ATTACHMENT 1: QUESTIONNAIRE FOR ASSESSING COBEAS ACTIVITIES

**Questionnaire for Beneficiaries in Communities**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Residence: Village</th>
</tr>
</thead>
</table>

**Sex:**
- Male  
- Female

**Age:**
- Under 20 years  
- 21-30 years  
- 31-40 years  
- 41-50 years  
- 51-60 years  
- Over 61 years

---

1. **How long has COBEAS been working with you in this community?**
   - Past one year  
   - One to two years  
   - Two to three years  
   - Don't know

2. **In areas does the organization support?**
   - Environmental protection  
   - Income generation  
   - Care for the elderly  
   - Farming  
   - Others (mention)

3. **Do you see the areas as problems in your community?**
   - Yes, it is  
   - Somehow a problem  
   - No it is not

4. **How did the community solve the problems before?**
   - Family/individually  
   - Communally  
   - No action

5. **Which approach you see is effective in dealing with the problems?**
   - Organization’s approach  
   - Community approach  
   - Combination

6. **Did you participate in planning the interventions?**
   - The organization told us what to do  
   - Through discussion and agreement  
   - We were told by our community/village leaders

7. **How are you informed on the progress of activities implemented?**
   - Report presented during meetings  
   - Hearing from other people  
   - No report given

8. **Comparing the condition now and before the organization came in, how the situation is?**
   - The situation is better now  
   - The situation is the same  
   - The situation is worse now
Who benefit more from the activities supported by the organization? (CHOOSE ONE OR MORE)

1. Widows  
2. Orphans  
3. HIV/AIDS Victims  
4. Elderly  
5. Women  
6. Men  
7. Youth  

10. If the situation is the same or worse, why?
   
   1. Approach not accepted by members of the community
   2. Only few community members reached
   3. Cooperation between the organization and community is poor
   4. Others (mention)
## ATTACHMENT II: RESEARCH PLAN

### WORK PLAN

<table>
<thead>
<tr>
<th>S/N</th>
<th>Activity</th>
<th>Responsible</th>
<th>Place</th>
<th>Implementation Period</th>
<th>Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructions on how to carry out the assignment</td>
<td>Course Instructor</td>
<td>Dar Es Salaam</td>
<td>4th-6th September 2003</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CBO/NGO identification and selection</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>October 1st – December 23rd, 2003</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Letter writing and submission for Self introduction to the selected CBO</td>
<td>Mishael/OUT</td>
<td>Kibaha</td>
<td>January 8 – 16, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Initial contacts with the selected CBO</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>Feb 2-6, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Visits to some CBO members and beneficiaries</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>February 9 – 11, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Development of questionnaire</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>March 17th – April 15th, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Assessment of the questionnaire</td>
<td>Supervisor</td>
<td>Dar Es Salaam</td>
<td>April 15th – 17th, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Questionnaire pre-testing</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>April 8th, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Analysis of pre-tested questionnaire</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>April 19th – 23rd, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Fine-tuning the questionnaire</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>April 20th – 29th, 2004</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Assessment of the questionnaire</td>
<td>Supervisor</td>
<td>Dar Es Salaam</td>
<td>April 29th – 30th, 2004</td>
<td>Completed</td>
<td>Done in May 2004</td>
</tr>
<tr>
<td>12</td>
<td>Interviews</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>May 1st – 31st, 2004</td>
<td>Completed</td>
<td>Done in August, September and October 2004</td>
</tr>
<tr>
<td>S/N</td>
<td>Activity</td>
<td>Responsible</td>
<td>Place</td>
<td>Implementation Period</td>
<td>Status</td>
<td>Remarks</td>
</tr>
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<tr>
<td>13</td>
<td>Data Analysis</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>June 1st - July 31st, 2004</td>
<td>Completed</td>
<td>Done in October</td>
</tr>
<tr>
<td>16</td>
<td>Feedback meeting with CBO management team</td>
<td>Mishael</td>
<td>Kibaha</td>
<td>September 30th, 2004</td>
<td>Completed</td>
<td>Done in January 2005</td>
</tr>
<tr>
<td>17</td>
<td>Report Writing – Second Draft</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>October 1st - 31st, 2004</td>
<td>Done</td>
<td>Done in April 2005</td>
</tr>
<tr>
<td>18</td>
<td>Assessment of the Report</td>
<td>Supervisor</td>
<td>Dar Es Salaam</td>
<td>November 1st - 15th, 2004</td>
<td>Done</td>
<td>Done in May 2005</td>
</tr>
<tr>
<td>19</td>
<td>Binding</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>November 16th - 30th, 2004</td>
<td>Done</td>
<td>Done in August 2005</td>
</tr>
<tr>
<td>20</td>
<td>Submission</td>
<td>Mishael</td>
<td>Dar Es Salaam</td>
<td>December 2004</td>
<td>Done</td>
<td>Done in August 2005</td>
</tr>
</tbody>
</table>
Mnitubwa Kisaidia
Makundi Mabilala Kutaka,
TASAE Makao Makun.

Mkadi wa Kisaidia Wazee wa Miji.

Tunatubwa siku hizi za chahi kwa Serikali kwa kutukuma wazee misaada mbaalimbali.

TASAE:
1. KILIMO

Tunarsearuwa kuchiniwa musu eka ya Muhiga
Tunarsearuwa kupalia pia eka ya muhiga kupandika
na kupalia.

Tunepata fedha ya palizi mbili na boda tunuwezi
pahizi nyugina.

Tunosembe tuye we fedha ya palizi ya tatu na
Haya vininzu washiriki yetu.

2. AEYA

Tunepetekwa kupima Hospitali na mbiili
Watengwa wakiake kamani na maganya, ndogo, ndogo
Wakiake wakiake mbiili.

Mamoyo: Tunosembe kupima kwa mabicho,
Tunosembe maba kwa kupima miwasi mkuu.

2. UJENZI WA PAKIJA NA BUBURIKI

Ujenzi wako Pndula Pwakandwi weendeleka kwa
Buburuki.

Tunosembe wakiake wakiake mabicho na Chiro cha
Watengwa. Pia Jini yako kuchini wakiake
Tutumia.

4. UJENZI WA KUKI:

Tunosembe wakiake wakiake mabicho 4 bado, ya 5.
UJENZI: a) Tunosembe Pndula la 5

b) Sema wakiake kupeka Kuki

Tunosembe wakiake watu wako 4 kwa tutumia watu.
5. Tupa tiwe video zimbocha kinaweza kutupa mpata. RADO hataki liuswa mpya na karibuni aliungwa wore wa mswali.

6. Tumisitiza zana tiupatwa n'asawa za kupoke, maji kutoka Bandu letu, pamoja na kumekana matamu yaliyopo. Tukiwa na maji tiupatwa kuruja na kupala mapato (sokha).

SAHINI YA MWENYEKITI

SAHINI YA KATIBU
MAHUDURI:
1. Khadija Mohamedi Kikuwale
2. Yohana Ayob Lugame
3. Sadiki Shabani
4. Juma Sefu Kogeni
5. Miraji Hemedi
6. Ramechani Pembe Mbagile
7. Makripa Hemedi
8. Mohamedi Sultani
9. Taimu Rashidi Almasi
10. Helima Kidege
11. Noomi Chagulilo
12. Kidawa Saidi
13. Zainabu Mohamedi
14. Mawu Nasoro Sina
15. Zaiana Ramadhani
16. Halima Mohamedi Magahile
17. Khadija Mohamedi Magahile
18. Mwanaidi Salum
19. Kidawa Juma
20. Asha Makangana
21. Asha Moundi
22. Khadija Ndope
23. Salima Mtungula
24. Amina Sultani
ATTACHMENT IV: COMMUNITY FACILITATION GUIDE
Community Facilitation Guide

By Mishael, Fariji V. M. L

June, 2005
PURPOSE OF THE GUIDE

The Guide is intended to help community development facilitators to guide communities through the analysis of their situation and coming up with alternative viable solutions to the problems confronting them. It is anticipated that apart from guiding communities to finally be empowered and own the development process, it will also help facilitators develop acceptable project write ups for communities which reflect and address their needs.

The guide elaborates in a simple but clear flow each step to follow to establish a picture on the prevailing situation in a particular community.
STEP I: SELECTION OF COMMUNITY

Determine the community where planning should be done. To achieve this, the facilitator should:

- Collect secondary data for specific indicators that will allow easy comparison between communities. These are secondary data available from the district and ward offices. Such indicators could be:
  - Enrollment rate of children to school
  - Drop out rate of school children
  - Literacy rate in the community
  - Distance to the where services such as schools, markets and health are found, etc.
  - Development agencies working in the area, etc.

- Discuss the list drawn with government officials to get more insight of each community in the list.

- Select the community that fits into the selection criteria you have set.

- Prepare a list of activities that will be undertaken when you are in the community and their corresponding costs (budget).

- Inform the community leadership of your plan to conduct participatory assessment of the community situation. Write a letter which should be
sent to the leadership. Where possible, it is advisable for a facilitator to take it to the community as a way to start building up good relations.
STEP II: ENTRY TO COMMUNITY

Meet the community leadership. The facilitators should respect their first appointment with the leadership, as this is an important stage in setting up working environment and collaborative spirit in interacting with the community members. During this meeting, the facilitators should:

- Introduce themselves by names;
- Ask for introduction from their hosts from their leader. This is the opportunity for the facilitator to grasp the names of each of the village leaders;
- Present to the leadership the objective of your visit to the community and what would be the outcomes of your work;
- Spell out what you do expect from the leadership in terms of roles and responsibilities to accomplish your task;
- Ask the leadership to organise the first meeting with the community members. The meeting date should be set to allow information to reach as many community members as possible so that majority can attend.
- This is also the opportunity to collect basic data that will help you in facilitation of the first meeting. Demographic information, administrative structure and the list of famous people in the community are important in setting up the modality of handling the meeting.
STEP III: WORKING IN THE COMMUNITY

i. Prelude to the meeting:

- A facilitator or a group of facilitators should go to the community one or two days before the date of the first meeting with the community. This is an opportune time for the facilitators to draw attention of the community members on their presence;
- Facilitator should walk around the community to explore the area and meet the people, encouraging them to attend the meeting;
- Acclimatize yourself to the community environment. Wear simple clothes, mix with them especially in social gathering taking place at your arrival.
During the Meeting

- Allow the Chairperson of the Community to officially open the meeting. Where possible, ensure that minutes of the meeting are prepared by the relevant community secretary;

- Ensure also that a list of attendees is taken as that justifies the decisions being taken after deliberation;

- When allowed by the Chairperson, explain the objectives of your work in the community and the expected outcome of the exercise;

- Since it is not easy for in-deep discussion to be held with a large group, ask for the community to select some members whom they believe can air their views based on the knowledge they have about the community;

- Also ask for the community to select few individuals who will work closely with the facilitators as community facilitators. This group of facilitators will remain in the community as assets for future development facilitation;

- In forming groups, it is advised that all divisions such as hamlets that constitute the community are represented. In this case, allow each division to choose its representatives for each group category;
To address some of the pertinent issues for specific groups, it is advised that the following groups should be formed: women, men and youth (boys and girls). Depending on convenience some specific groups like disabled can form groups of their own;

Assemble the members and announce the list of group members selected from each division.

Return back the authority to the Chairperson by thanking all for their active participation. Ask for members of groups to remain behind after closing the meeting to set time and date to meet for discussions;

Allow the chairperson to close the meeting for that particular day.
STEP IV: SITUATION ANALYSIS OF THE COMMUNITY

Situation Analysis aims collecting information about community social, political, economic and cultural aspects. These information are collected from the community members themselves and relevant agencies such as dispensaries, schools, government offices, etc. Better understanding enables the community to actively plan for the changes to be made to reach the level of improvement.

In this case, the following aspects may be ideal for analysis:

- Population and demographic features;
- Political and administrative structure;
- Organizations and their roles in the community;
- Culture and traditions;
- Social services availability and performance;
- Social relations and stratification;
- Economic activities;
- Problems facing the community.

Methodology

Any of the following or all of them depending on which one will provide the required information:

- Focus Group Discussion;
- Review of records;
- Interviews;
- Observation.
STEP V: ASSESSMENT OF COMMUNITY NEEDS

Community needs are assessed by first of all analysing the problems encountered by community members. Members should therefore assess the gaps existing in achieving better life.

Methodology

The facilitator should employ the focus group discussion with different groups that were formed during the first meeting with the first meeting of community members. The key questions to guide the analysis should be:

- What is the problem?
- What are the causes of the problem?
- What are the effects of the problem to the community?
- Who is affected most?
In a matrix form this should be arranged as follows

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Effects</th>
<th>The affected Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Each group should come out with its list of problems in a matrix shown above. This also can lead to making a problem tree that shows the cause effect relationship of the identified problems which eventually comes out with the central problem which causes other problems.
STEP VI: PRIORITIZATION OF NEEDS

The problems identified are ranked by the groups according to their perception in the way they affect them.

Methodology

- Voting can be used to prioritise the problems

- Pair wise ranking – this method can be used when it is difficult to rank problems through voting. Two problems are paired and voted for at a time. The selected problem is written in the box where the two problems intersect. This process is done until all problems are compared. The problem that appears many times is the one with high priority and highly affecting the community. The matrix will appear as follows:

<table>
<thead>
<tr>
<th>Prevalence of diarrhoea</th>
<th>Inadequate supply of water</th>
<th>Low primary school enrolment</th>
<th>Total Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevalence of diarrhoea</td>
<td>Prevalence of diarrhoea</td>
<td>Prevalence of diarrhoea</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Inadequate supply of water</td>
<td>Inadequate supply of water</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Low primary school enrolment</td>
<td>Inadequate supply of water</td>
<td></td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
In This case, *Prevalence of diarrhoea* is the priority problem identified by the community.

The outcomes of group prioritization are later presented at the community meeting by the person appointed by the group to represent them. After presentation, a facilitator should do prioritization by combining the problems from different groups and following the same process done at group level. Problems are ranked in the order of weight given by the community and represent the order the community would like them be solved serially.
STEP VII: ACTION PLANNING

Action planning can be undertaken for each identified problem. To achieve this, one need to get expertise from people competent in the particular area such as health, education, construction, water, etc. in assisting the community come up with realistic plans that abide by set of rules and regulations according to the government policies. In this case, small committees can be organized to work with the experts in preparing the plans and costs related to every identified activity. The plan for each problem should appear in a matrix presented below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity description</th>
<th>Actor(s)</th>
<th>Implementation Period</th>
<th>Resources Required</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Start Date</td>
<td>Completion Date</td>
<td>Description</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Note that:

- All activities should be costed, even if they are done on voluntary basis. This will provide the actual cost of the completed activities earmarked for solving a particular problem.
- Technical information such as drawings should be attached to the plans where the plan requires such information.
* Associated side effects of implementation activities to the welfare of the people such as environmental degradation and resettlement should be considered and possible remedies should be included into the action plan and budgeted for.

* Gender issues and cultural aspects should be considered such as representation of women in management of implementation and activities that contradict with traditional beliefs.

* Any training need should be reflected in the plan. Training should always be associated with the gaps identified in achieving the objectives set by community and should go hand in hand with implementation of specific activity as part of building beneficiaries’ capacities.

Plans for specific problems are later combined to form one community action plan, indicating globally what is supposed to be done and how much it costs to change the situation to a better one. The Community Action Plan should be listed serially in order of their corresponding problem priority and actions be globally written as they appear in individual plans. The table below shows how the Community Action Plan looks as follows:
Facilitators should guide communities to understand that it is their responsibility to tackle problems which have been identified. They should anticipate support and therefore seek outside support for complex problems. Problems that cannot be solved by the community alone, their costs should be worked out and seek support from development partners.

To get approval of the community and hence facilitate ownership, Community Action Plan should be communicated to the members of the community through the Assembly which has to be convened at the end of the process. During the meeting emphasis should be put to fostering full participation and commitment to meeting the set objectives of the community as indicated in the plan.
STEP VIII: REPORT PREPARATION

After completion of step VII, the facilitator(s) should prepare a report on what have been done from the first day to the last day of facilitation. This report should encompass all information pertaining to the community as analysed during the process and action plans prepared following the analysis. The layout of the report is as presented hereunder:

Report on Community Facilitation in _______ Done from (date) to (date)

1. **Introduction** (indicate location of the community and its brief history)

2. **Purpose of the Exercise** (why did you decide to carry out facilitation in that community?)

3. **Selection Criteria** (What criteria guided you in selection of the community?)

4. **Planned Activities** (What did you plan to do in that community?)

5. **Implementation** (Indicate serially what was done and what was the outcome for each day. This should be summarised and the details should be attached to the report)

6. **Conclusion** (summarise the findings for each activity done)
7 Recommendations (indicate what needs to be done based on the findings)

The report can be shared with relevant government authorities and funding agencies which can assist respective communities in implementing their priorities.