

APPENDIX 1: APPLICATION, INTRODUCTION AND ACCEPTANCE LETTERS

P.O. Box 14416,
ARUSHA.

3 October 2005

The Executive Director,
Traditional Irrigation and Environmental
Development Organization (TIP),
P.O. Box 8909,
MOSHI.

**RE: APPLICATION TO CONDUCT FIELD RESEARCH FOR A MASTER OF
SCIENCE PROGRAM IN COMMUNITY ECONOMIC DEVELOPMENT**

The heading above refers.

I am enrolled for the 2005/07 MSc Program in Community Economic Development which is offered by the Southern New Hampshire University (United States of America) at the Open University of Tanzania.

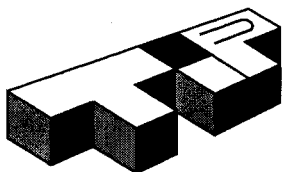
One of the objectives of the Program is to equip the student with hands-on experience in community development work. This calls for active engagement of the student in community based initiatives. A student is encouraged to work with a Community Based Organization (CBO) in identifying and prioritising problems and suggest best ways to address them. In this regard, a student is required to design a Project to address an identified priority problem. This entails a thorough plan for implementation, monitoring and evaluation within a span of about 16 months i.e. October 2005 to January 2007.

I am kindly requesting to be attached to any of the CBOs that you are working with within Arusha region so that I can be able to enhance my knowledge and skills in community development work through the CED Program.

I hope my application will meet your kind consideration.

Sincerely,

Walter E. Swai



TRADITIONAL IRRIGATION & ENVIRONMENTAL DEVELOPMENT ORGANIZATION

- Traditional Irrigation Improvement
- Participatory Land Use Planning
- Organizational Development and Gender Mainstreaming
- Market Access and Agro enterprise Development

P.O.Box 8909
Moshi
Tanzania
Telephone: 027-2753025
Telefax: 027-2751124
e-mail tip@tiptz.org

To : Walter E. Swai
: P. O Box 14416
: Arusha

Date : 5th October 2005
Ref : TIP – 3050

Sub : Permission to conduct field research

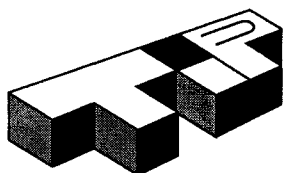
Reference is made to your letter dated 3rd October 2005. Your request to work with one of our CBOs has been granted. You will be working with UWAMALE group, which is relevant as far as your MSc. Program is concerned. The group is located at Usa River ward in Arumeru district, Arusha region.

Please find attached herewith a letter that introduces you to the group so that you may be able to work with them comfortably.

We wish you all the best in your studies.

Regards,

(Signed)
L. Kaitira
For TIP Executive Director



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Kwa :Mwenyekiti wa kikundi
: UWAMALE

Tarehe :5 Oktoba 2005
Kumb : TIP – 3051

Yahusu : Utambulisho wa Walter E. Swai

Ndugu,

Husika na mada tajwa hapo juu.

Napenda kuchukua nafasi hii kumtambulisha Walter E. Swai mtafiti kutoka Chuo Kikuu Huria cha Tanzania.

Mtafiti huyu anashirikiana na TIP, atahitaji kufanya usaili kwa wanakikundi.

Tunaomba mshirikiane na mtafiti ili kuweza kufungua malengo ya utafiti huu.

Natanguliza shukrani.

(Imesainiwa)

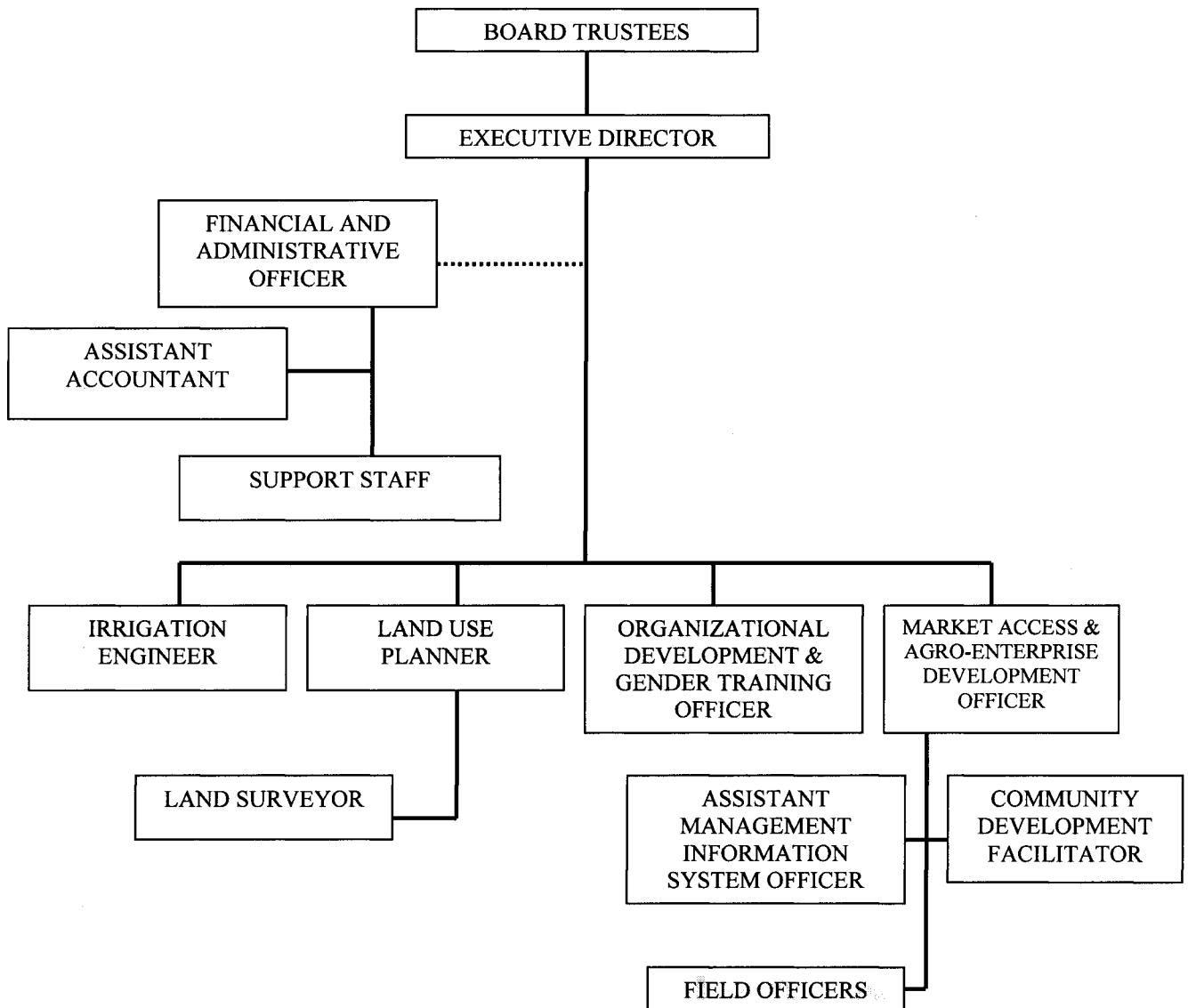
L. Kaitira

Kny: Mkurugenzi Mtendaji TIP- Moshi

Nakala: Mkurugenzi Mtendaji – Manispaa ya Arumeru

Mratibu Msaidizi - AMSDP Kanda ya Kaskazini

APPENDIX 2: TIP ORGANIZATIONAL CHART



APPENDIX 3: LOGICAL FRAMEWORK MATRIX (UWAMALE GROUP)

| INTERVENTION LOGIC (NARRATIVE SUMMARY) | OBJECTIVELY VERIFIABLE INDICATORS | MEANS OF VERIFICATION | IMPORTANT ASSUMPTIONS |
|--|--|---|--|
| GOAL Increased income and food security of Lekitatu Village | <ul style="list-style-type: none"> Improved houses (blocks and corrugated iron sheets) Malnutrition cases reduced by 30% by December 2010. | <ul style="list-style-type: none"> Household survey reports Dispensary and health center reports | <ul style="list-style-type: none"> Stable market for the produce Supportive policies for agricultural production and marketing Inputs available in time |
| OBJECTIVE To improve entrepreneurial knowledge and skills of the smallholder farmers (UWAMALE group members) by December 2006) | <ul style="list-style-type: none"> Increased volume of sales by at least 50% Increased profit of the produce by at least 30% Increased production of other crops apart from paddy by 20% | <ul style="list-style-type: none"> TIP Progress reports Group Progress reports Beneficiary Assessment | Farmers apply knowledge and skills on agricultural production and marketing |
| OUTPUT Group members have knowledge and skills in agricultural marketing | <ul style="list-style-type: none"> Reduced seasonal price fluctuations by 50% More buyers are available from within and outside Arumeru District Improved access to and use of market information (cell phones, newspapers, radio) New agro-enterprises selected and functioning | <ul style="list-style-type: none"> TIP Progress reports Group Progress reports Individual farmer records Beneficiary Assessment | |

| | | | |
|--|--|---|---|
| <p>ACTIVITIES</p> <p>Training group members on:</p> <ul style="list-style-type: none"> (i) Group dynamics (ii) Leadership skills (iii) Business skills (negotiation/bargaining, quality control, market information, packaging) (iv) Farmer Participatory Market Research (v) Selection, design, implementation and management of agro-enterprises | <ul style="list-style-type: none"> • 30 farmers (UWAMALE group members) trained | <ul style="list-style-type: none"> • Attendance register • Group progress reports • TIP Training programme • TIP progress reports | <p>Farmers will devote time to learn new skills</p> |
| <p>INPUT</p> <p><u>Human</u>: Trainers</p> <p><u>Financial</u>: Funds for trainers' allowances, training materials (flip charts, marker pens, writing pads, pens)</p> <p><u>Physical</u>: Classroom, vehicle</p> | | | |

APPENDIX 4: TRAINING GUIDE FOR GROUP STRENGTHENING ACTIVITIES (TRAINING)

1. TRAINING IN GROUP STRENGTHENING

Training is the transfer of knowledge and awareness raising. Knowledge is power and should be spread equally in each society, community group.

Based on the CNA results, a series of interactive training courses namely group skills upgrading can be organized. The aim of the training is to build the capacity of the groups to manage the internal group affairs and enable the groups to achieve their objectives. The organized training should be directed to all group members in joint sessions.

The training delivery methodology should be participatory in nature based on adult learning methods. This can be through role-playing & brainstorming, in class lectures, pictures, group discussions and presentations and also sharing of ideas and experiences.

The training materials to be used should be developed in Kiswahili to make them understandable to the participants. At the end of each course participants should be provided with handouts for their future reference. The following courses should be included plus other needs emerged from the PRAs:

(i) Leadership skills

Purpose:

To help groups run their affairs in a transparent and democratic manner and to enable all group members acquire leadership skills. This will help groups to select better leaders if existing ones are ineffective. This course helps groups to define their organizations in terms of tasks of leaders and members.

Experience has shown that at the local level, group leaders rarely possess relevant skills necessary for management of their groups. The traditional mode of leadership is based on

clan rules, which is not democratic. This type of leadership is loosely connected and denies participation of the wider community particularly women in decision-making because traditionally no women are represented in leadership positions. Therefore men perform leadership roles while women have little or no power in decision-making processes at village/group level.

Leadership training is provided in order to develop and improve leadership qualities and capabilities and to induce leadership attitudes and organizational skills necessary for management of their scheme activities.

Course contents:

This course should cover the following aspects:

- Who is a leader? What are the qualities of a good leader?
- What are his/her functions and role in a group or community (e.g. a person elected to promote group or community interests and changes).
- Types of leadership, advantages and disadvantages.
- Types of Leadership (autocratic; bureaucratic, dictatorial, democratic).
- What are the qualities required of a good leader?
- How are leaders elected?
- What are the roles and responsibilities of each leadership position? (Group committee, Secretary, Treasurer)
- What are the roles of group members?
- What are the qualities of a strong group?
- Formulation of groups constitution.
- Relationship between groups and village leadership.

Training Methods:

Discussions in small groups; role-plays; pictures; games, exercises, story telling and case-studies. One of the effects is that more shy participants get a more natural chance to speak and you often see that groups of women and men mix, while before they were sitting far apart.

Duration: 5 days

Materials: Handouts, pictures, newsprint, marker pens, flip charts, chalk

(ii) Gender awareness and gender mainstreaming

Purpose:

To guide the inclusion of gender considerations into development programming cycle. Underlying gender analysis is the basic premise that gender is a critical variable in the development process. In other words, projects matching resources to the roles and responsibilities of men and women are more effective than a project that do not.

The course also seeks to identify the possibility of significant gender-related constraints and opportunities to program or project success. There is inequitable power relation between women and men where women have limited control over and access to economic assets and access to markets and marketing information. The course is focused on redressing these imbalances and other taboos that are used to discriminate against and exploit women.

It will help groups to identify information about patterns in the lives of men and women at the family, household, community level so that development-planning decisions are based on facts, not assumptions.

Course contents:

This course should cover the following aspects:

- What is gender? Gender refers to social relationships between men and women, which are socially constructed and arise in the process of production and reproduction of livelihoods on daily and seasonal basis.
- Why gender? It is a development issue as it seeks to promote gender balance in development by delineating productive, reproductive and political roles by sex. If not taken into account in development planning, gender imbalance may set in.

- What are the differences between gender and sex? Gender refers to a relationship between men and women which are socially constructed, that are learned, changeable overtime and have wide variation within a between cultures, while sex refers to biological differences between men and women which don't change.
- Gender mainstreaming; is the process of integrating equity concerns into the programme objectives, activities and output in order to a promote equality for men and women
- Gender roles; are learned behaviors in a given society that condition which activities or responsibilities are perceived as male or female.
- Practical and strategic gender needs
- Gender and resource access and control

Training Methods:

To reach both men and women and to address gender issues, following a participatory approach is crucial. The teacher-student technique where the teacher stands in front of a group and lecturing is not suitable. Adults have their experience and learn more if they discover something themselves, discuss it with others and try it out.

The Partner Agency should simply play the role of a facilitator, to guide the discussions, giving new information and exercises where necessary; with trainees being more active than the trainer; formulating problems and coming up with solutions

Therefore, during training it is necessary to use different methods such as discussions in small groups; role-plays; pictures; games, case studies, video shows, exercises, story telling and puppet play.

Organize extra training for women if you see it is necessary that they need an extra step to catch up with men, who in many cases have already been more exposed to training and education.

Duration: 4 days

Materials: As above

(iii) Communication Skills

Purpose:

To help group members and particularly women to gain confidence and assertiveness so that they can speak up their ideas, problems and wishes in meetings without fear of men or leaders. This will facilitate active participation of all members in the decision-making processes.

Because of the systematic discrimination of women in decision-making, women are not free to communicate in certain situations: if men or important people are around and if the occasion is formal. They consequently lack confidence. This is true also of poorer men in communities as well.

Course contents:

This course should cover the following aspects

- What is communication? Is the process of conveying or passing information from one person to another through various media or channels (TV, word of mouth, Radio, telephone, internet etc).
- Importance of communication skills
- Communication as a tool of development
- Styles of communication in a group: participative, directive, persuasive, and blaming.
- Types of communication; monologue (one way communication) and dialogue (two-way Communication) between leaders and group members.
- Efficiency in communication

Training methods: Role-play, puppet play, games, stories, case study

Duration: 4 days

Materials: Handouts, video sets, chalk, flipchart and leaflets.

(iv) Planning and management

Purpose:

To help groups set up proper general administration of groups' affairs.

A group will be guided on how they think they can reach their aims realistically in the planned time frame.

They will be trained in planning of group activities and involving as many members as possible in such planning.

Course contents:

This course should cover the following aspects:

- What is planning? A process of making choices and setting priorities designed to achieve specific development goals or project and programme objectives.
- Why planning? We plan in order to make rational choices and allocation of resources in development planning to achieve optimal results.
- Types and levels of planning: participatory planning and top down planning.
- What should be considered in planning?
- Five steps of planning:
 - What to do?
 - Where will it be done?
 - How to do it?
 - When to do it?
 - Who will do it?
- How can a good plan be implemented?
 1. Prioritizing
 2. Division of roles and responsibilities
 3. Time framework

4. Monitoring and evaluation systems

- What should be considered for successful implementation of a good plan?
- Five steps in plan implementation
 1. Objective
 2. Purpose
 3. Output
 4. Activities
 5. Resources

Training Methods:

Brainstorming, Role-plays, group works, case studies and plenary sessions

They will be exposed to participatory planning methods and tools such as the log frame analysis and to develop group action plans that they will collectively implement.

Duration: 4 days

Materials: Pictures, handouts, etc

(v) Group Registration

Purpose:

To guide the groups through the registration process. The groups may easily transform into financial mechanisms-SACCOS once registered and become legal entities.

The training will also describe steps to be followed in forming self-reliant and self-sustaining member-based registered SACCOS. The training will further describe the importance and the different sources of savings. The SACCOS will become useful sources of credit for their poverty alleviation activities.

Course contents:

This course should cover the following aspects

- SACCOS: a savings and credit facilitating institution.
- Group constitution and its structure
- Why should there be savings in a group?
- How can the group be registered: the National regulatory and supervisory framework for registration of SACCOS.

- Advantages and disadvantages of registering a group as an Association and as a Cooperative.
- Cooperative theory concerning SACCOS
- Rights of members and how to promote accountability and transparency in a SACCOS.
- How should a loan committee be elected?
- Preparation of the group loan policy
- Economic feasibility studies
- Preparation and publication of group reports

Training Methods:

Participatory research/field visit, interviews.

Often engage experts in the department of Cooperative and Community Development to help groups through the registration process.

Duration: 4 days

Materials: Guideline questions, Group work, plenary sessions and case studies

(vi) Financial Management and Record keeping

Purpose:

To help groups set up proper general and financial administration and minimize mistrust. This training is given first to all members in a general way and then more specific and focused training is given to group leadership. The groups will be provided with training in basic accounting, setting up group project funds and opening and running bank accounts. This will help groups make income and expenditure budgets and properly keep their records.

Poorly kept financial records and lack of transparency in handling group finances, have usually characterized traditional groups. This kind of training will greatly improve the situation and enhance transparency among group members.

Course contents:

This course should cover the following aspects:

- Why keeping books of accounts
- Who is responsible to keep records
- Who is eligible to get the records
- Ways of keeping financial records
- What is budget?
- Purpose of budgeting
- Problems in budgeting
- Cash flow analysis

Training methods: Case studies, role-plays, group work, exercises and plenary sessions.

Duration: 5 days

Materials: sample cashbook, lager book, receipt books etc

(vii) HIV/AIDS

Purpose:

To help communities change their behavior and reduce their vulnerability to HIV/AIDS as well as improved access to care and support for People Leaving with HIV/AIDS at community level. To help groups mainstream HIV/AIDS in their livelihood systems in order to reduce the spread of infection and mitigate its impact on the lives of women, men, young people and children and communities in general. The course will help group members living with HIV/AIDS to what support and care they will receive, so they are more likely to come forward for voluntary testing.

The course will explore gender equity in HIV/AIDS since it has disproportionately affected women. Women are more vulnerable to infection and its impact as they are 4-5 times at risk of HIV/AIDS infection than men and 55 % of new infections occur among women. This results from the fact that there is inequitable power relation between women and men and women have limited control over sexuality and have less access to

economic assets, information and health care. The course is focused on redressing these imbalances.

Course contents:

This course should cover the following aspects:

- What is AIDS/ HIV?
- History of AIDS in Tanzania
- How HIV virus can degrade the body immunity
- Window period
- Incubation period
- HIV carriers
- How HIV can be transmitted
- Symptoms of AIDS
- Is there cure or vaccine for AIDS
- How to avoid HIV infection
- Importance of knowing your HIV status
- AIDS as a threat to Development-PAs
- Counseling, Caring and Support for People Living with AIDS

However, since HIV/AIDS awareness is widespread, trainers should explore the understanding of the trainees before proceeding with all the mentioned aspects for training.

Training methods: Video shows, role-play, case studies, group work, questions and answers, pictures and visit to people living with AIDS (PLWA).

Duration: 5 days

Materials: Video set, pictures, leaflets and handouts

(viii) Environment

Purpose:

The help groups appreciate the importance of protecting the environment through sustainable use of natural resources. It is one of the crosscutting issues like gender and

HIV/AIDS, which may have diverse effects on the agricultural production and marketing processes.

Course Contents:

- What is Environment: The complex set of physical, geographic, biological, social and cultural conditions that surround an individual or organism and that ultimately determines its form and nature of its survival.
- Dimensions of the Environment: Physical, social, cultural, economic and institutional environments.
- The role of the environment is to sustain an individuals' livelihood.
- Human activities and their role in the destruction of the environment: agricultural activities, wood fuel, industrial pollution and uncontrolled fire.
- How groups can protect the environment and undertaking sustainable agriculture: afforestation, Soil and Water conservation; Awareness creation on the importance of protecting the environment etc.

Training methods: Video shows, role-play, case studies, group work, questions and answers, pictures and visit to destroyed and conserved environments.

Duration: 5 days

Materials: Video set, pictures, leaflets and handouts

(ix) Participatory monitoring and evaluation

Purpose:

Evaluation is about the whether groups are on track in reaching their objectives or they need to adjust their efforts. Monitoring is about tracking those changes induced by the programme's intervention (observing changes over time). Therefore, groups should be trained to look from time to time at the objectives and try to measure quantitative progress they made or did not make.

This should not be considered as a new concept because there has been realization that Monitoring and Evaluation are part and parcel of the CNA exercise, which is undertaken by communities.

Progress on marketing can be measured by observing, among other things, increase in group's business turn-over; contracts entered with traders/processors; existence of market information boards; participation of women in meetings (whether they are selected to leadership positions; whether they are selected to attend training, whether they speak out in meetings; reduced number of HIV/AIDS victims etc).

Course contents:

This course should include the following aspects:

- What does PM&E mean? Is a system developed primarily for use by beneficiaries. It helps everyone to learn, plan better next time or improve upon existing way of doing things.
- What is Monitoring? This is periodic (time to time) or continuous surveillance of what? by participants, management or donor in a project.
- What is Evaluation? An assessment of programme objectives of how the project is going, how well participants are doing and what effect it is having on intended beneficiaries.
 - What should be monitored?
 - How monitoring is done?
 - How evaluation is done?
 - Methods and Tools for PM&E
 - Steps in introducing & carrying out-group based PM&E

Training Methods:

Training will involve; group discussions, field visits and group works. Groups should be exposed to the techniques of Participatory Monitoring and Evaluation. In other words, groups should be helped to develop indicators for measuring change and to do their own monitoring and evaluation to cultivate the culture of self-reflection.

Duration: 5 days

Materials: Handouts, PM&E field handbooks, data sheets

2. TRAINING IN MARKET LINKAGE

Purpose: To facilitate Market linkage activities for smallholder farmers. This will enable them to interact with the market in an organized and sustainable manner.

These activities include:

(i) **Business awareness training**

The objective of the training is to transform mindsets of smallholder farmers from perceiving agriculture as a subsistence activity, to perceiving it as a profitable enterprise. In order to empower them in securing reliable markets for their produce, farmers will also be introduced to the concept of contract farming.

Course Contents:

- Definition of terms used in agricultural marketing
- Why do farmers select an agro-enterprise?
- Ways of agro-enterprise selection
- Good qualities of a farmer and a buyer
- Site selection for developing an agro-enterprise
- Identification of markets and market actors
- Roles of each actor in the market
- What is contract farming?
- Types of contracts
- Responsibilities of a producer and a buyer in contract farming
- Advantages of contract farming
- Disadvantages of contract farming
- Business planning

Training method: Group works, exercises, role-plays, plenary sessions, case studies

Duration: 5 days

Materials: Pictures.

(ii) Election of market research committee

Market research committees should be formed. The committee will be in charge of Farmers Participatory Market Research. Criteria for membership will be:

- Active farmer
- Knowledgeable
- Trust worthy
- Hard working and committed to the group
- Able to read and write.

The importance of having a committee is to empower the groups to carryout Farmers Participatory Market Research by themselves for themselves. This will help them to react with different market conditions at different times and therefore create sustainable market linkage.

Course Contents:

- When do we need committees?
- How many committee members?
- How to use committee to get things done?

Training method: Meeting, group discussion

Duration: 1 day

Materials: election ballots, papers, flip charts and marker pens

(iii) Farmers Participatory Market Research (FPMR)

Purpose

Participatory market research is a process by which farmers and rural communities, in partnership with their trainer, collect and analyze market information as an input for taking decision before choosing appropriate income generating activity at the farm and community level. FPMR creates linkages for smallholder farmers to access markets where by they will study market behavior, marketing process of various products and prices. This exercise will enable them to understand market requirements for specific products and in a way identify market opportunities and linkage for their produces. The

committee will identify market trends and opportunities then present this information to the rest of the group for processing.

Course Contents:

- Identification of market opportunities and linkages.
 - Establishment of products or crops in high demand in scarce supply
 - Product should be of interest to farmers
 - Identify opportunities for farmers to supply
- Analysis of market behavior, prices and products
 - Identify conditions of buying and selling (Variety, quantity, quality, price, clearness of the produce, packaging, etc).
- Do's and Don'ts for undertaking market visits with farmers.

Do's:

- Be neat and clean when conducting the market research
- Ask and document all the information
- Orderly when asking questions
- Report back as soon as possible after the market visit

Don'ts:

- Avoid sensitive questions
- Don't ask leading questions
- Don't visit only one market outlet per commodity
- Don't rush into decisions about enterprises etc

Training method: Plenary sessions, group work and Market visit

Duration: 5 days

Materials: handouts, pictures, fund, and transport.

(iv) Evaluation and selection of Agro - enterprise project

Purpose

Based on the results of FPMR, farmers will be trained to do the costing of the production process of various crops they have identified for marketing purposes. The whole process will be based on the principles of Cost Benefit Analysis. In simple terms, if

the benefit outweighs the costs, then the project is worthwhile and vice versa. This will build their capacity to make right decisions regarding the feasibility of a particular venture. It will also build their bargaining power and negotiation skills when confronted with market challenges.

Contents:

- How should the criteria for enterprise selection be decided?
 - Organize meeting with the group members
 - The FPMR committee should give feed back to the entire group of the results of market visit
 - Reflect on market option identified during FPMR
- What essential information do the groups need to be able to select appropriate enterprises?
 - Market demand
 - Prices
 - Quality and quality
 - Terms of delivery
 - Favorable climatic conditions for production
 - Technology of production
 - Availability of service providers e.g. extension
- Principles of Cost-Benefit Analysis.
 - Calculate production costs
 - Calculate returns
 - Calculate Net returns

Training method: Plenary sessions, group work

Duration: 2 days

Materials: handouts, flipcharts, and marker pens

(v) Design of agro-enterprise projects

Purpose:

Following the selection of agro enterprise option that attracts farmers, the process of developing specific actions to convert the idea of an enterprise into a concrete reality with the participation of farmers and other actors in the market chain will be done. Enterprise design will involve the organization of production, post harvesting handling and marketing processes. The nature of business support services required for each process and their sources will also be looked at in this process. At the end of the process, farmers will come up with an Action Plan.

Contents:

- Stages in the design of Agro-enterprise project
 - Prioritize the production chain
 - Identify market contract
 - Identify market actors
 - Identify service providers
 - Map the current and future farm to market chain.
 - Prepare Action Plan for implementing agro-enterprise project.

Training method: Plenary sessions, group work

Duration: 2 days

Materials: Flip charts, marker pens

vi) Implementation of agro enterprise projects

Purpose:

At this stage the designed agro enterprise project action plan, will be implemented.

Training in Agronomic skills will be done for producers in order to increase production and quality of their crops. The trainer may engage the services of institutions with competence and expertise in agronomic skills. Post harvest handling techniques will assist farmers to increase the shelf life of their produces before and

during marketing. Monitoring and Evaluation of the projects by the actors involved will be throughout the process.

Contents:

- Application of agronomic skills to improve quantity and quality of agricultural produce
- Techniques of increasing product shelf life for product quality preservation
- Participatory Monitoring and Evaluation of the enterprise projects.

Training method: Demonstration plots, plenary sessions

Duration: as required

Materials: Farm implements and input

APPENDIX 5: UWAMALE GROUP MEMBERS

| S/N | Name | Sex | | Designation | Age | Level of education |
|-----|--------------------|-----|---|--------------|-----|--------------------|
| | | M | F | | | |
| 1 | Humphrey E. Mswia | √ | | Chairperson | 35 | Form six |
| 2 | Dixon I. Nyange | √ | | Secretary | 38 | Form four |
| 3 | Rozina Mrema | | √ | Treasurer | 50 | Standard seven |
| 4 | Elisante Sumari | √ | | Group member | 45 | Form four |
| 5 | Rogath Mrema | √ | | Group member | 56 | Form four |
| 6 | Lukindo Kombo | √ | | Group member | 30 | Standard seven |
| 7 | Alfred Ole | √ | | Group member | 31 | Form four |
| 8 | Gundelinda Tarimo | | √ | Group member | 35 | Standard seven |
| 9 | Switchiel Foya | √ | | Group member | 28 | Standard seven |
| 10 | Ayubu Rajabu | √ | | Group member | 35 | Standard seven |
| 11 | Hadija Shabani | | √ | Group member | 34 | Standard seven |
| 12 | Antony Pius | √ | | Group member | 36 | Standard seven |
| 13 | Elikana Swai | √ | | Group member | 40 | Standard seven |
| 14 | Martin Alfayo | √ | | Group member | 35 | Standard seven |
| 15 | Eliashea Munisi | | √ | Group member | 39 | Standard seven |
| 16 | Swasila Mohamed | √ | | Group member | 40 | Standard seven |
| 17 | Naiman Godfrey | √ | | Group member | 30 | Form four |
| 18 | Gladness Saidi | | √ | Group member | 29 | Form four |
| 19 | Vincent H. Urassa | √ | | Group member | 39 | Standard seven |
| 20 | Mathias Nathani | √ | | Group member | 32 | Form four |
| 21 | Joseph Pesa | √ | | Group member | 30 | Form four |
| 22 | Hanziran S. Mlangi | | √ | Group member | 28 | Standard seven |
| 23 | Emmanuel Kaaya | √ | | Group member | 30 | Standard seven |
| 24 | Stephen Mwaria | √ | | Group member | 34 | Form four |

| | | | | | | |
|----|-------------------|---|---|--------------|----|----------------|
| 25 | Joseph Mallya | √ | | Group member | 36 | Form four |
| 26 | Samwel Ndewario | √ | | Group member | 37 | Standard seven |
| 27 | Tabu Said | | √ | Group member | 31 | Standard seven |
| 28 | Fatuma Jacob | | √ | Group member | 35 | Form four |
| 29 | Tabu Martin | | √ | Group member | 30 | Form four |
| 30 | Nathaniel Massawe | √ | | Group member | 37 | Form four |

APPENDIX 6: CHECKLIST FOR COMMUNITY NEEDS ASSESSMENT AND BENEFICIARY ASSESSMENT

| S/NO. | CHECKLIST ITEMS |
|-------|---|
| 1 | <u>MARKET LINKAGE</u> <ul style="list-style-type: none"> • Market research • Market Information • Market reliability |
| 2 | <u>PRODUCTION</u> <ul style="list-style-type: none"> • Volumes • Costs |
| 3. | <u>MARKETING</u> <ul style="list-style-type: none"> • Prices • Market Outlets • Contract farming • Marketing techniques (collective vs individual bargaining and selling) |
| 4. | <u>ANALYSIS OF COSTS</u> <ul style="list-style-type: none"> • Profit • Loss • Record keeping |
| 5. | <u>AGRO-ENTERPRISES</u> <ul style="list-style-type: none"> • Rice • Other major crops (maize, beans) • Comparative advantages |
| 6. | <u>GROUP PLANS</u> <ul style="list-style-type: none"> • Planning cycle • Responsibilities • Targets • Monitoring |
| 7. | <u>GROUP DYNAMICS</u> <ul style="list-style-type: none"> • Member selection criteria |

| | |
|----|---|
| | <ul style="list-style-type: none"> • Leadership (Constitution?) • Sustainability (Financial, technical, socio-cultural: cohesion, objectivity, heterogeneity, homogeneity, vision, mission) |
| 8. | <u>CROSS CUTTING ISSUES</u> <ul style="list-style-type: none"> • Gender awareness • HIV/AIDS awareness • Environmental issues |

APPENDIX 7: PROJECT POWERPOINT PRESENTATION

**SOUTHERN NEW HAMPSHIRE UNIVERSITY
AND
THE OPEN UNIVERSITY OF TANZANIA**

CED PROJECT PRESENTATION

**PROJECT NAME: CAPACITY BUILDING FOR
THE UWAMALE FARMERS' GROUP**

STUDENT: SWAI, WALTER E. (618229)

**ARUSHA CENTRE
JANUARY 2007**

1

INTRODUCTION

- UWAMALE = group of paddy growers
- Membership: 30 (21 M, 9 W)
- Location: Lekitatu village, Usa Ward, Arumeru District
- Host Organisation: TIP - Traditional Irrigation and Environmental Development Organisation (a former SNV – Project : Traditional Irrigation Project)

2

The Project Synopsis

Community Needs Assessment (CNA)

Problem Statement: Downward trend in profitability over time leading to deterioration of living standards (poor shelter, limited access to basic needs)

Methodology: Group PRA (focus group discussion, transect walk)

- Problems → prioritisation → problem tree (cause-effect relationship)
- Low income → lack of entrepreneurial skills in marketing of their produce → project idea
- GAP → LOG-FRAME (Bao-mantiki) → Training Programme

3

Group Bio-data

Age range: 18 – 56

Education:

Form VI: 1;

Form IV: 13

Std VII: 16

4

Project Goal: Improve Income (cash) and Food Security of the Lekitatu Village Community

Objective: To improve entrepreneurial skills of the group members by December 2006.

Specific Objectives: To train members in

- Group dynamics
- Leadership skills
- Business skills (negotiation, quality control, market info, packaging)
- Farmer Participatory Market Research (FPMR)
- Selection, design, implementation and management of agro-enterprises

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Expected Output/Product:

- A market-oriented farmers' group

Role of the CED Student: adopted the WB TTL Model.

- Initiating
- Facilitating
- Observing
- Participating
- Sharing expertise/experience

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Literature Review

- Theoretical
- Various: Focusing on promotion of agro-enterprises
- Empirical
- Latin America (Ecuador, Colombia)
- Africa (Zambia, Tanzania)
- Policy review
- Agric & Livestock Policy (1997)
- Draft Agric Marketing Policy (2006)
- Regional Cooperation (EAC, SADC)
- WTO

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Implementation Plan:

- Oct '05 - Nov '05: Identification of the CBO, CNA
- Nov '05 - Dec '05: Preparation and Appraisal of the Project proposal (GAP, LF and Training Programme)
- Jan '06 - Dec '06: Implementation, M & E
- Jan 2007: Presentation of results, final report writing and submission

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Monitoring and Evaluation: built upon three pillars i.e.

- Guiding the project strategy (Project Intervention Logic)
- Ensuring effective operations (activities and inputs)
- Creating a learning environment (evaluation and critical reflection)

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PROJECT RESULTS (BENEFICIARY ASSESSMENT)

- Based on the beneficiary perception of the intervention and applied knowledge and skills.
- Checklist (guided by the Group PRA in Dec 2005)

Qualitative

All group members appreciated the knowledge/skills imparted on them. They can now:

- prepare simple Farm Budgets
- calculate gross margins (GMA) – enterprise selection
- understand market requirements (No more business as usual) – quantity, quality, place, time
- negotiate (individual vs collective marketing)

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Quantitative: Production

| Crop | Production (Bags/acre) | | % age Increase |
|-------|------------------------|-------------------|----------------|
| | Baseline (Average) | Current (Average) | |
| Paddy | 15 | 27 | 80 |
| Maize | 10 | 23 | 130 |
| Beans | 12 | 22 | 83 |

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Quantitative: Price

| Crop | Price (Tshs/Bag) | | % age Increase |
|-------|--------------------|-------------------|----------------|
| | Baseline (Average) | Current (Average) | |
| Paddy | 20,000 | 40,000 | 100 |
| Maize | 12,500 | 28,000 | 124 |
| Beans | 20,000 | 65,000 | 225 |

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Sustainability: Three perspectives

- Technical:- Knowledge/skills imparted do not require external input to apply (upgrade: ability to demand)
- Financial: Cultivate the culture of savings-establish/ join SACCOS (Processing establishment)
- Social-cultural: social cohesion and group insurance.
 - Knowledge of group dynamics
 - Strength of collective bargaining
 - Common interest

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Conclusion

- If equipped with the necessary knowledge and skills, subsistence farmers are able to make meaningful informed decisions on available agro-enterprises (business unusual) to better their lives

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Recommendations and Lessons Learned

General

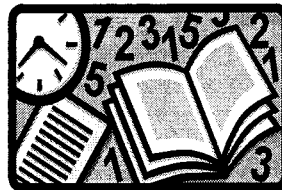
- Farmers should be made to understand the environment within which they operate to ensure they do so profitably
- Training of farmers in GMA/FB is an essential element in raising their awareness on selection of profitable enterprises
- The Local Government (DCs) should endeavour to strengthen market information services so that farmers (primary beneficiaries) can easily access it. The current situation allows mainly traders and large scale farmers to access such information
- It is important to consider multi-sectoral rural interventions if win-win situations are to be created in the pursuit of the MDGs (thought-through NSGPR, SWAps implementation modalities)

Specific

- The group (with assistance from the host org., should plan for study local visits to enhance their knowledge and skills in agro-enterprise design, implementation and management

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Thank you for your attention



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