saccos	Mikiti Kijiji	0784209577
Haziri S Daffa	ME	Moto Moto	Mikiti	0718230165
Husna Abdalah	KE	Kwalei Saccos Ltd.	Mlml Saco	0784834925
Idihamu Saidi	ME	Amani / Mwangoi	Mikiti Kijiji	0784519854
Jalia Salehe	KE	Jipe moyo	Mikiti	0655701040
Joseph M Msemo	ME	Ubiri Women Group	Mikiti	0783908650
Josephine K Mkami	KE	Ubiri Women Group	Mjumbe	0784512923
Juma H. Mawingo	ME	Tumaini Ragwi	Mikiti	0788256711
Magreth M Mkomua	KE	Tumaini Ragwi	Mjumbe	07862120169
Mahafudhu Sheha	ME	Kwenziragembe Water User	Mikiti	0783050068
Minanaisha Alen	KE	Kwenziragembe	Mjumbe	0783165098
Mohamed Shekibula	ME	Kwalei Kwalei Saccos Ltd.	Mikiti Saccos	0685484617
Moka R Muoka	ME	Moto Moto	Mjumbe	0787450054
Mwanaidi Alias	KE	Jipe moyo	Katibu	0719543095
Mwanamuua Ramadm	KE	Jipe moyo	Mjumbe	0659607515
Ndeshi Munisi	KE	SARI	MTAFITI	0752075685
Nusura Omari	KE	Amani / Mwangoi	Mjumbe	0785038110
Pili Hasami	KE	Kumekucha Saccos	Katibu	0786527209
Rajabu H Mgomja	ME	Ult Malindi	Mikiti	0683508745
Rehema O Hoza	KE	Tumaini Ragwi	Mikiti	0787514027
Reliasa Ali	ME	Kwaleli Saccos Ltd	Mikiti	0784412794
Sadi Mgwatu	ME	Kumekucha Saccos	Mjumbe	0685111793

Sadi Ramadhani	ME	Jipe moyo	Mikiti	0782861399
Samweli Fumdi	ME	Amani / Mwangoi	Mikiti	0686796078
Sharifa Mohamed	KE	Moto Moto	Katibu	0657131933
Subira Simgano	KE	Amani / Mwangoi	Katibu	0786282533
Swahibu Jambia	ME	Lughenjanyo	Mikiti	0787989723
Waziri Yusufu	ME	Kwenziragembe Water User	Katibu	0685265837
Yusufu Kilitula	ME	Ult Malindi	Mikiti Kijiji	0785732344
Yusufu Shehe	ME	Mikiti Kijiji	Nkukai	0786911738
Zaituni Mbwambo	KE	Tumaini Ragwi	Katibu	0685256173
Zefania Mkwizu	ME	Lughenjanyo	Katibu	0785845627

## ANNEX II Characteristics of selected groups

Group name	Group functionality	Maturity level	Operation	Group typology	Group age	Group size	Affiliations
<b>Lishe Trust</b>	Commodity	2	Local	Mixed	Over 3 years	45	GOVERNMENT
<b>Ubiri women</b>	Commodity	2	Cluster	Women	Over 3 years	13	INDEPENDENT
<b>Tumaini</b>	Conservation	2	Cluster	Women	Between 1-2 years	30	CHURCH
<b>Kwalei SACCO</b>	conservation, crop, livestock	2	Local	Mixed	Over 3 years	100	AHI
<b>Lughenjango</b>	Crop	3	Local	Mixed	Between 1-2 years	53	OXFAM
<b>Amani</b>	Crop Finance Livestock	3	Local	Mixed	Less than 1 year	26	GOVERNMENT
<b>Kumekucha mwamko</b>	Finance	2	Cluster	Mixed	Over three years	530	INDEPENDENT
<b>Jipe moyo</b>	Finance	2	Local	Women	Between 1 to 2 years	30	INDEPENDENT
<b>Moto moto</b>	LIVESTOCK	3	Local	Mixed	3 years	40	INDEPENDENT
<b>Kwenziragembe water user</b>	User	3	Local	Mixed	Over 3 years	204	INDEPEMDENT

## ANNEX II Feedback Sheet



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

### Capacity Needs Assessment Workshop

Warsha ya tathmini ya mahitaji wa kujenga uwezo

10<sup>th</sup> – 13<sup>th</sup> September 2012

Lushoto, Tanzania

### Feedback sheet

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

Asante sana kwa kushiriki katika warsha hii. Tafadhali jaza jedwali ulilonyuma ya fomu hii na utoe maoni yako.

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 organization.

Maoni yako yatathminiwa na yatausaidia kuboresha ufanisi na huduma kwako. Mrejesho huu ni wabinafsi na utafanya kwa siri na taasisi yetu.

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

**Kama maelekezo yaliyotolewa hapo juu siyo fasaha, tafadhali wasiliana na mmoja wa wahamasishaji wa ICRAF Kabla ya kujaza fomu ya mrejesho.**

**Please consider the following criteria:**

**Overall:** How was your overall experience during the session?/ Nini uzoefu wako wakati wa kipindi?

**Clarity:** Was the language and explanations clear? Did you understand the purpose and the instructions given to carry out the activities?/ je lugha na maelezo yalikuwa yanaeleweka? Je ulielewa makusudi na maelekeo yaliyotolewa ili kutekeleza mradi?

**Content:** Did you find session useful and interesting?/ je kipindi kilikuwa na manufaa kwako?

**Presenter/Facilitator:** Did the specific facilitator/presenter present the content well? Did you feel engaged during the session?/ je mhamasishaji aliwalishamada vizuri? Je ilijisikia kushirikishwa katika kipindi?

**Date / Day:**

**Score:** 1= Very bad   2= Bad   3= Average   4= Good   5= Very Good

Session number / name kipindi	Facilitator Score Mhamasishaji	Clarity Score Fasaha	Content Score Maudhui	Overall Score Jumla	What did you like or not like the most? And Why? Kitu gani unakipenda/hujakipenda zaidi na kwa nini?


**Any other suggestions/comments:**

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