

Strengthening Rural Institutions Project

Capacity Needs Assessment Workshop Report for Pemba Island

Tanzania



27th - 29th August 2012

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1. Introduction

1.1 Rural Institutional strengthening project

Collective action in natural resource management is a common feature in smallholder farmer systems. Nevertheless, it is the household that has been taken as a unit of analysis in most studies on technology adoption. In reality, many problems that smallholder farmers face are landscape in scope requiring the cooperation of various stakeholders 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
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 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.

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 Pemba Island, Tanzania from 26th to 29th August 2012 was one of the steps towards achieving the above objectives. 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 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 local government representatives.

A baseline survey of the groups was conducted in November 2011, in which a total of 81 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, VODP and DLSP

1.5 Pemba Island

1.5.1 Location

Pemba Island, known as "The Green Island" in Arabic, is an island forming part of the Zanzibar Archipelago, lying off the east coast of Africa in the Indian Ocean. It is approximately 984 km² (379.9 sq. mi). The Island is situated about 50km from Zanzibar Island (Unguja), directly east of Tanga on the Tanzanian mainland. Pemba is smaller than Unguja but has a hillier landscape, although its highest point is less than 100 metres above sea level. In 1964 Zanzibar was united with the former colony of Tanganyika to form Tanzania.

1.5.2 Administrative units

For administrative purposes, Tanzania is divided into 26 regions—21 on the mainland, 3 on Zanzibar, and 2 on Pemba.

1.5.3 Climate

The coast of Tanzania experiences a classic tropical weather pattern, characterized throughout the year by high temperatures, with rainfall year round, but with two large seasonal peaks driven by changes in the equatorial winds caused by the rotation of the earth with respect to the sun.

1.5.4 Vegetation

In ancient times, Pemba was known by Arab sailors as 'El Huthera', meaning the Green, on account of her dense and lush vegetation plus the higher rainfall it receives annually. Until the mid-nineteenth century, natural forests covered much of Pemba Island, more than that on Zanzibar Island. After that, most forests were cleared for clove cultivation and Pemba now grows more cloves (3.5 million trees) than her bigger sister, Unguja since the growing conditions are superior in Pemba. Clove trees grow to the height of around 10 to 15 metres and can produce crops for over 50 years. Other crops grown in the area apart from cloves include mainly rice, coconut, bananas, cassava and red beans. During the clove blooming season, visitors are welcomed by the scents of cloves or *marashi ya karafuu* and the songs of honey bees looking for nectar.

1.5.5 Economic activities

The main economic activities in this island include farming and fishing. Between the island and the mainland there is the deep 50 kilometer wide Pemba channel, which is one of the most profitable fishing grounds for game fishing on the East African coast.

A large proportion of the Zanzibar export earnings comes from cloves as it the island's main cash crop. The disadvantage of this is that the farming is controlled by the government hence the island tends to experience slow growth in the private sector. More recently with the booming tourism industry in neighboring Zanzibar, more adventurous travelers are seeking out the less-crowded Pemba, led by dive tourists seeking the un-crowded and un-spoiled reefs the island offers the experienced diver.

1.5.6 Population

Pemba has a population of 362,000 (as of census 2002). There is quite a large Arab community on the island who immigrated from Oman and therefore the population is a mix of Arab and original Waswahili. Kiswahili is the language used locally.

1.5.7 Rural Grassroots organizations in the district

In Pemba a total of 87 groups were surveyed of which 76 were affiliated with the ASSP and 11 were independent groups. The groups came from 1 District called Mkoani with oldest group being 4 years old and the youngest groups had been formed in the past one year. The groups

were mostly mixed gender (82) and 2 and 1 women and men groups respectively. There were 7 youth groups captured in the survey. The highest educational level for the groups was secondary school education. Most groups in the area work at the local level and only 4 are clusters; there are no platforms in the area. Most of the groups are either livestock or/and crop groups. Most of the groups (84) were formed at first formed as self-help groups.

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 Expectations and fears	11:00 - 1:00
	Lunch	1:00-2:00
3	Role play – The Fisherman	2:00 – 3:00
	Afternoon break	3:00 – 3:15
4	Farmer learning process	3:15 - 4:15
	Questions / Feedback	4:15 - 4:30
Session	Tuesday	Time
	Recap of first day	9:00 - 9:30
5	Role - The river crossing	9:30-11:00
	Tea break	11:00-11:30
6	Stakeholder identification and mapping	11:30 -12:30
	Lunch break	12:30-1:30
7	SWOT	1:30 -2:45
	Afternoon break	2:45 – 3:00
8	Appreciative inquiry-vision mapping (past present future)	3:00-4:15
	Questions and answers / feedback	4:15-4:30
Session	Wednesday	Time
	Recap of previous day	9:00-9:30
9	Assets identification	9:30-11:00
	Tea break	11:00-11:30

10	Gender exercise	11:30-12:30
	Lunch	12:30-1:30
11	Work plan introduction including role play – The bus	1:30 - 3:00
	Afternoon break	3:00-3:15
12	Objective identification	3:15-4:15
	Questions and answers and feedback	4:15-4:30
Session	Thursday	Time
	Recap of previous day	9:00-9:30
13	Objective identification continued	9:30-10:45
	Tea break	10:45-11:00
14	Identification of strategies	11:00-12:00
15	Gaps and needs in the strategies	12:00-1:00
	Lunch	1:00-2:00
16	Basics of Monitoring and Evaluation	2:00-2:30
17	How to monitor the strategies	2:30-3:00
	Afternoon break	3:00-3:15
18	Finalization and presentation of work plans	3:15-4:30
	Feedback	4:30-4:45

2.1 Introduction to the Workshop

Time: 2 hours

The objective of this session was to welcome the participants to the capacity needs assessment workshop and this was done by the District Administrative officer of Mkoani district. He welcomed the participants and thanked ICRAF staff for selecting the groups from the district. He also urged the participants to listen, learn, participate, ask questions and apply whatever is taught to their everyday activities and teach others who could not attend the workshop.

2.1.1 Results and discussion

The results of this session were ground rules and nomination of members to assist in time management, welfare and entertainment. Example of suggested rules:

- All Phones should be off or on silent
- No class inside a class room (people don't start talking while workshop is going on)
- Time management
- Every one ideas should be respected

The facilitator also added some other rules not suggested by participants

- Participants should be free
- Ask questions and answer questions
- If participant's don't understand they should lift a hand and ask
- Participation is expected from each participant

From the workshop it was apparent that there were some participants that live in another island and needed to leave earlier in order to catch the last boat. Therefore, it was agreed that the workshop starts early at 8.00am, lunch break to be at 12.30- 1.30pm and workshop to end at 4.00pm.

2.1.2 Feedback from participants

Participants enjoyed the session as it helped them know each other as well as the facilitators. They also felt that the session made it easier for them to feel welcomed and comfortable for the workshop.

2.2 Workshop Objectives and Introduction to Integrated Development Planning

Time: 2hours

The objective of this session was to introduce the Capacity needs assessment workshop and the objectives of the Rural Institutions project. The four-day workshop on Capacity needs assessment was introduced through a brief presentation which mainly highlighted sites that project works in and objectives of the project and those for the workshop.

At the end of the workshop, the participating group members were expected to come up with their own work plans and these work plans were to be taken to their groups for discussion and a final copy sent to the project team. The project will look at them and try filling in some of the highlighted gaps especially on technology, skills and knowledge.

2.2.1 Participant's expectations and fears

After the presentation participants were asked to write down their Fears and Expectations for the workshop. Expectations were written in a pink card while fears were to be written on a yellow card. All written cards were then stuck on a wall. Participants expectations were categorized into four; Knowledge and skills, Group advancement, Future benefits and achievements and knowing each other. Of all the categories knowledge and skills had the highest number of cards stuck below it (21), followed by group advancement and future benefits with 7 cards each. Knowing each other had only one card.

Some examples for each category include:

Table 3: Expectations

Knowledge and skills	Groups advancement	Future Benefits	Knowing each other
-To learn and acquire skills. -To learn about good agricultural practices. -To understand and acquire skills from the workshop and to put into practice what I have learnt. - Learn about better methods of modern agriculture.	-Acquire skills for the development of the group. -Acquire skills for the development of self and the group.	-Be successful -Develop my future life	To understand each other

Fears highlighted by participants were also categorized into four: use of English language, continuity and sustainability of project, time taken for workshop may be too short, inputs/ tools used by group. The four categories had 19, 11, 2, 4 number of cards respectively.

Examples under each category include:

Table 4: Fears

Use of English language	Project and group sustainability	Time for workshop	Input/ tools for groups
-Understanding English language is a problem -Not able to express well on issues during discussions	-Sponsors pulling out of project before accomplishment. -Starting new groups which will not succeed -Misappropriation of funds - Am afraid we will not continue after this four days	Time is too short	Groups will not get assistance for their projects

2.2.2 Results and discussion

After the above exercise, the facilitator addressed some of the fears raised:

- Use of English Language- it was clarified that most workshop sessions will be in Kiswahili but there will be translations in case the facilitator uses English.
- Continuity and sustainability of project

It was explained that the project is funded by IFAD and spans to 2014. It focusses on research, advancement of agriculture, group advancement and sustainability i.e. to ensure projects/ groups continue to operate even after funding stops.

c) Time taken for workshop may not be enough

It was made clear that the time taken for the workshop (4 days) would be enough since the days have been enough in the previous 4 sites the project has been in.

d) Some participants may not understand what the workshop is trying to implement

It was explained that at the end of the workshop participants will have prepared work plans for their groups activities and in order to achieve this participants have to write down their vision and goals. Other activities that will aid work plan preparation are identification of stakeholders and the group's SWOT (strength, weakness, opportunity and threats) analysis.

e) Input/ tools for groups

The project will not provide any tools for groups as most of the project activities are well funded by IFAD.



Figure 1: Participants Fears and Expectations

2.2.3 Feedback from participants

The participants had the following comments

- I have loved giving the expectations of my group
- The clarifications about our fears and expectations were well clarified
- The facilitators were very clear on what we should expect at the end of the workshop
- I am happy we were given time to pray

2.3 Role Play – The Fisherman

Time: 30 minutes

The objective of the role play was to make participants understand the need to take advice and be open to new ideas. Three participants volunteered to perform the role play. They were given instructions by the facilitator then performed the play at the plenary. Two participants represented the fishermen while one was an expert in fishing. One fisherman was resistant to change while the second was open to the new fishing ideas from the expert. After the role play, participants were asked questions relating to the message of the role play.

2.3.1 Results and discussion

1) What did you see?

- * 2 people speaking
- * One was reading and another was being taught
- * Expert, fisherman and a woman

2) What happened?

- * Information given to fisherman
- * We didn't know if fisherman agreed to the information given by the expert
- * Traditional ways of doing things and improved ways
- * 2nd Fisherman agreed to the information given by professor.

3) Lessons Learnt

Participants should learn from the workshop and teach others when they get back home.

Comments: the role play was very not well understood by the participants since the participants were mostly led to the questions as they not answer this will can be attributed to participants were shy to participate, inclusion of a women as one of the fishermen confused the participants.

2.3.2 Feedback from participants

For this session, participants gave the following comments:

- We have loved the play because it taught us new ways
- The session was well understood
- We love the play and the lessons
- The facilitators were clear and easy to understand

- The play was very informative and clearly emphasized the importance of learning new ideas even from the workshops that we are now attending

2.4 Farmer Learning Processes

Time: 1 hour

2.4.1 Process

This session involved plenary and group activities. The objective of the session was to identify the various approaches that are used to receive and share information, knowledge, skills and technology. Farmer innovations were also identified. Participants were introduced to the various approaches of farmer learning in plenary after which they went into their groups and identified the knowledge, skills and technology, and farmer innovations. 9 out of 10 presented their learning processes at the plenary.

2.4.2 Results and discussion

In plenary participants gave examples of skills they had received from different projects/ organization. Examples:

- Technology in organic farming; it involves skill and its application,
- Dairy cattle management
- One participant also explained to others skills he had been trained on, some of the technologies he had innovated and how he had taught others.

After the plenary, participants were then asked to go into groups and fill in three cards each representing three aspects of farmer learning processes namely: Knowledge, Skills and technology and Farmer innovations.

The participants were deduced to fill in the table below for each of the aspects already named above

Table 5: Farmer learning systems

What have you learnt	Who taught you the knowledge	(How did you get the knowledge)	Did you pay for the training (yes or No)	Have you practiced what you learnt	If not practiced why?

2.4.3 Recap

Time: 30 minutes

Participants were asked to identify what they learnt from the previous day's activities

- New ways of agricultural activities i.e. use of organic fertilizer
- Improved fishing methods role play
- Farmer learning systems, knowledge and skills
- Role play
- Learn on how to use feedback sheets
- Expectations and fears

2.4.4 Farmer Learning Processes Continued

Time: 1 hour

Presentations by participants on farmers learning systems

Table 6: *Presentations on farmer learning systems*

Name of Group	What have you learnt	Who taught you the knowledge	(how did you get the knowledge)	Did you for pay for the training (yes or No)	Have you practiced what you learnt	If not practice d why?
HATUNA UBAGUSI	Knowledge Poultry houses for feeding and sleeping	Ministry of Agriculture	In class		We have built and used the poultry houses for feeding and sleeping	
LENGO LETU		ASSP	On farm and Farmer to Farmer		We have used on our farms	
TAHADHARI	Dairy cow	ASSP and ASDPL	Farmer field school	Free	Yes we have applied it to our cows	Those who have no cow have not used it

USILOLIJUA	Farmer innovations Management of Clove trees	Themselves as a group	Amongst group members	free	Yes	
TUONENI	Farmer innovations	Ministry of Agriculture ASSP	Group work	Free	Taught others on how to use the technology	
KITANDU cooperative	Skills How to use irrigation on money maker Pesticides for trees	Farmer to farmer And ASSP DDT	Farmer field schools	Free	Yes	
MTAKAA YOUTH	Dairy cow Fish farming and mixed breeding	ASSP Ministry of agriculture Ministry of Youth Ministry of fisheries	Seminar And class	Free	We have since we have both dairy cow and fish farming	
	Farming preparation of terraces	ASSP	Farmer field schools Read books	Free	We use hands and	
UVUMILIVU	chicken feeds Pesticides	Farmer innovations by Group member	Farmer field school	Free	Yes	
MAJENZI KUKU	Improved Chicken	ASSP	Farmer Field school	Free	Yes and we have seen improvement on the chicken	

The participants were also asked whether they had taught anyone else outside their group. They gave the following examples:

- Animal rearing and vegetable farming and when others saw what he had done, 6 people asked him to teach them and now all of them are practicing.
- Another participant taught 5 people in poultry keeping and 6 on vegetable farming
- 2 others were taught banana planting and they in turn taught 20 other people outside of their group

- 2 participants had also been taught dairy cow rearing and they in turn taught many others. Though they felt the dairy cow takes a lot of work and it's expensive.

2.4.5 Feedback from participants

Some of the comments from participants were:

- We are happy with the facilitators because they have guided us through the session and we have been able to understand the session well
- We have become more knowledgeable
- Generally the session was well understood
- We have learnt how to think critically

2.5 Role Play – River Crossing

Time: 1 hour

The role play in this section was used to show the importance of participation and the risks posed by a community's dependency on external assistance, particularly regarding the dangers of depending on outside projects and donors. The role play involved four participants who volunteered to perform. The volunteers were given instructions by the facilitator; they then performed the play at the plenary.

2.5.1 Process

Three people (Followers) came to the river and looked for a place to cross. The current was very strong. A fourth person came along, the leader, and saw their difficulty. The Leader found some stepping stones and tested the water, it was not too deep. The Leader also took time to test the stepping stones by crossing the river and returned back safely. The Leader led the Followers up to the river and showed them the stepping stones.

The Leader encouraged them to step on them but they were afraid, so the Leader agreed to take Follower 1 on his back. By the time the Leader reached the middle of the river, Follower 1 on his back seemed very heavy and he became very tired, so he put him down on a stepping stone. Follower 1 refused to go any further.

The Leader went back to bring Follower 2, who also wanted to climb on his back. But the Leader refused. Instead the Leader took the hand of Follower 2 and encouraged him to step on the same stones as he did. Halfway across the river, Follower 2 started to manage on his own and made it safely to the other side. The Leader went back for Follower 4, who was too afraid to even cross the river and refused to move.

2.5.2 Results and discussion

At plenary, participants were asked the following questions with their group responses listed:

What did you see?

- * River and people who tried crossing a river
- * People trying to cross the river
- * 3 people who wanted to cross and 1 person acting as a guide
- * One person was able to cross while 2 others were afraid

What are the means used to cross the river?

- * Being helped by holding hands
- * Being carried on the back
- * Crossing by themselves

How many sides of the river did you see?

- * There are two sides of the river
- * One side- represents where the groups are at the moment
- * Second side- represents where they hope to reach (improved livelihoods)

What did you see happen?

- * Some people are helped to the middle of the river and they cannot cross by themselves
- * Some people love being helped the whole way
- * Some were helped and they find their way

Lessons Learnt

- * If one gets help then they should continue by themselves
- * People should take initiatives and help themselves like Follower 2 who was led but after that he could take his own initiative
- * First steps are always hard to take but after a while, the steps taken having in mind the group goals to perform better and cooperation amongst members of group.

2.5.3 Feedback from participants

Some of the comments by the participants were

- We like the play because it teaches us groups progress
- We enjoyed the session a lot because it reflected the way some of our groups are

- We understood the play very well. Next time we want the play projected on the board

2.6 Stakeholder Identification and Mapping

Time: 1 hour

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.

2.6.1 Process

In a plenary the groups were explained to who a stakeholder is and the participants were then asked to give examples of stakeholders from their situation.

The facilitator explained who a stakeholder is using an example of a child going to school. He stated that for a child to attend school, it requires a person who will make it possible, thus is considered important, and that person is known as a stakeholder. Participants gave example of society, teachers, the government and parents:

- * Community helps the child when he refuses to go to school
- * Government help pay for teachers
- * Parents provide care for the child

They were then explained to who stakeholders are with regard to group activities and were then asked to list the stakeholder and to fill in the table below to explain 'how stakeholder help them' and also 'what the stakeholder expected from the group.'

Table 7: Stakeholder identification

Stakeholder	How the stakeholder helps them	What the stakeholder expect from group

2.6.2 Results and discussion

The result of the exercise was the above completed table. The most mentioned stakeholders were:

- * Cooperative society
- * ASSP
- * PADEP

- * Ministry of Fisheries
- * TGT- Tanzania Gatsby Trust
- * TASAF
- * TDZ
- * Ministry of Agriculture
- * Society/ community

Participants were then taken through plenary session on how to determine the importance and distance of the stakeholder to their group. In determining the importance of each identified stakeholder, the groups were to relate their activities with different stakeholder. Distance meant the accessibility of the stakeholders to the group.

The groups were provided with different sized cards (large, medium, small) which signified the most important, important and least important stakeholder respectively. Accessibility of stakeholder was measured by the numbers 1, 3, 5 representing highly, medium and least accessible respectively. All provided cards were to be glued on a flip chart and distance between the stakeholder and the group indicated. The result for this exercise is a stakeholder map for each group.

After the mapping exercise few groups were invited to present their work in plenary. An example presented by group members

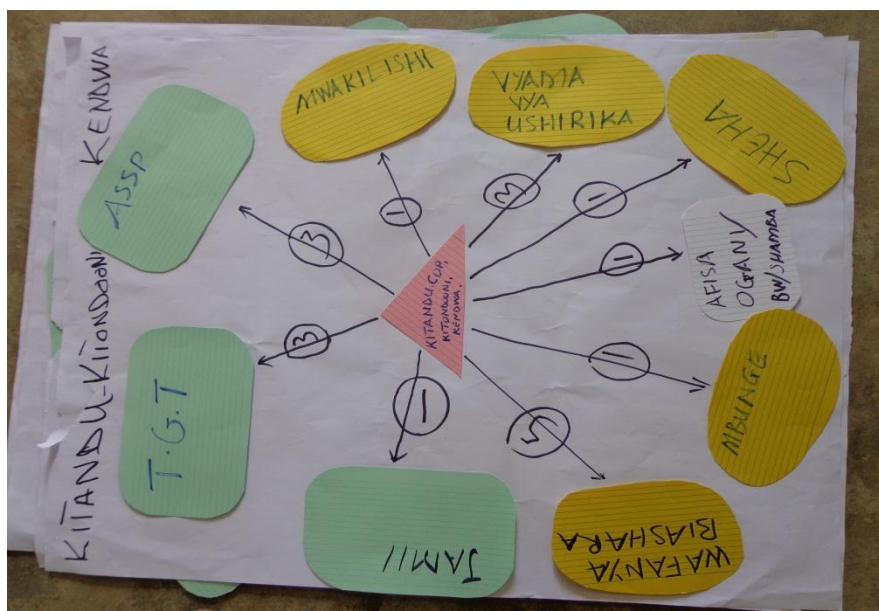


Figure 2: Stakeholder analysis map

2.6.3 Feedback from participants

Some of the comments by the participants were:

- The activity was very good and easily understood especially to identify our stakeholders and their importance
- We have learnt how to increase our capacity
- We enjoyed the session on the importance of the stakeholders
- We are glad with the learning because the facilitators are experienced and open

2.7 SWOT Analysis

Time: 1 hour 15 minutes

The objective of this session was for each group to identify its strength, weaknesses, opportunities and threats.

2.7.1 Process

In plenary, the term 'SWOT' was interpreted in Swahili for participants to understand. Participants then gave examples of strengths, weaknesses, opportunities and threats.

2.7.2 Results and Discussion

Examples from participants

Strengths

- * Group members agree on issues
- * Collective action / participation
- * Love for one another

Weakness

- * No transparency
- * Disagreements amongst group members

Opportunity

- * Ability to perform tasks
- * Savings

- * Participation amongst group members
- * To get improved technology

Threats

- * Climate change
- * Politics
- * Theft
- * Diseases
- * Bigger groups
- * Lack of services for example for livestock rearing

Participants were then guided into groups and prepared a SWOT analysis of their own groups. Four groups presented their group work at the plenary.

The following table shows the results of some group work presented;

Table 8: SWOT analysis presentations

Strengths	Weaknesses	Opportunity	Threats
TAHADHARI Members cooperation Knowledge on animal rearing	Some members do not cooperate Members fail to respect group rules	To raise opinions without being opposed (superiority complex) Technology for livestock rearing	Theft of cattle Diseases affecting livestock Deaths Livestock
MTAKAA YOUTH Unity among group members We are recognized Good leadership Having an office Training on rearing of livestock, poultry and fish Community acceptance	Lack of capital Ability to get funds Group members live far from where they perform their tasks	Project development Additional sponsorship from institutions for example ASSP and other partners Markets for selling our products Offer assistance to Community	

KIRIMDOMO Working together Respect for each other Contributions	Not keeping notes	Accomplish assigned tasks on time Exchange ideas Training on markets	Theft Drought Lack of aid/ assistance
MAJENZI KUKU Love Trust Skills to rear chicken	Members do not trust each other Lack of pesticides	Trainings Knowledge on chicken feeds	Theft Chicken diseases Politics Lack of aid/ assistance

Facilitator tip: every member in a group should present one at a time to ensure each of the group member's participation.

2.7.3 Feedback from participants

Some of the comments from the participants included:

- This session gave us morale as group members to unite and solve our problems
- We liked the exercise because it really revived our spirits and now we know how to guide our group members
- We were impressed with the facilitators they guided us well through the activity
- We liked the session although the activity was slightly hard, it required a lot of thinking

2.8 Self-Reflection Exercise

Time: 10 minutes

2.8.1 Process

In plenary participants were asked what good thing their group had done in the past? This activity was designed to help groups and individuals to identify the strengths and assets that they themselves bring to their projects. These included for example existing skills, knowledge, experience and qualities that a group might have.

Examples of self-appreciations from groups:

- The group has fertile land that helps them with their activities
- As a group they have eggs that are used as food and moneys from sale of eggs are banked and are usually shared among group members. This money helps in paying school fees for their children.

- There is great unity within the group as they often do things collectively.
- Some participants started their group because most of group members were unemployed and their main focus was to create employment for others in order to alleviate poverty
- Group members get together and collectively buy nets and to fish together

2.9 Vision Mapping

Time: 1hour

Appreciative inquiry is a process of identifying and developing the best that exists in an organization or the community in order to create a better future.

2.9.1 Process

Introduction to the sessions was done at plenary and participants were asked to draw their vision maps, in groups, immediately after the introduction. Vision is seen as objectives, goals, dreams to reach in a given span of time usually always long term. Vision maps help the groups define their desired livelihood outcomes, and identify opportunities and assets they can exploit and develop effective strategies.

The vision should include change in ways the group does things, i.e. change from traditional, to improved technology e.g. applying fertilizer.

Facilitator started the session with a question to the participants; how was your community / village before you started your group? And how could they like their community to look like in the future? Each group was then asked to draw how their community was like when the group was first started and how they would like their community to be in 10 years' time.

Question: is the drawn map vision for the group or vision for the community? Facilitator clarified that the vision is how your group activity will affect the community in the future.

An example of vision maps drawn by participants

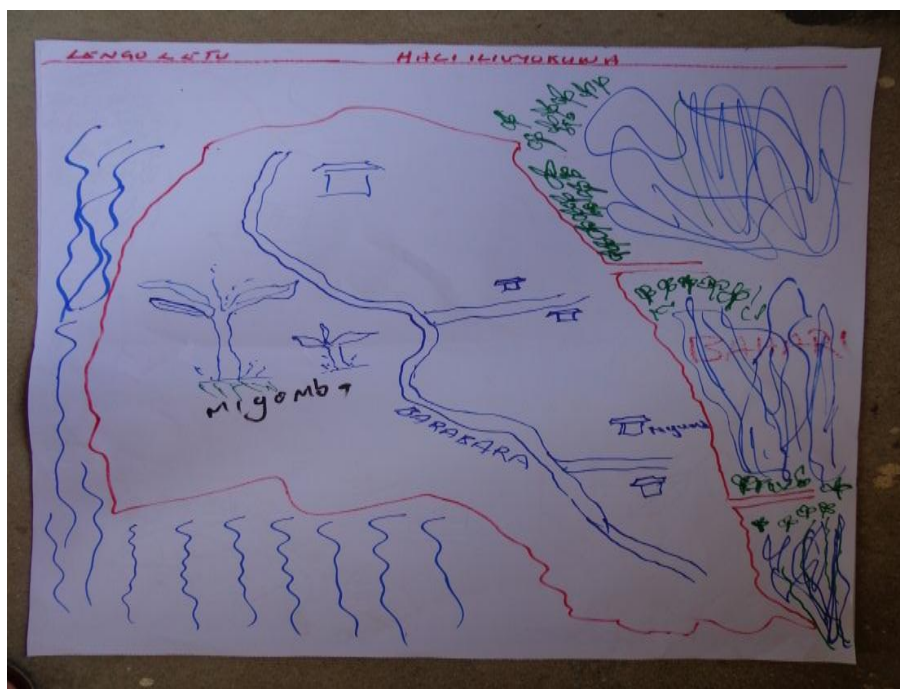


Figure 3: Past vision map

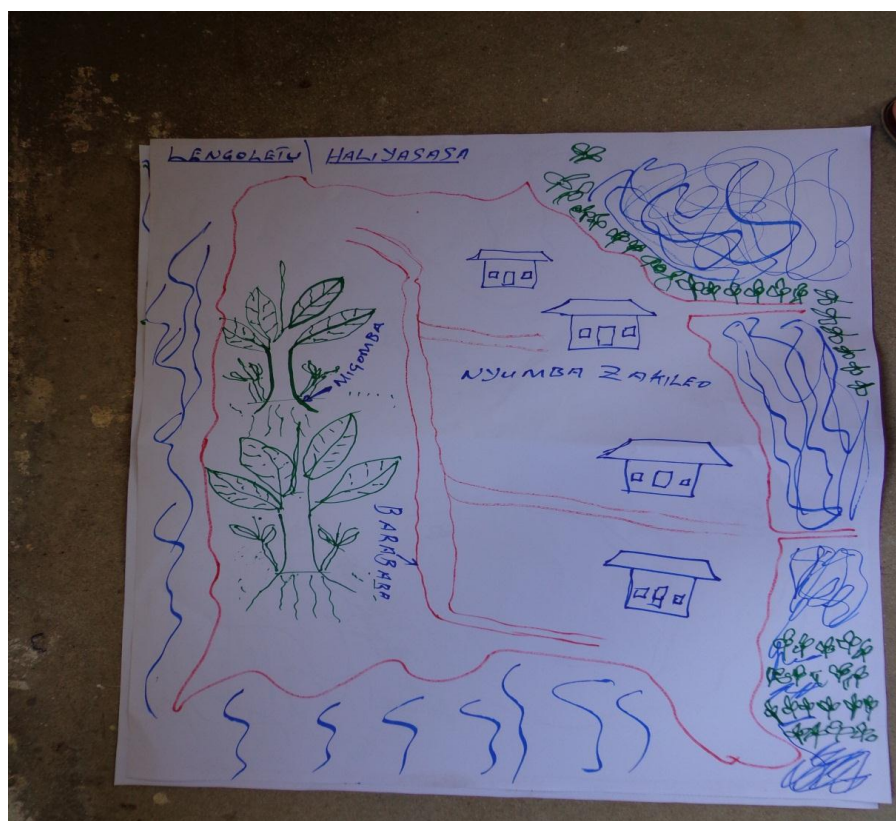


Figure 4: Future vision map

2.9.2 Recap

Time: 40 minutes

Participants were asked what they learnt the previous day and a ball was thrown to participants at random, to ensure participation. Some of the lessons learnt were:

- The role play on river crossing
- Take lessons learnt to other group members who did not come
- Know most important stakeholders
- Opportunity, strengths, weaknesses and threats
- Important stakeholders near you are the one who will help
- The participants learnt about stakeholders that are accessible to them
- They also learnt on what their situation was in the past and future

2.9.3 Vision mapping continued

The facilitator emphasized the vision lesson by giving an example of a child who goes to school and what the participants expect from that child in ten years' time.

He explained that as participants expect a child to be better in 10 years then the same also goes for their groups; what do they expect from their group in ten years' time? This was to enable the participants to understand what they were planning to achieve in the future.

Examples of visions from participants:

- Everyone in community be able to use improved banana
- To fetch 200 litres of milk per day
- To own cows since they now own only chicken

Two groups were then asked to present the work in plenary

MTAKAA YOUTH

Vision: We want to have 200 litres of milk per day

Past

- Cattle grazed while tied by the neck
- There were very few bananas
- Fishing using traditional nests

Future

- Each member owns dairy cows and use of improved methods of grazing and rearing

- Big bananas since use cattle manure
- Have small kiosk to sell milk
- New improved housing (modern)
- Have more fish at the ocean

HATUNA UBAGUZI

Vision: After 10 years we want to rear dairy cows since now they are rearing only chicken

Past

- Have only one borehole for fetching water
- One kiosk for selling eggs
- A foot path

Future

- Many kiosks for various activities vegetables, chicken, eggs
- Have some land to plant vegetables

2.9.4 Feedback from participants

Some of the comments by the participants were as follows:

- We like the exercise because it opened our eyes and rejuvenated us
- It was a good exercise which is self-explanatory to every one even a visitor can tell where we intend to be in the future
- The teachings were good and well understood
- The facilitators were good enough and they helped us to map our visions

2.10 Asset Identification

Time: 45 minutes

Assets are anything that can be used to improve the quality of community life. The objective of the session was to enable the participants identify the assets that they own as a group.

2.10.1 Process

In plenary the participants broke into groups to identify assets owned by their group. This session enabled the groups identify different assets that they own which can be used to achieve their objectives.

The facilitator explained what assets are and also the four categories of assets; physical, knowledge, social and natural assets. He then gave examples of assets in each of the categories and also asked for more examples from participants.

The breakdown of assets into categories aimed at improving participants understanding of various asset examples.

Examples given by facilitators and participants:

- 1) Physical assets - buildings, furniture, car/ bicycle, cattle,
- 2) Human assets – these are those things that are inside a person and helps one in development; knowledge in terms of education, health and age in terms of ability to work and performing particular assigned tasks; children of age 1-7 and old people above 70 may not be able to perform certain tasks.
- 3) Financial assets- this could be cash at hand, cash in the bank, ways of getting money e.g. accessibility of markets to sell produce, things used as collateral/security and shares
- 4) Natural assets- Forests, land, rivers and ocean that are used as means for development
- 5) Social assets- contributions, relationship between people in the community/ society and groups that exist in the community, networks, members of group, trust among members, culture and traditions.

Each group was asked to list the assets owned as a group in a blank sheet of paper and categorize the assets as explained.

Questions:

- We have members from age 18- 60, should we just put in the least and most at highest and lowest ages?

Answer: we want to know the variety of ages in your group as this will help to know what abilities you have as a group.

- An individual has knowledge in something so how does that go into the assets?

Answer: If different people have education in a particular technology and some members have undergone training then those skills are considered assets for the group

- Markets: What if one has more than one market for their products

Answer: Write both name and distance between the participants and markets

Output: A filled table with the four categories of assets.

Table 9: Assets table

Physical assets	Social assets	Financial assets	Human assets	Natural assets

2.10.2 Results and Discussion

3 groups presented their assets at plenary: Examples

Table 10: Assets presented by groups

Group name	Physical assets	Social assets	Financial assets	Human assets	Natural assets
<u>TAHADHARI</u>	Dairy cow Borehole	Good relations with community, other groups and the ministry of agriculture	145,000 Tshs for the group market 3km away	Members 13: education High school 3 primary 10	Land (Rented) Fruit trees
<u>HATUNA</u> <u>UBAGUZI</u>	Buildings Livestock Group members	Health Gender Relation within the group Members 20	Funds Markets	And ability to rear chicken Gender	Land
<u>LENGO LETU</u>	Rented land	Relation with cooperative society Rules and constitution Culture	Cash I hand Cash at bank	Banana planting skills Secondary school education Education on book keeping	

2.10.3 Feedback from participants

Most participants ranked the session as good though could not give much comment on the same.

2.11 Gender Roles Description

Time: 1 hour

Gender refers to the social attributes and opportunities associated with being male or female. Gender analysis enabled the participants to appreciate the roles of men and women in their groups.

2.11.1 Process

First, activity was done in plenary then at group level. Participants were expected to see the importance of both men and women complementing each other in group activities. The exercise aimed at making participants see the importance of complimenting each other in performing group activities.

The session was introduced using an illustration of 2 young goats. Participants were asked whether two young goats from the same mother are similar to each other. They agreed that the young goats are different and to make sure that they get equal opportunities, some interventions are needed.

Participants were then asked whether men and women were performing similar roles in their group. They gave different opinions. There were some groups that felt men and women were performing similar roles, while in some groups, men had different roles from women.

Group activity; the participants were then divided into two groups men and women and each group was given two flip charts, men and women. In one sheet, women were asked to list the current roles of men while men were to list the current roles of women in their groups, and in the second sheet, they were to list what each of the genders would like to do in the future.

Each group nominated one person to present at the plenary and a discussion followed.

2.11.2 Results and discussion

Roles of women presented by men

- Cleaning the environment
- Harvesting e.g. vegetables
- Treasurers
- Feeding livestock
- Watering farms

Future roles that Men could perform

- Men want to be trusted and given responsibility as treasurers of groups

After the presentation, there was a discussion on the roles of each group. Men felt that the only role women can adequately perform is being treasurers in the groups.

The men also expressed that most group activities were done by all group members as one said *“we do our work as a team of both men and women for instance, digging holes and planting banana suckers”*. It was however clarified that the mentioned roles were mainly performed by women though men could sometimes assist.

Roles of men presented by Women

- Cutting trees
- Digging Trenches
- Digging holes
- Roofing
- Construction
- Group Secretaries
- Following up on the affairs of the group
- Most Men are chairpersons

Roles that women would perform in the future

- To be engaged in modern construction
- Milking
- Be taught on how to fish
- Be given an opportunity as chairpersons of the groups
- To be given same opportunity to attend to trainings offered

Women felt that they can also perform some of the roles the men do if given opportunity such as digging trenches, and given leadership roles.

2.11.3 Feedback from participants

Most participants ranked the session as good though could not give much comment on the same.

2.12 Role Play- The Bus (Stakeholder Mapping)

Time: 1 hour 30 minutes

2.12.1 Process

This role play highlighted the importance of groups knowing their stakeholders, communication among group members and their leaders, gender considerations and respect in group activities.

The groups should know where they are going (their vision) and whether they are taking the right steps to achieve their vision (strategies).

The play involved five participants; a driver and four Passengers, including a female. The driver was seated at the driver's seat. Passenger 1 got on the bus and asked the driver where the bus was going, he responded with the destination (for example, a town to the east) and this destination was where Passenger 1 wanted to go, he hoped at the back of the bus and immediately fell asleep. The driver pulled out a newspaper to read and was distracted.

Passenger 2 got on the bus and saw Passenger 1 already on the bus; he just sat down without asking the destination of the bus. Passenger 3 hoped on the bus and asked Passenger 2 where the bus was going, but as Passenger 2 didn't know hence did not respond. They both did not get any answers but still Passenger 3 sat down.

Passenger 4 (the woman) hoped on the bus and asked the destination of the bus, but there was no response from all passengers already aboard the bus, as Passengers 2 & 3 don't know, Passenger 1 was asleep and the Driver was distracted. Passenger 4 kept insisting to know where the bus was going but eventually takes her seat. Passenger 2, 3 & 4 all wanted to go to another destination (for example, a town to the west) which was different from Passenger 1's destination.

Noticing the bus was full, the driver took off. Passenger 4 persisted and asked the driver to inform her where the bus was headed to, at this point the driver displayed a sign showing destination of the bus. Passengers 2, 3 and 4 all realize they were on the wrong bus.

2.12.2 Results and discussions

The facilitator led participants in answering the following questions:

What did you see?

- People taking the bus
- There was a driver and 3 passengers
- At first, the bus had stopped

What did not go well?

- The driver was silent when asked where the vehicle was going
- Two of the passengers did not ask where the bus was going
- One passenger, passenger 4, when he asked on destination of the bus, he was not answered
- There was no sign/ board to show where the bus was going
- The driver was ignorant

Does this happen in our groups? And Lessons learnt

- Yes since members in our groups don't ask questions
- Most members don't know what they are doing
- The driver signifies the leaders in the groups
- Leaders should make sure they follow up on members who may not be interested
- Leaders usually don't tell the members what objectives they have for the group
- Leaders should teach their members on what they have been taught
- As members of groups we should not be ignorant
- Individuals in the groups should not 'sleep', every member should be active

Wrap up by facilitator: group should make sure stakeholders inform the groups about objectives of training being offered.

2.12.3 Feedback from participants

Most participants ranked the session as good though could not give much comments on the same.

2.13 Introduction to Work plans Development

The objective of doing all different activities (SWOT, stakeholders, Assets identification, gender roles, vision mapping) was to give the groups the tools 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 plans development.

2.13.1 Process

The different activities that were done under this module were:

- Objectives identification
- 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.

2.13.2 Objective Identification

Time: 2 hours

2.13.2.1 Process

To link the vision, objectives and strategies the facilitator introduced the session with an example of a child. The participants were to answer what they wanted their children to be when they grow up? Participants gave an example of a child who wanted to be a doctor.

Facilitator again posed another question; *if you want your child to be a doctor or a teacher and have a good life so what do you do to ensure the child achieves his objective in life*. Participants gave few examples; he has to be taken to school, then to a university, then for special training.

Facilitator then asked the groups to write the steps they will take to achieve their vision in 10 years to come (keeping in mind vision maps done earlier). These steps should be the 5 most important.

These steps were to be written in a plain sheet of paper.

2.13.2.2 Results and Discussion

Presentations by 3 groups:

Lengo Letu

Vision: To be able to have enough food and All members to be able to farm using modern methods

Objectives

- Get Dairy cows
- Get land owned land
- Get water from our own borehole
- Get A Car to help us to dig our land
- Inputs and knowledge on how to get information
- Get markets for our products

Usilolijua

Vision: Our target is to reach 100 goats and after 10 years we have workers to ten our goats

Objectives

- To grow and develop
- Cooperation between members
- Get training as group
- We follow the teachings and get more trainings
- Sell goats
- Improve our children's education for them to have a better life

Kisiwa Paza (Tuoneni)

Vision

After ten years for every group member to have a farming plot of 3 acres

Objectives

- Have better technology
- To improve area for pasture
- Buy milk cooling and
- Get markets to sell milk
- Have electricity in our homesteads

From the presentations the facilitator clarified that the objectives should have some amount of specifications: It has to have the goal (What the group wants to achieve), and by when (in terms of time), and ways/ how you want to achieve and by how much (in terms of quantity). The goals should also be achievable and realistic.

2.13.2.3 Recap

Time: 30 minutes

Participants were asked what they learnt the previous day and a ball was thrown to participants at random, to ensure participation. Some of the lessons learnt were:

- 5 categories of assets; Physical, social , human, financial and natural
- Gender exercise on what are the different roles of women and men
- Vision of the group
- Working together
- Objectives of our groups
- And Unity

2.13.2.4 Objective Identification Continued

Time: 2 hours

During this session participants were asked to continue writing up their objectives making sure it met specifications already identified the previous day i.e. It had to have a goal (What the group wanted to achieve), and by when (in terms of time), and ways/ how one wants to achieve and by how much (in terms of quantity), and finally if the objective can be achieved by group members.

After all participants had completed writing the objectives, the facilitator then explained the steps of achieving the objectives identified, by using the example of a child. He mentioned that in order to achieve the identified big steps/objectives there were some other smaller steps that were needed.

Examples of small steps from the participants

Step to plant Bananas

- Get land
- Dig holes for planting
- Buy seedlings/ suckers
- Get fertilizer
- Then plant bananas

After writing the big objectives, participants were asked to choose the 3 most important; importance was upon the decision of participants, which were major in achieving their vision.

For each of the chosen 3 objectives, participants were asked to write the small steps, also known as strategies, on how to achieve these objectives. These strategies were also meant to satisfy the already defined specification; It had to have the goal (What the group wanted to achieve), and by when (in terms of time), and ways/ how they want to achieve and by how much (in terms of quantity) and it can be achieved by the group.

2.13.2.5 Feedback from participants

Most participants ranked the session as good though could not give much comments on the same.

2.13.3 Gaps Identification

Time: 1 hour

2.13.3.1 Process

The objective of this session was to identify what groups need and cannot achieve by themselves (gaps). In order for participants to understand, the facilitator posed a question to participants; *can groups achieve all their objectives by themselves?* If not, every group was expected to write in what step in their strategies they would need help. The needs were meant to be specific i.e. if need for training then participants were to specify what kind of training.

The participants were asked to take into consideration group's assets, SWOT, stakeholders, and farmer learning systems to identify the gaps they needed help with in their 3 major objectives and identified strategies.

2.13.3.2 Results and discussion

After the above exercise each of the groups presented their work plans at plenary. During presentations the participants were requested to ask questions on what they thought was not clearly highlighted by the presenting group.

2.13.3.3 Feedback from participants

Most participants ranked the session as good though could not give much comments on the same.

3. Conclusion and Feedback

After the presentations, the participants were explained to the next steps of the project which were:

- The participants were to present the work plans prepared to their whole group and decide, with other group members, on what were their main and immediate objectives. When they were all in agreement that they will write a final version of work plans and send them to the ASSP office in Chake Chake by 25th September 2012.
- After receipt of the final work plans, the project will look at general needs of most groups for example needs like leadership training, group dynamics etc. that can be provided; this will solely be based on the work plans of the groups.
- The project will then link up groups with local NGO's in the area who can provide certain technologies based on the group needs.

The Workshop was officially closed by the by the District Administrative Officer, Mkoani District. His major remarks were that he was pleased to know that participants came up with their own work plans and he urged them to share the knowledge gained with others in their community and in the Shehia's. He also appreciated the approach used by the project team as it involved the participants participating in every session in the workshop.

He also promised the project that his office will make sure all work plans written down by participants will be implemented.

The workshop ended at 4.30 pm, Thursday 29th August 2012.

3.1 General observations by facilitators

The workshop went well as participants were;

- Time conscious
- The participants wrote well their fears and expectations
- Groups had a higher understanding than expected

Few challenges were experienced;

- Language barrier
- Some participants did not look very interested and could not take advice from facilitators
- Responsiveness was very low on the first day
- The participants did not understand the river crossing role play
- Most groups needed lots of guidance in performing most tasks

3.2 Solutions to challenges and areas for improvement

- Language barrier was overcome by use of translators
- Every ICRAF staff/ facilitator should help the groups especially on group activities
- Facilitators should always engage participants facilitator and groups to ensure participation
- Switch River crossing with the bus role plays this is because the river crossing is better understood when groups are doing their strategies. Stepping stones should be taken as the strategies to achieving a particular objective.
- Facilitators should hand out all participants work to help in objective identification (this should be included in manual as facilitator tip)
- Use of new wording to identify SMART Objectives (what is your objective, what time do you aim to achieve the objective, and is the objective achievable?) also to be include in the manual.

ANNEX I 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)

26th August to 2nd September 2012

Pemba, Tanzania

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.

(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 utafanywa 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: / ujumbe

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 ulijisikia umeshirikishwa katika kipindi?

Date / Day:

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

Session number / name Kipindi	Facilitator Mhamasishaji	Clarity Score Fasaha	Content Score Maudhui	Overall Score Jumla	What did you like or not like the most? And Why? Kitu gani umekipenda/ hujakipenda zaidi na kwanini
1					
2					
3					

4					

Any other suggestions/comments:

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