

RITHA TIBUHWA,
P.O. BOX 15280,
ARUSHA.

APPENDIX 1
ACCEPTANCE LETTER

9th January, 2004

THE DIRECTOR,
CADECT C. B. O.,
ARUSHA

Dear Sir,/Madam,

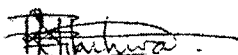
RE: REQUEST FOR ATTACHMENT TO WORK WITH YOUR C.B.O

The heading above refers. I am a Tanzanian lady doing Masters Degree in Community Economic Development with the Southern New Hampshire University in collaboration with the Open University of Tanzania.

I am requesting your approval to work with your C.B.O as a free lancer, with no payments so that I would be able to write my project paper as part of my requirements in my masters program.

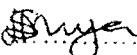
Thank you in advance.

Yours faithfully,


RITHA TIBUHWA

Approved by:

Title: CADECT - COORDINATOR

Signature: 

Date: 16 Jan 2004



APPENDIX 2.

PROJECT WORK PLAN

SN	ACTIVITY	OUTPUT	INDICATOR	RESOURCES	PERIOD
1	Search for organization for project attachment	Organization for project attachment identified	List of Organization within the community obtained	Pen, notebook, time	Dec.2003
2	Establish initial contacts with the organization	Organization for project attachment secured	Contacts /attachment letter made	Pen, papers, secretarial services, envelopes and postage	Dec.2003- Jan 2004
3	Initial contacts with project supervisor	Supervisor Identified	Proper selection of organization to work with and activity to be done	Time , transport	Jan. 2004
4	Detailed contacts with organization management	Knowledge about organization activities increased	1.Strong personal Relationship build up 2.Proper plan done 3.Effectiveness of activities 4.Detailed understanding of organization and its activities	Stationeries, secretarial services	Jan. 2004- Non. 2004
5	Design of research methodology.	Research Methodology developed	Field research Methodology document	Stationeries, secretarial services, supervisor	Jan-Feb 2004
6	Questionnaire design	Questionnaires for field developed and available	Questionnaires	Stationeries, secretarial services, supervisor	Feb-04
7	Questionnaire testing	Suitable and appropriate questionnaires for data collection obtained	Information analysis methods identified	Stationeries, computer, community, supervisor	Mar-04
8	Field data collection exercise	Research Data obtained	Data for analysis available	Pen , notebook, paperwork, transport, fund	April-May 2004
9	Project data processing and analysis	Research results obtained	Research Result document	Stationeries, computer, supervisor	June-August 2004
10	Research report writing	Research report document available	1.Research draft report 2.Approval for final draft by supervisor	Stationeries, computer, supervisor	Aug-Oct 2004

11	Final Project report writing	Final Project Document Available	Final project report	Stationeries, computer, supervisor	Oct-Dec 2004
12	Project document submission to CED Program coordinator	Project Document at CED for grading	Document available at CED office	time , postage	Dec. 2004
13	Document submission to the CBO coordinator	Document at CBO office for sharing	Document available at CBO office	time , postage	Dec. 2004

APPENDIX 3

KWA AJILI YA KUFHAMU UWEZO WA WANAKIKUNDI NA KUJUA MAENEO YAPI AMBAYO WANGEPENDA KUFUNDISHWA ZAIDI (FOR KNOWING THE GROUP MEMBER'S CAPABILITIES, SKILLS AND FOR KNOWING AREAS THEY WOULD LIKE TO BE TRAINED)

**Swali la 1 hadi la 6 weka alama ya vema panapostahili.
(For question 1-6 put a tic where appropriate.)**

1. Jinsia (Gender) ME (Male).....KE (Female).....
2. Kazi yako (Occupation)
 - Mkulima (Peasant)...
 - Mfanyakazi (Worker)...
 - Mfanya biashara (business)...
 - Mwanafunzi (student)...
 - Mengineyo (others)...
 - Mfugajio (pastoralist)...
3. Elimu yako (level of education)
 - Sikusoma (non educated).....
 - Darasa la saba (standard seven)...
 - Sekondari (secondary school).....
 - Chuo chochote (college level)....
 - Mafunzo yoyote (any other training).....
4. Idadi ya watu katika familia yako (number of family members)...
5. Ni maeneo gani kati ya yafuatayo ulisha wahi kupata mafunzo? (In which areas among the following have you ever been trained/get informed concerning personal development or community development at large?)
 - a. Shughuli za uzalishaji mali (income generating activities).....
 - b. Elimu ya ukimwi (HIV/AIDS)....
 - c. Uhifadhi wa mazingira (environmental conservation)...
 - d. Usindikaji na uhifadhi wa vyakula (food preservation and food storage systems)...
 - e. Elimu ya afya na usafi (cleanliness and hygiene)....
 - f. Uvunaji maji ya mvua (rain water harvesting)....
 - g. Mbinu za uhamasishaji na uwezeshaji jamii (community facilitation and training techniques).....
6. Ni maeneo gani ambayo ambayo ungependa upate mafunzo ili kuboresha uhamasishaji na uwezeshaji wako?(As a community facilitator, in which areas would you like to be trained so that to improve your skills in facilitation?).

- a. Shughuli za uzalishaji mali (income generating activities).....
- b. Elimu ya ukimwi (HIV/AIDS)....
- c. Uhifadhi wa mazingira (environmental conservation)...
- d. Usindikaji na uhifadhi wa vyakula (food preservation)...
- e. Elimu ya afya na usafi (cleanliness and hygiene)....
- F .Uvunaji maji ya mvua (rain water harvesting)....
- g. Mbinu za uhamasishaji na uwezeshaji jamii (community facilitation and training techniques).....

7. Unafikiri ni njia zipi ambazo zitaaidia jamii yako/kijiji chako katika kuleta maendeleo? (To your understanding, what are the ways which may help in achieving development in your community/village?)

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8. Ni matatizo yapi unayo kutana nayo katika uhamasishaji na uwezeshaji miradi katika jamii? (What are problems encountered during awareness creation and project facilitation to the village members?)

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9. Ni matatizo yapi ambayo mnakumbana nayo wakati wa utekelezaji wa miradi katika jamii?(what are the problems encountered during project implementation in the community?)

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APPENDIX 4

TRAIN THE TRAINERS CURRICULUM

MODULE	OBJECTIVE	CONTENTS
1. Introduction	At the end of this module, participants should be able to define terms, acquire knowledge about different types of teaching styles, types of learning and learning styles.	<p>Definition of terms</p> <ul style="list-style-type: none"> -Training -learning <p>Why do we need trainings?</p> <p>Teaching styles</p> <ul style="list-style-type: none"> - Building on experience. - Participatory type of learning <p>Types of learning</p> <ul style="list-style-type: none"> - Cognitive - Affective - Psychomotor <p>Learning styles</p> <ul style="list-style-type: none"> - Visual - Auditory - kinaesthetic
2. Participation of learners	At the end of this module, participants should acquire skills applicable for getting learners into participation.	<p>Methods to get learners into participation</p> <ul style="list-style-type: none"> - open discussion - response cards - polling - learning partners - fish bowl - calling on the next speaker - discussion - whips - panels - games
3. Factors affecting learning	At the end of the module ,learners should be able to acquire knowledge on factors affecting learning and skills on effective training methods	<p>Factors affecting learning.</p> <ul style="list-style-type: none"> - When he feels that he is competent as the trainer - When the learner is not anxious - Bad learning experience of the learner - Personal problems which might hinder

		<p>concentration</p> <ul style="list-style-type: none"> - Personal barriers e.g. learning about certain topics on cultures. - Bad mannerism of the trainer - Uncomfortability of the learning technique being used e.g. Introduction to a certain technology for the first time. <p>Training methods.</p> <ul style="list-style-type: none"> - Lecture - Case studies - Role plays - Group discussion - Video
4. Know your participants and evaluation	At the end of this module, participants should be able to acquire knowledge about different participants, and should be able to evaluate the training.	<p>Types of participants</p> <ul style="list-style-type: none"> - Know it all - Nay sayer - Monopolizer - Chatterbox - Reluctant learner - Preacher - Unresponsive participant <p>Evaluation of the training</p> <ul style="list-style-type: none"> - Participants should respond to the questionnaires prepared for evaluation of the training.

APPENDIX 5: FIELD PHOTOS

