World Agroforestry Centre

Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions:

A guide for Facilitators

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List of Abbreviations

CNA	Capacity Needs Assessment
FFS	Farmer Field School
ICRAF	World Agroforestry Centre
IFAD	International Fund for Agricultural Development
NGO	Non-governmental Organization
SMART	Specific, Measurable, Attainable, Realistic, Time-Bound
SRI	Strengthening Rural Institutions
SWOT	Strengths, Weaknesses, Opportunities & Threats
TV	Television

Background

This manual is intended to assist facilitators in delivering a workshop with rural grassroots organizations as part of a process of grassroots institutional development.

This manual and training course was developed as part of an IFAD-funded project delivered through the Eastern & Southern Africa team of the World Agroforestry Centre (ICRAF) to strengthen rural grassroots organizations in Kenya, Uganda and Tanzania in 2012. The project operated on the basis of three main objectives:

- 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
- To build a regional institutional platform for knowledge sharing, scaling up and participation in sustainable land management policy making and development processes in East Africa

This manual provides the framework to deliver a participatory workshop to guide groups through the process of workplan development to facilitate a needs analysis and establish capacity development activities to support group strengthening and foster platform and enterprise development outcomes. The manual is ideally suited to be used as a tool as part of the Strengthening Rural Institutions model, or alternatively, can be used as a tool on its own in delivering capacity building training to grassroots rural institutions.

Introduction to assessing capacity needs and strategy development for grassroots rural institutions workshop

This Group Strengthening workshop is designed to explore individual groups knowledge, skills, strengths, weaknesses, opportunities, threats, assets and other elements of the rural space that constitute the organizations' enabling environment. The workshop is designed based on an appreciative inquiry process, and prioritizes the use of participatory learning methods.

Appreciative inquiry is a four-stage approach that encourages participants to identify their strengths and focus on what they can achieve. This workshop takes participants through three stages of appreciative inquiry; Discovery, Dreaming and Design, and the final, fourth stage, Destiny is to be realized by participants following the workshop, in the subsequent stages of the Strengthening Rural Institutions Model.

Throughout the workshop, participatory methods such as group discussions and presentations allow participants to highlight common challenges they face, identify their stakeholders and give an indication of how they perceive the roles and importance of these stakeholders. The use of role plays highlight the importance of participation in group activities, communication among members, gender roles and the risks posed by dependence on external assistance.

Objectives of the workshop

The objectives of the workshop include to:

1. Undertake a participatory capacity needs assessment as part of the Strengthening Rural Institutions Model
2. Develop capacity amongst leaders and members of rural groups
3. Determine technological, skill and knowledge gaps
4. Articulate an enabling environment analysis for capacity building by singling out critical external factors
5. Develop a summary of capacity needs for the rural groups
6. Highlight the use of knowing a group's capacity and its needs

This guide

This guide has been written for facilitators to assist in the delivery of the Group Strengthening workshop. **This is not a workshop manual for participants**.

The workshop is designed to engage members of grassroots community groups, and their associated key stakeholders where relevant, through a process of capacity needs assessment and workplan development. The manual deliberately refers to "groups" throughout, which is an encompassing term reflecting the members of groups participating in the workshop and their key stakeholders. Groups participating in the workshop may be reflective of a broad range of group type and capacity level to facilitate shared learning amongst group members.

This guide will cover:

- A description of the process and requirements for each of the workshop modules
- Advice about facilitator best practice. Specific facilitator tips per module are also provided
- A "Workshop Doctor" component to assist the facilitators monitor participants' reactions over the four days
- A running sheet to assist in the implementation of the workshop
- Tools and resources to assist in carrying out the workshop activities
- Background reading and literature for further reference

Section A: Preparing for the workshop

Selection of participants

Participants in the workshop are likely to be representatives of grassroots organizations from the geographic area of interest. Usually three representatives per group (two group officials and one group member) are invited, with a maximum of 10 groups, adding up to a manageable number of participants. Where possible, a fair representation of members from groups is encouraged, such as gender diversity. Local government leaders, service providers and other relevant key stakeholders should be invited as appropriate. The number of representatives from each group is dependent on the number of groups invited. However, it is recommended that each workshop have no more than 30 participants and that each group have no less than two representatives.

Participants in this workshop may need to be selected from a larger number of groups based on the preceding steps of the Strengthening Rural Institutions Model. This selection process, should it be required, may involve a process, such as the use of a Maturity Assessment tool, which was adopted in the selection of groups used for piloting this manual. Other methodologies to select groups may be based on regional and project-specific characteristics.

In some cases, the representatives do not take the information from the workshop back to their other group members. To avoid these situations it is advisable to talk about the workshop, its objectives and activities at a community or village meeting so that everyone is aware of the activity before it takes place. In locations where the time and funds are available, a facilitator could conduct all or part of the workshop with 1-2 full groups at a time, preferably at their village. This manual is presented on the assumption of the representative participation, but facilitators should make the decision on the best participation model to fit their local context.

Requirements for the workshop

- It is advisable to have a maximum of 30 participants, comprising 10 rural groups with representatives of three members per group.
- The number of facilitators required varies depending on the specific needs of the region. However, a minimum of three facilitators is recommended. This recommendation is based on a rotating lead presenter for each module, rapporteur, general administration including taking photographs and providing support to participating groups.
- Workshop participants can include group leaders, members' representatives, local government leaders, and relevant project managers to provide local representation to support the key messages from the workshop.
- The workshop requires a minimum of four days to be effective. However, should existing group capacity be sufficient, particular modules may be omitted from the workshop agenda.
- Flip charts, marker pens, Zopp cards, exercise books and pens are the general materials required for the workshop.
- Clearly worked out budget of the total workshop costs.
- A plan for the room layout beforehand.
- It is advisable to conduct the workshop in the local language or at least have one or more translators.
- All forms and hand-outs provided in the workshop should be translated into the local language.
- Photocopies or photographs should be taken of group work with the originals left with the groups. Permission should be sought beforehand for any photographs taken of participants to be used in any publications as well as for the workshop outputs (workplans and written material).

Lessons from the field

Use of local language and local facilitators, flexibility in delivery and having a manageable number of participants

As a facilitator of the workshop across East Africa, I understood the importance of using the local language, where possible, in delivering the workshops. It was also important to engage trusted local facilitators to assist in leading sessions. When I delivered the workshop in Embu and Bungoma in Kenya, I ran the sessions in Swahili, since most of the grassroots rural institution participants had limited knowledge of English.

After the Embu workshop, we delivered a similar workshop in Masindi and Kapchorwa in Uganda, and, adopted important lessons from the experience in Embu. We learnt that we needed a smaller number of groups (15 was too many) and the 3-day duration of the workshop was too short. Sabiny and Swahili in Kapchorwa and Runyoro in Masindi was very useful during the workshops.

So for the workshops in Uganda, we extended the workshop to four days and reduced group numbers to 10 per site. We did learn the importance of being flexible, however, as in Kapchorwa a women's group which was not on the list requested to participate in the workshop. This was permitted by the project team coordinator. During the consequent workshop, we reviewed the manual since more ideas and issues had been identified.

Flow of modules

Another lesson was to make the sessions more interactive by involving the participants more often in the discussions. To achieve this, the workshops used two approaches. These were the business planning approach and the appreciative inquiry approach.

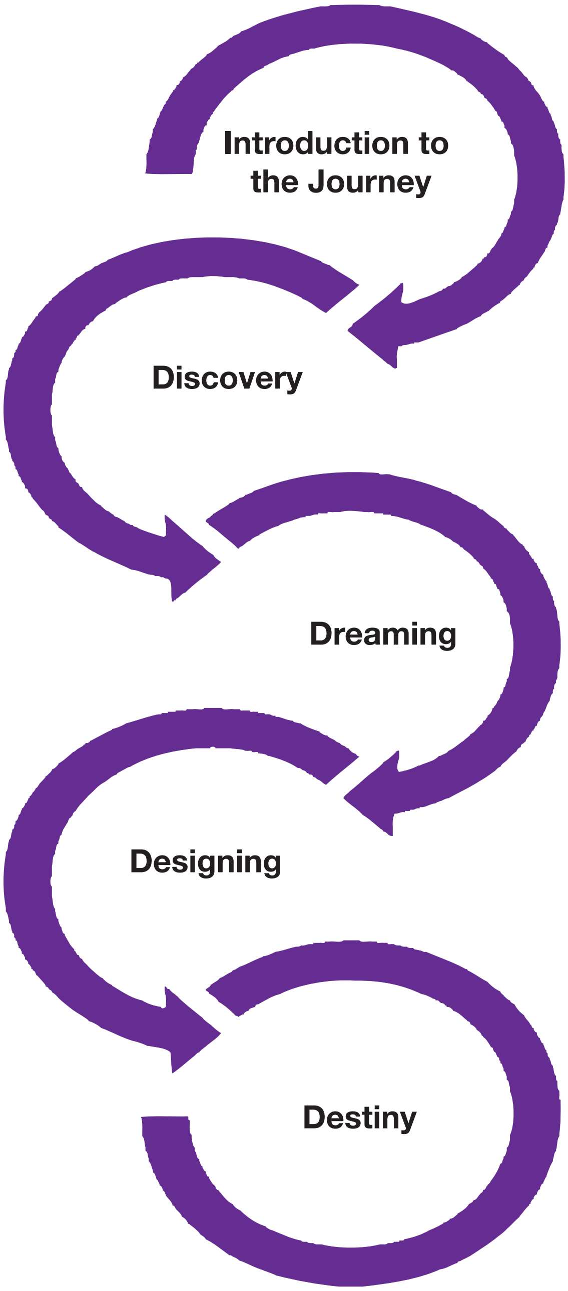
The flow of the sessions needed to be reconsidered and improved further in the subsequent workshops to reflect the feedback received from the participants and facilitators' observations. We reviewed the position of the role plays based on their objectives. The "River Crossing" was placed just before the Work plan Development Module. This led very well to the work planning process. "The Bus" was placed before the Stakeholders Identification Module since the two linked well. The Farmer Learning Process Module was introduced to enable the groups to identify how and where they obtain knowledge, skills and technology and how these are shared.

Bwire, Workshop Facilitator in Kenya, Tanzania & Uganda

Section B – The workshop process

Summary of workshop process

The workshop process is based on the elements of Appreciative Inquiry, and can be summarized in the following diagram.



- Introduction of participants and facilitators
- Workshop and project objectives
- Introduction to the planning process
- Expectations and Fears

- Role-play- The Fisherman
- Farmer Learning Processes
- Role-play: The River Crossing
- Stakeholder Identification and Mapping
- SWOT
- Self-Reflection
- Asset Identification
- Gender Exercise

- Vision Mapping

- Work Plan Introduction
- Role-play- The Bus
- Objectives Identification
- Identification of Strategies
- Gaps and Needs in the Strategies

- Participatory Monitoring and Evaluation
- General Observation

Fig 1: Summary of the workshop process

Each module is described in detail in the following sections. Facilitators using this guide are encouraged to be responsive to the needs of their own participants and adapt the content where possible.

Facilitation best practices

The materials provided in this manual will assist a facilitator to run the activities. However, good facilitation techniques will be critical to ensuring that the participants comprehend the content of the workshop, and that the activities are completed successfully. The following tips are good practices for any facilitator:

- Never forget your audience. Interact and work with participants well. Avoid standing in front of them for too long. This will create an artificial boundary between you.
- Make sure that you are well prepared for the workshop and that any materials or resources that you require are ready and of a good quality.
- Ensure that you respond to the participants' needs by listening to both the message and the thoughts of the participants, and responding to them accordingly.
- Make sure you keep time, in particular breaks and the finish time. However, be flexible and responsive to participants' needs on how tasks are completed and the order of events on the day.
- Allow time for icebreakers and environment changes e.g. role plays to be undertaken outside, etc.
- Facilitators should guide the groups during group activities with more attention given to those that need support.
- Encourage everyone to participate by creating a healthy interaction among the participants.
- Before each session/activity, ask if there is anyone among the participants who is familiar with or has done the particular exercise before and to share their experiences on the value of the activity with the other participants.

Workshop Doctor

The purpose of the "Workshop Doctor" is to note the participant's reactions to what is being presented. For the workshop to be successful, participants should be interested, understand what is being taught and understand its relevance to their own group. Information about how participants are reacting will also help to refine the delivery of the subsequent sessions to suit their needs.

Each day, one facilitator in the team should be allocated the role of "Workshop Doctor" who takes note of participants' reactions during every session. There should be a number of "check-ups". This is best before breaks (morning tea, lunch, etc.) and at the beginning and end of each day. There are a number of tools that can be used to gather this information. These include:

- Informal interviews/structured conversations
- Line up/spectrums
- Voting methods
- Dartboards and scales
- Discussion questions
- Feedback forms
- Facilitator observations

More detailed instructions on how to run each of these activities can be found in Section 1 of the Annex.

The appropriate tool should be selected for each audience, depending on their number, level of comfort with each other and openness. Be sure to use a range of techniques during the day so that participants do not grow weary of the same process.

Questioning techniques

Most of the data collection methods suggested rely on asking questions in some way. Asking good questions will ensure that the data collected is useful and meaningful. A good question should contain only one request.

For example, “From today’s session, what will you implement?” has one proposition whereas “From today’s session, what was most useful and what will you implement?” has two requests and must be split.

- Ask exactly what you need to know and no more.
- Avoid testing knowledge; there should be no correct answer.
- Do not use leading questions where the respondent’s response is anticipated. For example, “How much did you like the workshop?” assumes that the respondent liked the workshop. Don’t provide judgment or feedback e.g. say, “I understand” rather than “I agree”.
- Never pre-empt a response.

Recapping

Before the start of each day’s sessions, it is advisable to do a recap to enable participants recall the previous day’s activities. This process assists participants to remember and retain lessons that were taught, and provides the facilitator with an opportunity to assess how effectively participants have ‘picked up’ the messages being taught. This session can take 15-20 minutes.

- The session is an opportunity to involve the participants. One of the participants may be called upon to lead the session.
- This can simply be introduced in form of questions to participants, e.g., “What did we do? What did you learn? What new information did you gain?’’
- The team should make a simple object (like a ball) which can be used during the recap. Whoever receives the ball, tells the audience what they learnt.
- The ball is thrown to the first individual at random, who will then throw it to another person at random, after giving their response.
- It is advisable for participants to nominate one person who will note down issues that require attention from participants each day and report these during the recap session.

Proposed workshop programme

Below is a timetable showing the recommended order of activities and the time that should be allocated for each session.

	Topic	Time	Facilitators	Resources	Workshop Doctor Tools
DAY ONE					
1	Workshop introduction	9.00 – 10.30		• Flip charts • Markers • Zopp cards of two different colours	• Line up/spectrums • Dartboards and scales • Discussions questions • Facilitator observations
	Tea Break	10.30 – 11.00			
2	Workshop objectives and introduction to integrated development planning	11.00 – 13.00		• Flip charts • Markers • Lap top and Projector	• Feedback forms • Discussion questions • Facilitator observations
	Lunch	13.00 – 14.00			
3	Role play “The Fisherman”	14.00 – 15.00		• Three volunteers • Flip charts • Markers/Pens	• Discussion questions • Feedback forms • Facilitator observations
	Afternoon Break	15.00 – 15.15			
4	Farmer Learning Process	15.15 - 16.15		• Printed forms • Zopp Cards – three different colours per group • Flip charts • Markers/Pens	• Facilitator observations • Feedback forms • Discussion questions
	Questions/feedback	16.15 – 16.30			

DAY TWO					
	Recap of first day	8.30 – 9.00			• Line up/spectrums • Voting methods • Dartboards and scales
	Finalization of Farmer Learning Process	9.00 – 9.30			
	Topic	Time	Facilitators	Resources	Workshop Doctor Tools
5	Role play “The Bus”	9.30 – 10.00		• Five chairs arranged in a row to represent the bus • Five participants - including at least one female (Passenger 4) • A sheet of paper with the destination written on it • A newspaper or other reading material	• Discussion questions • Feedback forms • Facilitator observations
	Tea Break	10.00- 10.30			
6	Stakeholder identification and analysis	10.30 – 12.30		• Flip charts – 1 per group • Egg-shaped cards (different colours) in three different sizes and a triangle • Different coloured markers • Plain sheets of papers to write stakeholder list • Masking tape	• Informal interviews/ structured interviews • Line up/spectrum • Discussion questions • Feedback forms • Facilitator observations
	Lunch	12.30 – 13.30			
7	SWOT	13.30 – 14.30		• Flip charts • Two sheets of plain papers • Markers	• Feedback forms • Facilitator observations
	Afternoon Break	14.30 – 14.45			
8	Vision Mapping (Past, Present & Future)	14.45 – 15.45		• Flip charts • Makers of different colours • Plain sheets of paper	• Informal interviews/ structured interviews • Discussion questions
	Questions/feedback	15.45 – 16.00			

DAY THREE					
	Recap of previous day	8.30 – 9.00			• Line up/spectrums • Voting methods • Dartboards and scales
9	Asset Identification	9.00 – 10.30		• Flip charts • Pens • Plain sheets of paper OR printed asset forms	• Discussion questions • Feedback forms • Facilitator observations
	Topic	Time	Facilitators	Resources	Workshop Doctor Tools
	Tea Break	10.30 – 11.00			
10	Gender Roles Description	11.00 – 12.00		• Flip charts • Markers	• Discussion questions • Feedback forms • Facilitator observations
	Lunch	12.00 – 13.00			
11	Role play “River Crossing”	13.00 – 13.30		• Four volunteers - 2 males & 2 females (a ratio of 3:1 is also ok) • Something to visualize the river e.g. flip charts with line drawn on, power cord, rope etc. • Something to represent stepping stones e.g. drawn circles on flip chart, mats, etc. • Stick e.g. rolled up flip chart, broom/mop etc. • Flip charts • Markers/Pens	• Discussion questions • Feedback forms • Facilitator observations
12	Workplan introduction	13.30 – 14.30		• Flip charts • Plain sheets of papers	• Facilitator observations
	Afternoon Break	14.30 – 14.45			
	Objective identification	14.45 – 15.30		• Plain sheets of papers	• Line up/spectrums • Voting methods
	Questions/feedback	15.30 – 16.00			

DAY FOUR					
	Recap of previous day	8.30 – 9.00			• Line up/spectrums • Voting methods • Dartboards and scales
	Objective identification continued	9.00 – 10.00		• Plain sheets of papers	
	Tea Break	10.00 – 10.30			
	Identification of strategies	10.30 – 12.00		• Plain sheets of papers	
	Gaps and needs in strategies	12.00 – 12.30		• Plain sheets of papers	
	Lunch	12.30 – 13.30			
	Gaps continued	13.30 – 14.00			
	Basics of monitoring and evaluation How to monitor the strategies	14.00 – 14.30			
	Topic	Time	Facilitators	Resources	Workshop Doctor Tools
	Afternoon Break	14.30 – 14.45			
	Finalization and presentation of workplans	14.45 – 15.30			
	Feedback and future steps	15.30 – 16.00			• Feedback forms • Line up/spectrums • Voting methods • Dartboards and scales

Module 1 – Workshop introduction

Duration	1 hour 30 min
What	This module covers the introduction to the workshop
Why	The outcomes of this session should include: • Participants meeting each other and establishing rapport • Identification of participants' expectations and fears
Who	Facilitator, locally-respected person and participants
How	Plenary session
Room Layout	Open plan layout (standing)
Resources	• Flip charts • Markers • Zopp cards of two different colours

Process of workshop introduction

The introduction to the workshop proceeds as follows:

Step 1: Participants arrive and register. During registration they are issued with a nametag, notebook, pen and workshop programme.

Step 2: A locally-respected person, either a local government official or a local facilitator, opens the workshop session by welcoming the participants and facilitators to the workshop.

Step 3: Participants introduce themselves, followed by the facilitators

Step 4: Participants are guided to come up with the ground rules for the workshop.

The ground rules are written on the flip chart and displayed at the plenary. The facilitators may add other ground rules if they feel the group has not captured something important. Important ground rules include:

- One person to talk at a time
- Keep time
- Ensure all phones are on 'silent' mode
- Avoid unnecessary movement
- Respect each other's opinions
- Speak loudly
- Ask questions

Step 5: Participants nominate managers to take care of different roles during the workshop sessions.

Facilitator tips

- Let the local facilitator carry out the introductions in the local language.
- Use an icebreaker as part of the participant introductions. Suggested options include getting two participants who have never met to introduce each other or get a participant to name their favourite animal and why.
- The ground rules should be mounted on a clear location where they will be visible to all participants during the workshop. Participants should be reminded of the ground rules each day.
- Ask the participants to propose what should be done to any person who breaks the ground rules. This can include singing in the local language.
- At the end of each day, a token can also be awarded to participants who contribute in terms of ideas. Participants should be asked to nominate the person to be rewarded.
- During the recap sessions each morning, ask the participants to give their views on how they are performing and also how the facilitators are conducting the workshop. Refer to the Workshop Doctor section of this manual for suggested tools to use to track workshop performance.

Module 2 - Workshop objectives and introduction to integrated development planning

Duration	Up to 2 hours
What	This module introduces the capacity needs assessment workshop and the project objectives where relevant.
Why	The outcomes of this session should include: • Participants understanding the objectives of the project • Identification of participants' expectations and fears
Who	Facilitator and participants
How	Plenary session
Room Layout	Conference or lecture
Resources	Flip charts Markers Laptop and projector

Process

This session follows the following steps
Step 1: Make a presentation on the project, highlighting:

- The project title
- Objectives of the project
- Objectives of the capacity needs assessment workshop
- Why these particular groups are selected
- Approaches to be used in the workshop
- What is expected from the participants at the end of the workshop, which include:

1. Identification of knowledge gaps, technological gaps and an enabling environment for each group.
2. A guided group workplan based on felt needs, known outputs and expected outcomes.

Step 3: Clarify the expectations and fears of participants. The most obvious fears that need to be clarified include: transport reimbursement, accommodation and language. This saves time and allows the participants to state other expectations and fears that have not been addressed.

Step 4: Each participant is given two Zopp cards of different colours to note down their expectations (on one card) and fears (on the other card) that were not brought up during the group discussion.

Step 5: The Zopp cards are collected, and the responses read and/or written on the flip chart, with each fear and expectation discussed with the group.

Facilitator tips

- Participants should attend the whole workshop and represent the ideas of their respective groups
- The facilitators will take the participants through each of the sessions carefully, clearly and slowly for the benefit of all. If any participant does not understand something or feels like the facilitators are too fast, they should feel free to seek clarification.
- The exercise can also be participatory where the cards are grouped together into common expectations and fears. The facilitator will go through the expectations and fears and clarify any issues that come up

Lessons from the field

Be clear on workshop objectives and address participants' expectations

As facilitators running the workshops, we gave participants an opportunity to express their expectations. The common one across all the sites was that participants expected the workshop to be a training session. "We expect handouts after the workshop" was a common expectation. As facilitators we were very clear on the objective of the Capacity Needs Assessment workshop right from the first day by emphasizing that the aim of the workshop was to enhance their capacity as groups. We also mentioned to participants that they would make their own handouts through the various activities that they would undertake. This was repeated across all the sites, so it was clear to everyone throughout the week.

Bwire – Workshop Facilitator in Kenya, Tanzania & Uganda

Module 3 - Role play “The Fisherman”

Duration	1 hour
What	The role play is performed by a selected group and then participants are guided through a discussion of selected questions. The role play is intended to enable participants to think about their relationship with extension officers/service providers who interact with them in their community.
Why	The intended outcome of this role play scenario is to encourage participants to be open to new ideas and identify the benefits that can be obtained through adoption of new practices.
Who	Facilitator, participants
How	Role play, group discussion
Room Layout	Open plan – this exercise could also be conducted outdoors.
Resources	• Three volunteers • Flip charts • Markers/pens
Characters	**Professor** - Introduces new ideas to the fisherman representing service providers/extension officers who work with the community. **Fisherman 1** - Resistant to new practices representing individuals/communities that are resistant to change. **Fisherman 2** - Open to adopting new practices representing individuals/communities that are ready to adopt new ideas.
Role Play Summary	Fisherman 1 and 2 are facing a common problem such as lack of fees for their children, probably because they can’t get enough fish (or any other problem). They are discussing how they can solve this problem. Fisherman 1 seems to have lost hope and thinks that there is no way out. On the other hand, Fisherman 2 thinks that there must be a solution but he does not know where to find it. He encourages Fisherman 1 to try and find the solution but Fisherman 1 is reluctant. The Professor appears and finds the two talking. He gives them ideas on modern fishing methods which will help them get more fish which they can sell to get more money. Fisherman 2 finds the idea beneficial and he opts to apply it.

Process for role play

Step 1: Select three volunteers from the groups.

Step 2: Brief the volunteers on their characters and invite them to ad-lib the plot development to tell the story.

Professor

- Has undertaken research of modern fishing technologies such as the use of boats and nets to determine that they are more successful and profitable than traditional fishing practices, although creates new challenges such as overfishing.
- Wants to bring the knowledge of these new fishing technologies to the fishermen.

Fisherman 1

- Has always fished using traditional practices and he is facing a problem just like Fisherman 2.
- He is not satisfied with the current methods but thinks he cannot solve his problem. He is reluctant to change or adopt new practices
- Despite what they are told by the Professor, he refuses to adopt the new practices.

Fisherman 2

- Has always fished using traditional practices, but is open to new ideas and improving his livelihood.
- Fisherman 2 is facing a similar problem to Fisherman 1 and they are discussing possible solutions.
- Once the Professor stops talking to Fisherman 1, Fisherman 2 pulls the Professor aside to learn more about the new fishing technologies.

Step 3: Introduce the role play, by noting that "the two fisherman discuss their problem by the bank of a river when along comes a Professor…", then invite the volunteers to act out the scenario.

Step 4: At the conclusion of the scenario, initiate a group discussion by responding to the following questions:

a. What did you see happening?

b. What worked well?

c. What did not work well?

d. What lessons did you learn from the role play – the fisherman?

e. What can you do to improve your groups?

f. Note the responses on the flip charts.

Lessons from the field

Ensure role plays conform to the local customs

While facilitating the role play "The Fisherman" on Pemba Island in Tanzania, participants found it challenging to grasp the intended message. During the plenary discussion, participants seemed to concentrate more on the acting and not on the actual message. I later discovered that in that locality, women do not engage in fishing activities. One of the volunteers who acted the role of a fisherman was a woman, and therefore the message of the role play was not clearly understood since participants concentrated on the gender of the actor and not the lessons behind the story. I discovered that I could overcome this if I clearly understood the local culture. Another important lesson I drew from this experience is that as a facilitator I should try as much as possible to draw participants into the message and not to concentrate on the actual performance of the role play.

Bwire – Workshop Facilitator in Pemba, Tanzania

Photo 1: Participants performing the role play, "The Fisherman" in Lushoto, Tanzania

Module 4 – Farmer learning process

Duration	1 hour
What	This module enables groups to identify how and where they access knowledge, skills and technology, and in turn how they share this information with other groups.
Why	The outcomes of this session will include: • Identification of how and where the groups obtain knowledge, skills and technology and innovations. • Participant identification of how and with whom they share skills and knowledge. • Data collation of sources of information networks, learning mechanisms and processes groups undertake for skill and knowledge sharing to support the Capacity Development Planning.
Who	Facilitator, participants
How	Plenary presentation and group activity
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Printed forms • Zopp Cards – three different colours per group • Flip charts • Markers/Pens

Background information

Farmer learning processes and forms of dissemination include agricultural extension approaches, farmer-to-farmer learning, oral discussions and printed/TV/radio material. It involves all the ways that farmers share and gain knowledge and information.

This exercise focuses particularly on dissemination forms that relate to integrated natural resource management in the agrarian smallholder setting.

Definitions

Farmer Innovation: includes practices, technology or any process developed by farmers which assist in their farming system

Knowledge: information gained such as team building and leadership.

Skills: includes practical skills and expertise acquired by an individual.

Technologies: new or existing innovations or methods that are used to assist in the application of skills learnt (e.g. new production technologies)

Process

Step 1: Explain to participants The various approaches that one can use to obtain and share information. These include FFS (farmer field school), demonstrations, farm visits, etc.

Step 2: Using examples from the groups, explain the three concepts – skills and technology, knowledge and farmer innovation.

Step 3: Provide the groups with three Zopp cards of different colours. The groups fill on each respective card – skills and technologies, knowledge acquired, and innovations that they have come up with as detailed in Figure 1 below

Fig 2: Different cards with respective information/training

Step 4: Each group is given a flip chart to draw six columns as shown in the table below. The three cards from step 3 above are stuck under the column – what we learnt. Then for each card the groups indicate who taught them this information, the various learning mechanisms used, whether they paid for it, or it was offered for free and whether this information has been adopted and if not, why.

Step 5: IF TIME PERMITS - Group activity: Groups fill in a second table which shows the skills and technologies they have provided to others.

OR

This can be done in plenary. Ask the participants if any of them has provided any knowledge, skills and technology to other groups or individuals in the area. If there is one that has, ask them to explain if it is from an individual member or the group and capture how they have done this.

The importance of this step is to enable groups (and individuals) to identify their current or future role in providing training to other groups in their community.

Zopp cards are stuck in the first column "what we learnt" in the table below as indicated in step 4 above.

What we learnt	Who taught you this information?	How were you taught this information (Learning Mechanisms)	Cost (paid or given free)	Has this skill/ technology been adopted?	If not, why?

Skill/technology provided	How did you provide the skill/technology (training mechanisms)	Who did you provide the training/knowledge to?	Did you receive anything in return for this training/ knowledge? If so, what?

Output

The outputs from this module will be different types of training/information received by each group. Figure 3 shows an example of the product from this module.

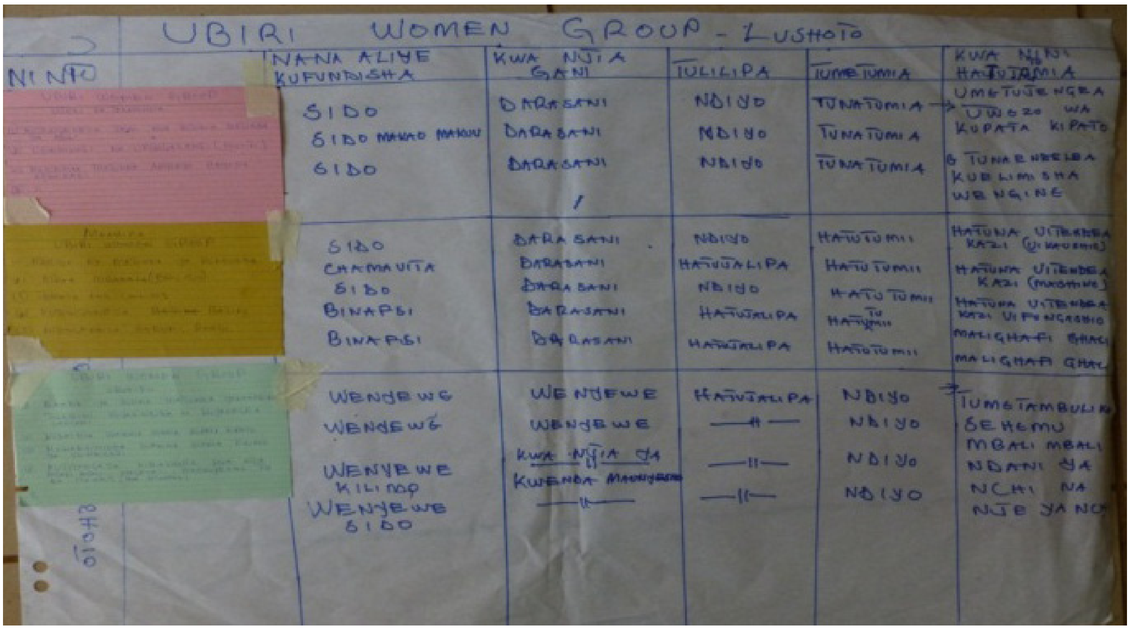


Fig 3: An example of different learning processes from one of the groups in Lushoto, Tanzania

Facilitator tips

- Types of learning and training mechanisms groups can identify include: formal classroom training, demonstrations, field days, meetings, farm school, exchange visits, landcare, FFS, extension, media articles, sales representatives etc.
- Where possible, groups should highlight whether demonstrations were used, handouts provided, the setting and duration.
- To conclude the session, a few groups should give an example of a training that was very successful. They should include the following information: they type of training, which approach was used and how they've adopted that training into their group.
- Groups should be encouraged to revisit this list during the stakeholder analysis to update the information with any additional partners identified during this exercise.
- If there isn't adequate time, focus on what they learnt and then during the plenary session ask what they train others in.

Field experience

I was part of the presentation team for a workshop in Lushoto, Tanzania. During the introductory session of raising fears and expectations, the groups had identified the challenges of having strangers in the workshop, particularly me as a *mzungu* (foreigner).

I facilitated the Farmer Learning Process module and used a game of "guess my nationality" as an icebreaker and to provide some parallels to the concepts of Farmer Learning Processes. After some time, the groups guessed correctly that I was Australian, and we used this game to discuss the differences between Skills & Technologies and Knowledge, in that they have the knowledge of Australia and also skills and technologies at their disposal to apply that knowledge to guess correctly. In discussing Innovation, we talked about how they could have used their knowledge, skills and technology to improve the process of guessing my nationality by undertaking something innovative, like asking me a question about my country, such as an iconic animal or city.

While the example was imperfect for discussing Farmer Learning Processes, it definitely broke down the barrier between us and provided a great introduction to the module.

Muller – Workshop Facilitator (& Australian) for workshop in Lushoto, Tanzania

Module 5 – Role play "The Bus"

Duration	1 hour
What	This role play is performed by five participants followed by a guided discussion in plenary. It will highlight behaviours and perceptions common to participants in their groups relating to stakeholders, communication and gender considerations.
Why	This role play highlights 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), where their stakeholders are taking them and whether they are taking the right steps to achieve their vision. This role play acts as a summation exercise for participants based on the activities of the past three days in preparation for their work planning.
Who	Facilitator, participants
How	Role play, group discussion
Room Layout	Open layout or in an outdoor space
Resources	• Five chairs placed in a row to represent the bus • Five participants, including at least one female (Passenger 4) • A sheet of paper with the destination written on it • A newspaper or other reading material
Characters	• **Driver** - Knows where the bus is going, but just informs one person, gets distracted and forgets to inform the rest • **Passenger 1** - Knows where the bus is going too, but fails to communicate with others • **Passenger 2** - Doesn't know where the bus is going, but gets in anyway hoping that the bus is heading in the right direction • **Passenger 3** - Tries to find out where the bus is going, but gives up early and goes along with everyone else • **Passenger 4** - Tries to persist but does not receive any assistance from the others
Role Play Summary	The play involves the driver and four passengers, including a female. The driver is sitting at the front of the bus. Passenger 1 hops onto the bus and asks the driver where the bus is going. He responds by stating the destination (use a local example such as a town to the east). This is where Passenger 1 wants to go, so they hop onto the bus, sit at the back and fall asleep. The driver pulls out a newspaper to read and is distracted. Passenger 2 hops onto the bus and sees Passenger 1 already in the bus, so just sits down without asking about the destination of the bus. Passenger 3 hops onto the bus and asks Passenger 2 where the bus is going. Since Passenger 2 doesn't know, they do not respond. When they do not receive an answer, Passenger 3 simply sits down. Passenger 4 (the woman) hops onto the bus and asks where the bus is going, but there is no response from the passengers or driver, since Passengers 2 and 3 don't know, Passenger 1 is asleep and the driver is distracted. Passenger 4 keeps insisting, but receives no response. Eventually Passenger 4 takes a seat. The driver then puts the newspaper down and turns on the ignition key and the bus takes off. Passenger 2 in fact, as with Passengers 3 & 4 all want to go to another destination (for example, a town to the west). Passenger 4 insists that the driver should inform her where the bus is going, at which point the driver displays a sign indicating the destination of the bus. Passengers 2, 3 and 4 all realize they are in the wrong bus.

Process for the role play

Step 1: Select five volunteers from the participants

Step 2: Brief the volunteers about their characters and invite them to act out the plot development to tell the story.

Driver

- Knows where the bus is going, but the destination is not displayed until the bus moves
- Informs Passenger 1 about where the bus is going, but becomes preoccupied with reading the

newspaper, so does not inform any of the other passengers

- Once Passenger 4 is seated, notes the bus is full and takes off, and then displays the destination sign when requested.

Passenger 1

- Hops onto the bus - asks the driver where the bus is going. Since it is his destination, he goes to the backseat and promptly falls asleep.

Passenger 2

- Hops onto the bus without even knowing where it's heading.
- Sits and waits until the bus moves. Does not help Passengers 3 and 4 when they ask where the bus is going.

Passenger 3

- Hops onto the bus and asks Passenger 2 where the bus is going
- Since they don't receive any response from Passenger 2, sits down and waits for the bus to move.

Passenger 4 (female)

- Hops onto the bus and asks Passengers 2 and 3 where the bus is heading. However they both do not know.
- She becomes insistent and keeps asking.
- Eventually she takes a seat.

Step 3: Introduce the role play, then invite the volunteers to act out the scenario

Step 4: At the end of the play, conduct a group discussion around the following questions:

1. What did you see in the play?
2. What was not working well among the characters of the play?
3. Who was right? Who was wrong? (To gather what they believe to be good practices/bad practices in their groups)
4. What did you see in the play that represents an issue in your group? (Collective discussion)
5. How do you think that you can tackle these issues you have identified?

Write the results on the flip charts.

Facilitator tip

The role play should be linked to the workplan development process. Ask the participants whether they know where they are going with their groups. Are they taking the right steps to enable them reach their destination? The objectives and strategies will enable the groups reach their destination, that is, achieve their vision.

Lesson from the field

A dairy production group in Bungoma participated in the workshop. When I visited the group a few months after the workshop they replayed the scenario, "The Bus" demonstrating the value of the lessons learnt by the group. That is, the importance of knowing where their stakeholders are leading them as well as their group leaders.

Bwire, Workshop Facilitator in Bungoma, Kenya

Fig 4: Illustration of the Bus role play

Module 6 – Stakeholder identification and analysis

Duration	1 hour 30 min
What	Each group identifies its list of stakeholders and maps them for importance and level of interaction.
Why	• To identify the operating environment of the groups; and get an indication of how the groups perceive the different stakeholders • At the end of the session each group will have a complete list of stakeholders in a table and a map.
Who	Facilitators, participants in groups
How	Plenary session followed by group activity
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts – 1 per group • Egg-shaped cards (different colours) in three different sizes and a triangle • Different coloured markers • Plain sheets of papers to write stakeholder list • Masking tape

Objective of the stakeholders' analysis

The objective of stakeholder analysis is to identify the operating environment of the groups. The groups identify their current stakeholders and how they (groups) are influenced by these stakeholders. The exercise will also provide an indication of how the groups perceive the different stakeholders identified.

Process for stakeholders' identification

Step 1: Introduce the session by asking the participants what they understand by the term "stakeholder". Groups should identify stakeholders as all individuals, organizations, institutions or other groups that influence their performance. Groups should not give their members as stakeholders.

Step 2: Each group lists the names of all the stakeholders who they feel they interact with in a column (see the stakeholder analysis table below).

Step 4: Each stakeholder identified is classified as low, medium or high depending on the importance of the stakeholder to the group.

Step 5: Each group writes the names of each stakeholder on card 'eggs'. The most important stakeholder is indicated by the large egg, the least important stakeholder is represented by the small egg. Each egg should represent only one stakeholder.

Step 6: Stakeholder mapping: the groups are given a chart and the triangle-shaped card to write the name of the group which is stuck in the centre of the flip chart (see figure 3 below).

Step 7: Each egg is stuck around the group (triangular shape with the group name) and connectors/arrows to come from the group to the stakeholders (refer to picture).

Step 8: The distances between the stakeholders and the group are assigned values in the range of 1, 2, 3, 4 and 5. One means that the stakeholder is very accessible while 5 indicate that the stakeholder is not very accessible (see figure 5 below).

Alternatively a dartboard with three rings can be used, with the three rings representing primary, secondary and tertiary stakeholders. Primary stakeholders are placed on the first ring, secondary stakeholders on the second and tertiary on the third ring.

Step 9: The groups complete any outstanding columns in the stakeholders table below.

Our stakeholder	Importance (Low, medium, high)	How they help us	What they need from us	What we can’t give (what we can’t do right now)

Stakeholder analysis table

Output

Figure 5 below shows an example of the stakeholder map that groups should produce.

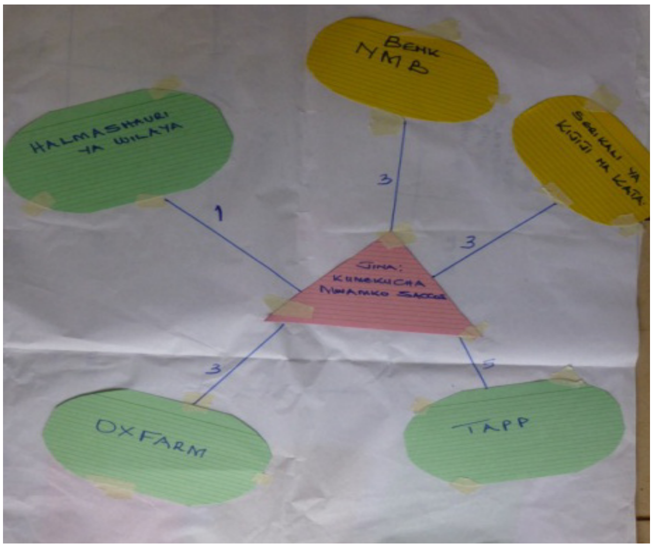


Fig 5: An example of a stakeholder map developed by a group in Lushoto district, Tanzania

Facilitator tips

- These questions can be used to introduce the session:
  - » Do you think your group can achieve its vision on its own?
  - » Do you think your children can educate themselves? Who can help them?
  - » The expected response is that the child or their groups need other people who will contribute to their success.
  - » What do we call these people?
- As children need other people to succeed, groups also need stakeholders.
- Explain that stakeholders can be individuals or organizations that are outside the group and interact with the group. These include other groups, institutions, government ministries and agencies etc.
- The columns on the stakeholder analysis sheet should be filled step-by-step.
- Put emphasis on the third column (how they help us).
- Allow a few groups to present their work. This will enable other groups to identify potential stakeholders that they too can work with.
- The facilitator will do a recap of the stakeholders to enable other groups to identify prospective stakeholders based on the experiences of other groups.
- The groups are encouraged to re-visit their farmer learning process chart to identify the stakeholders who have given them training/ information.

Lessons from the field

Exercise to demonstrate the importance of stakeholders and distance

Purpose: Select a few participants to give a demonstration and explain the meaning of distance between the stakeholders and the groups.

Ask one participant to state the name of their group, then the group to outline all their stakeholders.

Ask the group to state their most important stakeholder to the least important. These are represented by other participants who are given the different egg-shaped cards based on their relative importance.

The individuals with the eggs stand around the one who is representing the group.

The facilitator will ask the group to state how often they interact with the identified stakeholder. The participants now rate the stakeholders on a scale of 1 to 5.

The rating of stakeholders (1 to 5) is based on the groups' interactions with that stakeholder. If they interact quite often then a value of 1 may be assigned as the distance, while 5 indicates that the stakeholder rarely engages with the group.

This is done for each stakeholder.

Alternatively, instead of the numbers, the stakeholders can be represented on a dartboard as primary, secondary and tertiary. The primary stakeholders being those that interact with the groups quite often and are placed on the first ring near the centre, secondary stakeholders in the second ring while tertiary stakeholders are placed in the third ring.

We adapted this exercise and used it during workshops in Tanzania to great effect.

Bwire, Workshop Facilitator in Kenya, Uganda and Tanzania

Module 7 – SWOT analysis

Duration	1 hour 30 min
What	Identifying the strengths, weaknesses, opportunities and threats for each group. SWOT analysis provides a clear indication of where a group is performing well and the areas it needs to address/ improve. The SWOT analysis helps in matching the group's resources and capabilities to the environment they work in, and provide a broad boundary to the group's future goals and plans. This is particularly important when it comes to groups preparing their workplans
Why	To identify what the group does well, what they want to do well, external threats to their functioning, and what new opportunities may present themselves to the groups. At the end of the session each group will have a list of their strengths, weaknesses, opportunities and threats
Who	Facilitator, participants
How	Plenary session followed by group activity
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts • Two sheets of plain papers • Markers

Background information

SWOT is a strategic planning method used to evaluate the strengths, weaknesses, opportunities and threats in a group. It involves specifying and identifying the internal and external factors that are favorable and unfavorable to achieving that objective.

Group leaders and members become aware of their groups' internal strengths and weakness as well as their externalities, opportunities and threats. It can be used as part of a change programme to convert threats into opportunities and internal weaknesses into competitive strengths.

As part of the process towards formulating their workplans, an internal and external environmental scan is important to identify what the group does well, what they want to do well, what external threats to their functioning exists, and what new opportunities may present themselves to the groups.

The session is introduced in plenary then followed by individual group activities.

Step 1: Introduce the session by asking the participants the meaning of SWOT

Step 2: In plenary, use examples to explain the meaning of SWOT starting with strengths and weaknesses.

Step 3: **Group activity**: each group identify their strengths and weaknesses

Strengths:
What advantages does your group have?

- What does your group do better than anyone else?
- What unique or low-cost resources can you draw upon that others can't?
- What makes your group different from other groups?

Weaknesses:

- What does your group do that you wish you could improve?
- What are some current practices that the group must avoid, that are currently hurting the group?
- What are the aspects of your group that your partners are likely to see as weaknesses?

Step 4: Using examples explain the meaning of

opportunities and threats in plenary.

Step 5: **Group activity**: Each group identifies its opportunities and threats

Opportunities

- What new opportunities exist that your group could be a part of?
- What new policies and regulations exist that could improve how your group functions?
- What new funding sources could you tap given the right knowledge and information?

Threats

- What obstacles do you face from outside the group?
- What are other groups doing well, that hinder your group from capturing valuable resources?
- Are there groups with similar objectives to yours that could pose a threat to your group's existence in the future?
- Could any of your weaknesses seriously threaten the way your group functions?

Strengths	Weaknesses
Opportunities	**Threat**

Suggested table layout for groups to complete the SWOT exercise

Facilitator tips

- Strengths and Weaknesses are internal in nature, i.e. it's what the group does well and does not do well. Opportunities and Threats are external factors, i.e. they are beyond the control of the group, unless the group changes its way of functioning to address those factors.
- The groups should be realistic about their Strengths and Weaknesses. If they have any difficulty identifying either of them, one option could be to list all of their group's characteristics. Some of these characteristics could then be identified as Strengths, while others could be Weaknesses.
- When looking at Opportunities, groups could look at their Strengths and ask themselves if any of these open up any Opportunities. They can also look at their Weaknesses and identify if they could open up Opportunities by eliminating them.
- Where possible, use a local example to explain SWOT.

Module 8 – Vision mapping

Duration	1 hour
What	To help the groups develop a vision to assist them in developing plans. It helps the groups define their desired livelihood outcomes, and identify opportunities and assets they can exploit and develop effective strategies.
Why	The outcomes of this session: • Each group will have a vision • Vision maps of past, present and future on three separate flip charts
Who	Facilitator and participants
How	Presentation at the plenary followed by group activities
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts • Makers of different colours • Plain sheets of paper

Background information

Community visioning has been considered an interactive process for engaging with farmers to identify opportunities and facilitate community action planning. It is a vehicle for creating awareness, learning about change, facilitating communities or groups to develop their visions of desired future conditions and for developing specific action plans.

The objective of the vision mapping exercise is to help the groups develop a vision to assist them in developing individual group plans. It will help them to define their desired livelihood outcomes, and identify opportunities and assets they can exploit. They will also develop effective strategies.

In this exercise the groups are required to make a presentation on their community, past (how things were two years ago or before they started), present and the future – up to 10 years from now.

Definition

Visioning has been defined as a mental process in which images of the desired future (goals, objectives, outcomes) are made intensely real and compelling to act as motivators for the present action.

Visioning is a process by which a community envisions the future it wants and plans how to achieve it.

Process for vision mapping

Step 1: Each group is given three flip charts and different coloured markers.

Step 2: Each group draws three separate maps representing their community in the past, present, and the future (10 years from now). The maps should cover the area where the group operates and activities shown should relate to the group's activities.

Step 3: Select a few groups to present their vision maps in a plenary.

Step 4: Each group is given plain sheet of paper. In their groups, participants come up with their vision which is written on a plain sheet of paper

Output

Figure 6 shows an example of a vision map developed by a group.

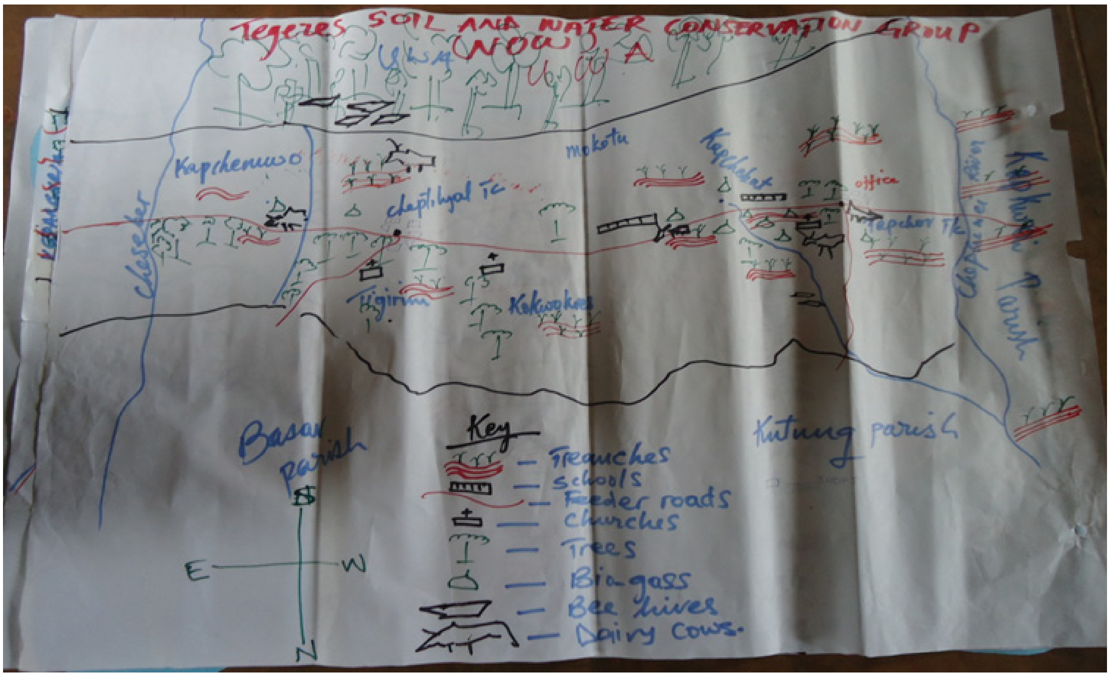


Fig 6: An example of a vision map prepared by a community group in Kapchorwa District, Uganda

Facilitator tips

Use local examples to help the participants understand the meaning of a vision statement. This is the desired future state (for instance, in the next 10 years).

For example, the facilitator may ask the question "What is your vision for your child?" Possible answers may include to become a doctor, teacher, etc.

When groups are preparing their different time period maps; the past should include things that prompted them to form their group, such as environmental degradation or soil erosion. The present is what they are currently doing and changes as a result of their activities to date or for some groups may be similar to the past. The future should include things that will change as a result of achieving their vision.

Lessons from the field

Smallholders relate very well to this exercise

The first time we conducted the vision mapping was in Kapchorwa. This was because many of the groups and the local facilitators there had already experienced this method through Landcare projects. What impressed me was how quickly and easily new groups that had never even attended a training before completed this activity and it reconfirmed that this method is both easy to understand and effective.

Bourne - Workshop Facilitator, Kapchorwa Uganda

Module 9 – Assets identification

Duration	1 hour
What	This module will enable the groups identify different assets that they have which can be used to achieve their objectives.
Why	At the end of the session each group will have a table showing a list of their human, social, natural, physical and financial assets.
Who	Facilitator, participants in group exercise
How	Plenary session followed by group activity with presentation of examples back to the group
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts • Pens • Plain sheets of paper OR printed asset forms

Background information

The assets need to be identified since they can be used as a foundation for community and group improvement. Other reasons that have been given for identifying assets in the community are:

- External resources are not always available and therefore resources for change must come from within the community
- Improvement efforts are more effective, and long-lasting when community members dedicate their time, talents and assets to changes they desire.

This module will focus on group assets. The groups will identify the following categories of assets within their groups; human, social, natural, physical and financial assets.

Categories of assets

- **Human assets**: Skills, knowledge, ability to work, health – necessary to make use of any other types of capital.
- **Social assets**: Social resources determined by relationships with others. These include networks, membership of groups, relationships of trust, reciprocity and exchange, cooperation, collective action and access to wider social institutions.
- **Natural assets**: Quantity and quality of the natural resource base available to people – land, forests, livestock, water, rainfall, aquatic resources, biodiversity, air quality, etc.
- **Physical assets**: productive assets, such as housing, tools, infrastructure, water supplies, schools, social amenities whose ownership can contribute to improving livelihoods or income.
- **Financial assets**: consists of cash, savings, loans and gifts, remittances or other financial instruments.

Process

Step 1: During plenary, ask groups to provide examples of assets and list them under asset type to ensure they understand the different types of assets and their categories.

Step 2: Provide each group with a plain sheet or a printed sheet of the asset table and ask each one to list all the assets they currently have.

Step 3: The groups fill the assets table step by step. Ask the groups to identify each type of asset and put it in its place in the assets table. The groups to give the quantities of these assets – physical, financial and human assets.

Step 4: After the exercise the facilitator may ask the participants what difficulties they had in filling in the table and which category of assets they think are most important.

The asset identification table below is drawn on the flip chart for participants or a hard copy printed out.

Physical assets	Social assets	Financial assets	Human assets	Natural assets

Asset identification table

Facilitator tips

- Groups should identify the assets they have as a group.
- Give examples of various categories of assets and clearly differentiate between physical and natural assets.
- The assets should be what they have now, not what they would like to have.
- Some assets are individually owned but contribute to the group. Members may own land and dairy cows individually but the group benefits from them. These will be included as physical assets.
- The groups should quantify their assets. This applies to the physical, human and financial assets.

Module 10 – Gender roles description

Duration	1 hour
What	Groups identify the present and possible future roles of men and women in their groups
Why	Gender description provides an insight into the different roles of men and women in the groups. Participants will be able to see the importance of both men and women complementing each other in group activities, and their possible future roles. The outcome will be a list of roles performed by men and women in groups. This also brings out the disparities in gender roles. The key message to participants is that both men and women are important to the group's performance.
Who	Facilitator, participants (male and female separately)
How	Plenary and group discussion
Room Layout	Conference followed by group exercise e.g. group tables
Resources	• Flip charts • Markers

Background information

Gender roles vary across different settings and also change over time. The following factors can shape and change gender roles:

- age
- class
- ethnicity
- religion and other ideologies
- geographical environment
- economic environment
- political environment

Definition

Gender refers to the social attributes and opportunities associated with being male or female.

Gender roles are learned behaviours in a given society/community or other social group that condition which activities, tasks and responsibilities are perceived as male or female.

Process

Step 1: **Illustration - Story**

As an example story ask participants whether they have seen young goats and whether kids of one goat all looked the same. Most probably the participants will reply that kids usually are not equal, but that some are strong and some weak. Next, ask why some kids are weak. It is expected that participants will reply that this is because some kids do not get enough milk. Upon the participants' reply ask them whether in their opinion all kids have the right to get an equal amount of milk and what initiative they would take to ensure this. The expected answer is something like giving the same opportunity to all kids to drink equal amounts of milk or stopping the strong kids from drinking milk first and giving the opportunity to weak kids to drink first.

Ask participants to think about the situation of women and men in their family, community and the group and whether they are getting equal opportunities. If this was not the case, ask participants, what that means for their wellbeing.

Step 2: Ask participants to state what they understand by gender. Write the responses on the flip charts.

Step 3: **Activity**

Get participants to form two groups, one group male and the other group female, and provided each group with two flip charts.

Step 4: Each group discusses the following questions for 15 minutes:

1. What role do you think men/women perform in your group now? Men will discuss the role of women and vice versa.
2. What roles do you want them to perform in the future?
3. Each group nominates one person to write on the flip chart.

Step 5: Each group nominates one person to present at the plenary followed by discussions and comments.

Step 6: Ask the participants why men/women are not performing some roles and what they think should be done to allow them engage in these roles.

It is important to acknowledge that men and women have comparative advantages in performing certain roles. In this regard, it is important to strive to find out from the groups what can be done to enable men and women to enhance their performance in areas where they have a comparative advantage.

Module 11 - Role play "The River Crossing"

Duration	1 hour 30 min
What	The role play enables participants to engage in the context of the training by relaying messages of certain behaviours, perceptions, issues and problems that affect a group. Participants are required to participate in the role play scenario and discuss as a group afterwards their observation of the scenario.
Why	This role play is used for discussing participation, social change, gender issues and approaches to development. It can also be used to illustrate the sustainable livelihood framework. The role play is included in this section to show the importance of participation and the risks posed by a community's dependence on external assistance, particularly regarding the dangers of depending on projects and donors. The format of the scenario is aimed at encouraging groups to visualize where they want to go (the other side of the river) and the necessary tools (stepping stones), such as strategies, plans, tasks or challenges to enable them to reach their vision.
Who	Facilitator, participants
How	Role play, group discussion
Room Layout	Open plan or outdoor
Resources	• Four volunteers - two males & two females (a ratio of 3:1 is also ok) • Something to visualize the river e.g. flip charts with line drawn on, power cord, rope, etc. • Something to represent stepping stones e.g. circles drawn on flip chart, mats, etc. • Stick e.g. rolled up flip chart, broom/mop, etc. • Flip charts • Markers/pens
Characters	• **Leader** - Assesses the situation and supports the team to achieve their goals • **Follower 1** - Is able to be led some of the way, but becomes stuck and demonstrates no self initiative • **Follower 2** - Takes initiative and after some guidance, is able to reach their goal • **Follower 3** - Is too afraid to even start the process of achieving their goal
Role Play Summary	Three people (followers) come to the river and look for a place to cross. The current is very strong. A fourth person comes along, the Leader, and notices their difficulty. The Leader finds some stepping stones and tests the water, it is not too deep. The Leader tests the stepping stones by crossing the river and returning back safely. The Leader guides the followers up to the river and shows them the stepping stones. The Leader encourages them to step on them but they are afraid, so the Leader agrees to take Follower 1 on their back. By the time the Leader reaches the middle of the river, Follower 1 on their back seems very heavy and the Leader becomes too tired, so they put Follower 1 down on a stepping stone, but Follower 1 refuses to go any further. The Leader goes back to fetch Follower 2, who also wants to climb on their back. But the Leader refuses. Instead the Leader takes the hand of Follower 2 and encourages them to step on the same stones as they do. Halfway across the river, Follower 2 starts to manage on their own and makes it safely to the other side. The Leader goes back for Follower 3 who is too afraid to even cross the river and refuses to move.

Process for role play

Step 1: Select four volunteers from the participants

Step 2: Brief the volunteers of their characters and invite them to act out the play

Materials layout

- Layout the materials representing a river and stepping stones on the ground
- Place the stick near where the followers are standing by the river

Leader

- Finds the three followers standing on one side of the river, wanting to reach the other side.
- Uses the stick to test the water of the river to see how deep it is.
- Finds that it is not too deep, and establishes a path across the stepping stones to safely reach the other side of the river and return.
- Encourages the followers to cross the river, but they are afraid.
- Offers to carry Follower 1 across the river on their back, but become too heavy halfway across. Encourages them to go on their way by themselves, but they are too afraid.
- Offer to lead Follower 2 across the stepping stones, take them half way and give them direction on how to reach the other side on their own.
- Encourages Follower 3 to cross the river, but they decline.

Follower 1

- Gathers with the followers on the side of the river.
- Is cautious to cross the river, but accept the offer from the Leader to be carried on their back across the river.
- Becomes too heavy to keep going halfway across the river but refuses to carry on by themselves. He/she is stuck half way across the river.

Follower 2

- Gathers with the other followers on the side of the river.
- Is cautious to cross the river, but accepts the offer from the Leader to be led by the hand across the river once they have returned from taking Follower 1 across.
- Is led halfway across the river, but realizes how simple it is, and with the direction of the Leader, continues across the river to the other side on his/her own.

Follower 3

- Gathers with the other followers on the side of the river.
- Watches as the other followers cross the river with the Leader, but is too scared to cross.
- Declines the offer of the Leader to cross the river and remains on the wrong side of the river.

Step 3: Introduce the role play, inviting the volunteers to act out the scenario

Step 4: At the conclusion of the scenario, undertake a group discussion around the following questions,

1. What did you see happening?
2. What different approaches were used to cross the river?
3. How many sides did you see?
4. What is represented by each side?

Tip: the beginning is where the groups are coming from while the end side is where they want to be as a result of achieving their vision

5. What does each person represent in our community?
6. Does this happen in your community/group? Give an example
7. What are the stepping stones that can help you cross the river in your groups?

Tip: these are objectives and strategies

8. Are there some people in your group that are left behind? Give us an example?

Tip: This may occur when there is initial support from donor/projects/NGOs but when projects end, the groups are not able to sustain themselves

9. Of the three people who wanted to cross, who would you want your group to be?

Write the responses on flip charts.

Photo 2: Participants acting out role play in Lushoto, Tanzania

Lessons from the field

As the Uganda focal point person, I participated in the first workshop in Embu, Kenya. The use of role play in the workshop was seen as the most efficient and simple means of sharing information and ideas. We facilitated The River Crossing in Kapchorwa and Masindi. This was a very interesting activity which involved three stepping stones across the river where three people wanted to cross, each using different approaches and with different experiences, thus demonstrating different situations within the communities. There was no talking but participants could grasp the message. The whole session became more interesting during the plenary discussion where participants discussed what they saw happening, associating what was happening with real life situations from their groups and how they handle such situations. Responses from the participants were very interesting and formed a basis for further learning for most of us who were in this workshop.

Kamugisha- Workshop Facilitator, Uganda

Module 12 – Workplan development

Duration	2–3 hours in total, can be broken down into two sessions
What	In this session, groups will identify their objectives, their future plans and how they are planning to achieve these objectives. Throughout the workshop, all activities undertaken work towards developing a viable workplan for each group.
Why	The outputs of the session are: • Vision • List of at least five objectives • Strategies for achieving the objectives • Identified gaps and needs
Who	Facilitators, participants
How	Plenary and group activities
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts • Plain sheets of papers

Background information

The workplans will focus on activities that can be implemented by the groups to ensure that they achieve their goals/vision. These are based on their relative strengths and opportunities for improvement, the environment they work in, the capabilities of their partners and stakeholders, and the individual wants and needs of each group member.

The workplans will also help focus on the activities and strategies the group must undertake to achieve these goals, while giving the group (and the Capacity Building Team) a clear indication of what gaps exist in the groups' armory, that may be addressed at a future date during the actual Capacity Building Phase of the project.

Building a workplan

Throughout the workshop, all activities undertaken work towards developing a viable workplan for each group. The workplans will focus the groups' activities towards their future goals, based on their relative strengths and opportunities for improvement, the environment they work in, the capabilities of their partners and stakeholders, and the individual wants and needs of each of the group members. The workplans will also help focus on the activities and strategies the group must undertake to achieve those goals, while giving the groups (and the Capacity Building Team) a clear indication of what gaps exist in the groups' armory, that may be addressed at a future date during the actual Capacity Building Phase of the project.

Identifying individual goals and needs

Group leaders, by virtue of their leadership roles generally have a good indication of what the group members need, and as a result, may be able to clearly define what the group's goals should be. However, in instances where group membership exceeds 20 members, such insight becomes more difficult.

The simple worksheet provided in Annex 4 can be used to help gather information about individual wants and needs for group leaders to refer to when they attend the CNA Workshop. The worksheet needs to be completed prior to the workshop and carried by the leaders for reference during the session. The idea is to have a bottom-up approach in identifying the group's goals, where individual members contribute towards the larger group goals, rather than a top-down approach, where the group leadership sets the goals, and the members are required to work towards those goals.

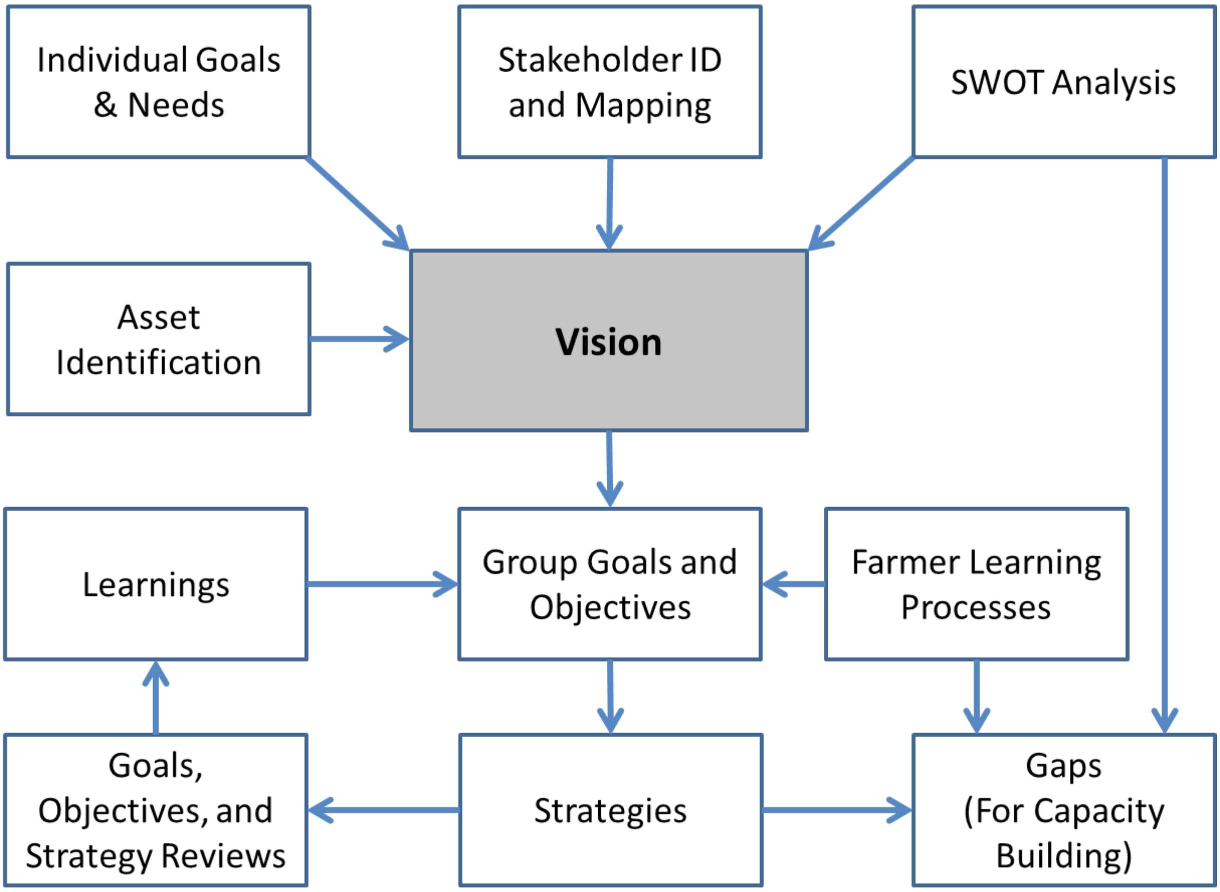


Fig 7: Workplan development process

Process of workplan development

Step 1: Introduce the session by drawing the figure showing the workplan development process which links all the different workshop activities that the groups have done so far. These contribute towards achieving their vision which is their desired future state (long term). To achieve their vision they need objectives which are specific targets that will be achieved in the short term (3-5 years).

Facilitator Tip:

You may ask among the participants who are parents to give the vision for his/her child 10 years from now. Then ask them to give the important steps that are needed for the child to achieve this (compare this to objectives). This is explained in the latter section under objectives.

Step 2: **Objectives Identification**: groups identify five objectives

Ask each group to put down a list of five things they hope to achieve in the next three to five years. These are their objectives. The exercise should take 15-20 minutes.

Objectives may be defined as those targets the group wants to achieve in the next three to five years. The workplan will include objectives which are generally medium- to long-term, to provide better focus for the capacity development process. Establishing these objectives will then lead to the identification of strategies to achieve the objectives.

The facilitator may use an example. For instance, if a parent's vision for his/her child is to become a doctor, what must the child and parent do? Write the steps, these may include: 1. Study 2. Practice 3. Set up a business.

Step 3: **Ranking of three objectives** (10 min): groups then rank their top three objectives

All participants, within their respective groups, are required to rank the objectives they identified in the previous activity in order of importance. The first objective should be the most important and the one that has to be achieved first before the other objectives are achieved.

When ranking the objectives, the following should also be taken into consideration:

1. If the objective is important to the whole group
2. Is the objective important for the group to keep surviving?
3. Is the objective addressing a key weakness of the group?

Making the 3 objectives Specific, Measurable, Achievable, Realistic and Time bound (SMART) (30 min)

Let one group read one of their objectives at the plenary. Guide the group to make it SMART by asking them guiding questions. Use the objective to illustrate the meaning of SMART as indicated by the following examples below.

Specific: Is the objective specific enough to measure progress towards the results?

The groups should not give general statements for instance, training, but should specify what type of training is needed (e.g. disease control in dairy cattle).

Measurable: Is the objective measurable in quantitative terms?

Any Increase or decrease should be mentioned in terms of numbers. For instance, increase in production of maize from 10 bags to 20 bags.

Attainable: Is the attainment of the objective realistic?

The groups should give objectives that can be achieved given their capabilities. For instance given their assets, strengths and opportunities can they achieve the stated objective?

Relevant: Is the objective relevant to the functions of the group, and the wants and needs of the group members?

The objective should be relevant to the group's activities. For instance, a dairy group should give objectives related to their dairy activities or any other that they do as a group.

Time-bound: Does the objective have a specific time period by which it is to be attained?

The objectives should specify the year/month that it is expected to be achieved, e.g., to increase the production of maize from the current 10 bags to 20 bags by June 2012

Facilitator tip:

Use these questions when it is not easy to translate SMART in the local language. Write the questions on the flip chart to guide the groups during this session.

- What do you want to do?
- Are you able to do it given the resources you have?
- By when do you want to achieve it?
- How much of it do you want?

Facilitator tip:

Let a few groups present their objectives at the plenary to get comments from the participants on whether they are SMART.

Step 5: **Identifying strategies for each objective** (2 hours):

Use a local example for strategies, for instance, you may ask, what steps do I take to get from point A to B? Let participants give you the points (steps) as you write on the flip chart.

Then using one or two objectives from one of the groups, ask them what steps they will take to achieve the objective. These are their strategies.

Each group is given three sheets of paper, one for each objective. The groups write down one objective on one sheet and the steps involved in achieving these objectives.

Strategies are the small steps or activities that need to be carried out under each objective. You can give an example of moving from town A to B as an objective. The steps/activities that will be taken to get to town B are the strategies. The steps follow each other logically

Groups are given plain sheets to write objectives and strategies per sheet. (One objective per sheet).

Step 6: **Gaps and needs identification** (1 hour). For each of the objectives, groups are expected to identify

the gaps to be addressed and the needs as well. These gaps and needs should relate to the strategies highlighted. Participants should try as much as they can to identify as many gaps as possible that they feel are a bottleneck/stumbling block to their strategies.

Groups should identify gaps in technology, knowledge and skills.

Step 7: Four to five groups will present one objective with their strategies and gaps for that strategy. The gaps will be written on the flip chart. Invite participants to comment on the presentation

WORKPLAN OBJECTIVES AND STRATEGIES

Workplan Objectives and Strategies	
Group Name:	**Group Location:**
Objective Name:	
Prepared by:	**Date of preparation:**
Strategies	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Output

The example below from one of the groups in Uganda illustrates the expected output from this module.

Vision: Building the capacity of the beneficiaries in soil and water conservation, tree planting, environmental management and management of short-term crops for food security within three months.

Objective: To establish 15 demonstration sites within 8 parishes on piloting local innovations agroforestry trees and conservation management and crop management in Kaplenet sub county before November 2012

Strategies

1. Identify the demonstration sites
2. Plan on what to be demonstrated
3. Mobilize the community to participate in the demonstration activities
4. Source for seeds/materials for demonstration
5. Prepare the demonstration land/garden
6. Plant the trees
7. Assess what is working well and what is not
8. Invite the members for learning
9. Evaluate the performance of the demonstration

Gaps

- Identifying demonstration site is a problem
- Sourcing for the seeds and materials for demonstration is a great challenge
- Mobilizing some community members is sometimes a problem

Facilitator tips

- Each group must be encouraged to get as many different viewpoints from group members (through the Individual Goals and Needs sheet) use when formulating the group's overall goals
- Emphasis must be placed on individual wants and needs at this step, and not of the group. The group goals will therefore be ones that are common to the most number of individuals within that group.
- Ask the participants whether they understand the meaning of objectives.
- Let a few groups present their vision and objectives and get comments from the plenary.
- Each group then starts prioritizing the list of things to achieve, by checking on their SWOT tables, Stakeholder Analysis, Asset tables, and other useful sources of group information. Ideally, the list should be cut down to three objectives that the group has a realistic chance of achieving, given the resources they have, their limitations, stakeholder capabilities, and the capacity building they may require.
- The final list of objectives must be agreeable to a majority of the group, to ensure maximum buy-in by group members.
- The gaps need to be specific (if training is mentioned, the group should specify the type of training).
- The gaps should be drawn from the strategies identified, and linked to stakeholders.
- They should not mention money because everything one has requires money. How they obtain the money is the issue.
- Objectives and strategies should be SMART (Specific, Measurable, Attainable, Relevant, Time-bound). Objectives in particular need to be SMART, so that the progress of the group towards achieving their workplan can be measured.
- Ensure that the groups have the work that they have done – the Assets table, SWOT, stakeholder maps, etc., during the session

Lessons from the field

Need for flexibility when groups have existing knowledge coming into the workshop

I realized that groups were at various levels of understanding and therefore as a facilitator I had to be flexible enough to try and not impose my approach on them. In Bungoma, Kenya some groups already had workplans. In the introduction session, these groups raised questions whether they would make new workplans during the workshop. I was flexible and asked these particular groups to come with their workplans to the workshop. One group carried its workplan which was further refined, based on the group's priorities and objectives. The workshop programme needs to be flexible to accommodate the varied capacities of groups.

Vishwanathan – Workshop Facilitator, Bungoma Kenya

Identify weaknesses among participants

During the workshop in Embu, some of the group members invited to the meeting were illiterate and therefore barely understood English. The secretary of the group was the only one with secondary school education but had little understanding and writing capabilities in English language.

I had to discuss the activities with them in Swahili then later translated it to English for documentation. Most of the discussions by the group however, were done in Kiembu then one of them explained their discussions to me in Swahili which I later helped them translate to English.

It is therefore important for facilitators to understand the weakness of their audience and find a way to ensure the workshop is inclusive.

Kimaiyo – Workshop Facilitator, Embu Kenya

Communication is a circle

I led a few sessions of the workshop in Embu, where more than 45 people were sitting at desks, lined up as in a school classroom. Everybody was facing me and I was speaking in the clearest and loudest English I could and while the first line of participants seemed very responsive, I was worryingly noticing faces in the back of the room turning blank the more I spoke. In addition, some participants could not see me because of the pillars sustaining the building being in the way.

After a few hours, I went to see how those participants sitting at the back were doing, when a colleague replaced me as lead facilitator. The more I was walking away to find a spot at the very end of the room, the more I could hear my normally loud and clear colleague's voice becoming feeble, his English less and less understandable, and the writings on the flip charts small and difficult to decipher. I then realized that screaming from the top of lungs was very ineffective in such sitting arrangement and without moving from my spot.

As a lesson, I learnt that communication works better in a circle and as a circle: when everyone has the same chance to see, hear and talk, and when the facilitator takes a walk around and asks for constant feedback from all participants.

Borgia – Workshop Facilitator in Embu, Kenya

Module 13: Workshop conclusion - finalizing the workplan

Duration	30 min
What	This session provides a summation of the workshop, including identifying future steps for participants to continue developing and finalizing their workplans on return to their respective groups.
Why	As a conclusion to the workshop and to identify next steps for the groups.
Who	Facilitators, participants
How	Plenary
Resources	• Flip charts • Three workplan sheets

Step 1: Encourage participants to seek input from their respective group members in the finalization of the group workplans. A suggested methodology to apply is to invite participants to contribute to the following brainstorming questions:

- Do we know everything about our group?
- How can we get our group to achieve ownership of the workplan?
- How can we get more information regarding our group activities?
- What should we do with all these materials compiled during the workshop?

Step 2: Provide groups with three workplan sheets, one for each objective identified. Explain the worksheets and respond to any enquires with regards to the completion of the worksheets.

Step 3: Agree with participants on a date and a lead person to deliver the completed workplans to the regional contact person to facilitate analysis of the group workplans.

Step 4: Ensure participants have all their relevant documentation including:

- Vision sheet
- List of five objectives

Three sheets of prioritized objectives and strategies and gaps

Step 5: Invite participants to make any comments or reflections on the workshop before drawing the meeting to a close.

Informal interviews/structured conversations

What is it?

Interviews involve speaking to individuals to gather data. This could include their knowledge, perspectives and attitudes.

When to use it

Interviews are a very common data collection tool in evaluation. In evaluating an event, interviews can be done with:

- event organizers
- presenters
- a sample of participants
- non-participating observers

How do you do it?

Very short semi-structured, informal or open interviews may be the most useful in evaluating an event. This style of interview takes a more conversational tone and are most useful for exploring the respondent's opinions and ideas on a given topic. Questions are not pre-determined or fixed but adapted to suit the particular interview situation.

Questions you might be able to ask include:

- How are you finding the event?
- What has been useful so far?
- Is there anything that you would change about the day?
- How are you hoping to use this information?

These interviews can be conducted face-to-face on the day of the event, or over the phone or by email or writing afterwards. If to be collected on the day you could:

- Use 2-3 general questions in conversations during breaks, travel periods or afterwards.
- Place interviewers at entry or exit points to the demonstration plots. Use a selection scheme, such as choosing every fifth person, to truly represent the diversity of the field day attendees.

Make sure that a summary of the responses you received is recorded shortly after the interview for analysis later. Include a description of whom you interviewed in this summary.

Tips and tools

Questionnaires for Evaluating On-Farm Field Days, Journal of Extension, Volume 39 Number 1 February 2001 Available from: http://www.joe.org/joe/2001february/tt5.php

Line up or Spectrum

What is it?

A line up or spectrum is a method of rating participants' reactions to a session quantitatively, based on where they stand in a line.

When to use it

This method is useful for moderate sized groups, when there is space available. It is a very public method so is not useful for sensitive or personal questions. As participants must discuss the scores they give themselves, it is also a useful icebreaker at the start of

[1] *Sourced from: Roberts Evaluation (2012) Evaluating Events Workshop Manual*

the day. A line up can also be repeated later in the day with a similar question to show changes.

How to use these?

Ask participants how they feel before and after the workshop, by posing questions such as:

- How comfortable do you feel about using the method we just learnt?
- How useful was the last session for your group?

A photo needs to include a point against which the participants can be distributed that shows change, for example, left or right of a window, light or curtain. For example:

Photo 3: line up spectrum method

Voting methods

Foot votes

A foot vote is a similar activity to a line up, where different location (such as the corners or a room, or different trees in an area) are allocated different categories. Participants are asked to move to the appropriate one, based on their response to a question. The number of participants in each category should be recorded.

Show of hands

Participants are asked to raise their hand response to an evaluation question. For example:

I am going to ask you to show me how you found this workshop, whether it was useful, not useful or very useful. First, not useful? Put up your hands if you found this workshop overall was not useful for you, etc.

Rubbish bin votes

This method is inspired by the creators of Nudie juices and smoothies. (The story goes: http://www.innocentdrinks.co.uk/us/our-story) Participants are asked to indicate their response to an evaluation question, by choosing to put their rubbish (or other materials) in bins, each labelled with a different response option. This could be done with rubbish, or in returning materials or equipment at the end of the day, or use specific tokens in labeled jars.

Jelly beans

This method is good with children of any age. A fixed number of jellybeans are counted into each of three cups. Label each cup with “learned a lot”, “learned a little”, “didn’t learn anything”. Ask each person to take a jelly bean (or something similar) from the cup that best describes their experience. Tally how many were taken from each option to get the distribution of responses.

Source: Division of Cooperative Extension of the University of Wisconsin-Extension.

http://learningstore.uwex.edu/assets/pdfs/G3658-4.pdf

Dartboards

A dartboard is drawn on a piece of butcher's paper. Each section represents a graded response to an evaluation question from bull's eye to not so good at the outer circle. Questions could be: How would you rate the quality of the content? How would you rate the quality of the delivery? How would you rate the usefulness of the content? How would you rate the event overall?

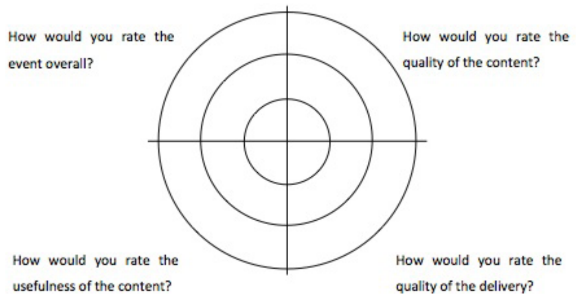


Fig 8: Dartboard evaluation method

Scales

A line is drawn to represent a range of graded responses to an evaluation question. Participants are asked to indicate where on the line, their response to the question falls. For example:

How tould you rate the quality of the workshop delivery?

X *xxx* *x* *xx* *x*

Needs Improving Good Excellent

Fig 9: illustration of the scale evaluation method

Dartboard and scale responses can be quantified and compared across a series of events or adjustments to an event. The similarities and differences can be seen visually, or quantified more numerically.

Discussions

Evaluation questions can be simply asked over a group in a general discussion format. These are particularly useful for small groups and one-off events. Discussion responses should be recorded.

An alternative method of doing this is – "What Worked, What Did Not Work".

This quick evaluation activity can be used at the end of your workshop, or at the end of each day in a multi-day workshop. In the second case, it's advisable to start the following day by summarizing the results of the evaluation and pointing out what concrete steps you've taken to apply participants' suggestions for that day.

Generally it takes 5 to 15 minutes and can be used with any number (though better with a smaller group than hundreds)

- You will need:
- Flip charts
- Markers
- Sticky notes (e.g. Post-it®)
- Pencils

Beforehand prepare three flip charts with three questions written in large capital letters at the top:

1. What worked?
2. What didn't work?
3. What would you suggest for tomorrow?

For the evaluation, put the flip charts on the wall. Hand out sticky notes and pencils to the participants, and ask them to evaluate the workshop based on the three questions.

Have participants write their responses on sticky notes and place them on the flip charts. Alternatively, participants may write directly on the charts or a blackboard.

Facilitator observations

Throughout the workshop, facilitators should measure their performance and identify what is going well and what needs to be improved. Facilitators (and others assisting them) should note how the workshop runs (the sequencing and timing of activities) as well participants' reactions (apparent understanding and level of participation) at the workshop. These observations can be compared at the end of each day between facilitators, and with the participants' feedback on the day's activities.

Things to observe:

Timing

Keep time; ensure that the sessions are kept at an agreed time. Allow time for reasonable delays such as extended discussions and clarification of points. It is recommended to give time for breaks (15 minutes) and an hour for lunch.

Timing will also be determined by the understanding of the participants, language and teamwork. The time keeper nominated should ensure that sessions are completed within the scheduled time.

Understanding

- Do participants understand what is being delivered?
- Do they follow the instructions given in group activities?
- Are the modules being delivered in a simple way for participants to understand?
- Facilitators should be keen on how they communicate to the participants.
- What is the general reaction to the activities, presentations and role plays?

Participation

- How is the participation of members in their groups?
- Is it biased?
- Are there domineering persons?
- What is the members' perception of responses from other participants?
- Perceptions of their leaders.
- The facilitator should try as much as possible to involve all the participants.

Feedback from participants

At the end of each session, participants should be asked to fill in evaluation forms. An example is given below. These should be handed over after the last session of the day. Facilitators should explain the contents of the evaluation form and how to give scores (1-5).

The feedback sheets should enable participants to rate the following:

Overall: How was your overall experience during the session?

Clarity: Was the language and explanations clear? Did you understand the purpose and the instructions given?

Content: Did you find the session useful and interesting?

Presenter/Facilitator: Did the specific facilitator/ presenter present effectively?

WORKSHOP EVALUATION FORM

Date / Day:

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

Session number/name	Facilitator score	Clarity score	Content score	Overall score	What did you like or not like the most? Why?

Any other suggestions/comments:

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References for further reading

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List of ICRAF Technical Manuals

1. Linking research to extension for watershed management: the Nyando experience
2. Bonnes pratiques de culture en pépinière forestière: directives pratiques pour les pépinières communautaires
3. Bonnes pratiques de culture en pépinière forestière: directives pratiques pour les pépinières de recherché
4. Plantemos madera!: manual sobre el establecimiento, manejoy aprovechamiento de plantaciones maderables para productores de la Amazonía peruana
5. Rainwater harvesting innovations in response to water scarcity: the Lare experience
6. Capacitación en agroforestería: caja de herramientas para capacitadores
7. Mapping the potential of rainwater harvesting technologies in Africa: a GIS overview on development domains for the continent and nine selected countries
8. Green water management handbook: rainwater harvesting for agricultural production and ecological sustainability
9. Molecular markers for tropical trees: a practical guide to principles and procedures
10. La culture du jujubier: un manuel pour l'horticulteur sahélien
11. Carbon Guide for Smallholders: En, Es & Fr versions
12. Semillas de Especies Arbóreas para los Agricultores
13. A Guide for studying molecular genetic variation in tropical trees: common methods for statistical analysis of dominant data
14. Molecular markers for tropical trees: statistical analysis of dominant data
15. Techniques de deparasitage et gestation du karate
16. Regeneration naturelle assistee: gestion des arbres champetres au Sahel
17. Potentialites des ligneux dans la pratique de l'agriculture de conservation dans les zones arides et semi-arides de l'Afrique de l'Ouest: apercu de quelques systemes candidats
18. Rainwater harvesting inventory of Kenya: an overview of techniques, sustainability factors, and stakeholders
19. Nursery management, tree propagation and marketing strategy: A training manual for smallholder farmers and nursery operators
20. Assessing capacity needs and strategy development for grassroots rural institutions: a guide for facilitators
21. Conservation Agriculture With Trees (CAWT): Principles and practice. A simplified field guide for extension staff and farmers

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