Mid-Term Report on:

A Local Lesson Learning Programme on Demand Driven Services

September 2004

Programme Coordinators

Clive Lightfoot, ISG

Sanne Chipeta, Jacob Nymand, DAAS

Ueli Scheuermeier, Elizabeth Katz, LBL

Gesa Wesseler, CTA

Kevin Gallagher, FAO

Linking
Local
Learners

http://www.linkinglearners.net

TABLE OF CONTENTS

1. A PROGRAMME ON LOCAL LESSON LEARNING

1.1. Local Lesson Learning Programme on Demand Driven Services

SUMMARY
This local lesson learning programme uses horizontal learning and peer exchange between local farmers and service providers to explore how demand driven services can be improved. It is not a top down programme of learning driven by national or international advisors and managers. Making demand driven services work for low income farmers and local service providers is a complex business that has to be sorted out on site in the local setting. The local learners engaging in this programme are self motivated as they are trying to earn money either as farmers or as service providers or as both. The programme is also designed to produce insights into government policy (regulation quality control, poverty) and investment programming for donors and government agencies. It is a one year programme implemented in four stages each with its own milestones.

1.1.1. Importance of Local Learning

Generally speaking there has been an over reliance on 'top down' designs for demand-driven advisory services. The diversity of circumstances that countries, districts and villagers find themselves in has rendered 'blue print' approaches to design largely ineffective. Today, many realize that 'top down' designs need to be balanced with 'local' insights from field experiences. This 'local' lesson learning program intends to provide the voice from local people that many believe is now needed to rapidly enhance on-going efforts in demand-driven services. Of course, lessons are being learnt at the local level all the time - but they are not shared with others, neither are the local good practices that emerge. This local lesson learning activity will use modern information and communication technology combined with an internet learning support service to overcome the 'sharing and learning together' challenges currently faced.

1.1.2. Programme Goals and Objectives

The overall goal of local lesson learning is to make demand-driven services work better for low income farming families. However, over the next year this lesson learning programme has three immediate objectives as follows:

1. Provide insights from local real world experiences to donors, planners of agricultural services and policy makers on how best to support and facilitate the emergence of farmers' groups capable of negotiating and/or organising agricultural services and of service providers capable of offering the kind of services which bring real benefits to resource poor farmers

2. Provide insights into how modern Information and Communication Technology can speed up and make more transparent local lesson learning among the many stakeholders involved in demand-driven extension.

3. Strengthen the capacity of resource poor farmers and their organisations to engage in practical learning with service providers and other key players.

1.1.3. Programme Implementation

This local lesson learning programme is implemented for one year in four stages each having their own milestones.

1. In the first stage a coordination team of learning facilitators is established along with self-organization of local learning groups in Kenya, Uganda and Tanzania.

2. The second stage includes training of local learning groups in active learning-by-doing processes and in the use of the internet learning support service, as well as the determination of what the learning groups what to learn to improve demand driven extension and how they can better connect to the internet.

3. The third stage combines active learning-by-doing in the field by the local learning groups with internet supported learning.

4. The fourth stage reflects on the experiences of the learning groups at a regional workshop and the development of proposals for sustaining the local lesson learning activity.

1.2. Constraints to Information and Communication Management

SUMMARY
Local learning relies on rapid and frequent communication flows between local farmers and service providers. It is the horizontal communication flows not hierarchical top down flows that are important here. Much of the international and national level information lacks relevance to local people. There is simply not enough locally relevant information that is easily accessible for farmers and service providers. Coming up with new ways to document and share local information challenges farmer associations and unions like UNFFE and KENFAP.

1.2.1. Critical Information Flows in Local Learning

The important information flows in local learning are between one farmer group and another and between farmer groups and their local service providers. Farmers share their challenges with each other and get back new ideas from each other. Farmers share their service demands with service providers and get back advice on what to do next. It is the horizontal communication between peers in a local area that are important not the hierarchical top down flows national to local that matter in local Learning.
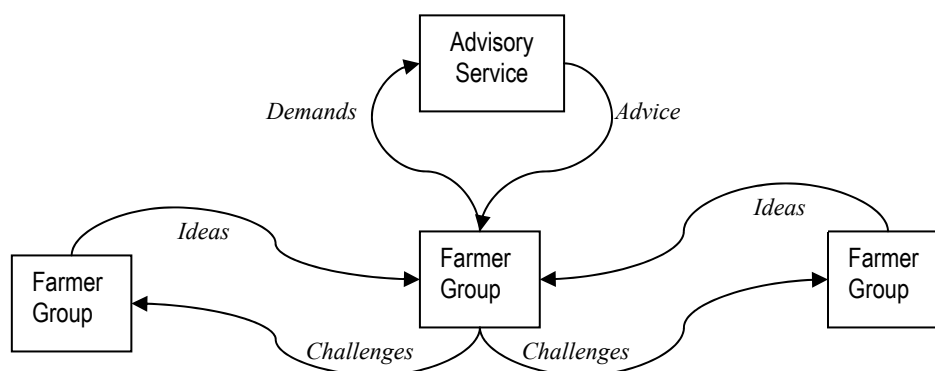
The challenges and ideas farmers' share are concrete and practical; such as the marketing of specific products like snow peas, or obtaining microfinance for particular enterprises like zero grazing dairy cows.

1.2.2. Availability and Access to Relevant Information

The rapid sharing of experiences and pooling of knowledge is enabled by the use of email and internet. While the primary aim here is to build a base of locally relevant information from real life problems and locally invented solutions, using the internet enables farmers and service providers to search the internet for any information they want. Most are already searching for market information and new agro based enterprises and technologies. Each learning group, however, not only faces severe constraints in access to and use of email and internet, but also in how they manage information and communication using these new tools.

1.2.3. Improving Information and Communication Management

Often local experiences and good practices are not documented. The challenge facing farmer associations like UNFFE and KENFAP is first to document and then manage the sharing of relevant information. But such organizations lack the skills to design cost-effective information and communication management systems. This lesson learning programme will contribute to the development of such systems. In addition, this learning will generate new ideas on how modern ICTs could help do the job.

1.3. Principles, Process and Organization for Local Learning

SUMMARY

Local learning is a continuous process of local action and shared reflection coupled with principles of honesty, trust, and self responsibility. Learners are organized into local teams horizontally linked with their peers and vertically linked with key stakeholders at national and international levels. All teams, even though they may have different learning areas, pool their knowledge for all to access.

1.3.1. Process and Principles of Local Learning

Local learning is a simple process in which many different people with a common interest come together to try out new ways of working together. For us, those common interests are demand driven services and information and communication management. Local learning takes us through a structured learning process as shown below.
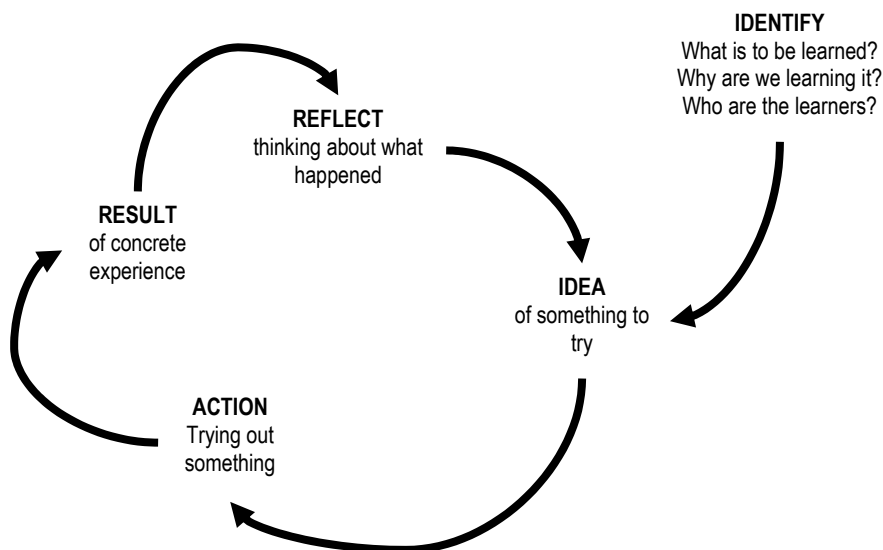
The process centres on inventing and trying out a new way of working together. After the trials we then reflect together on how the new ways performed to fine tune or scrap the idea and try something else. It is through reflection and the emergence of new ideas to try out that the learning process becomes continuous.

To succeed local learning must not to dwell too long on problems as this can lead discussions into unhelpful arguments and finger pointing that inhibit future collaboration. Rather discussions should develop what each organization can do to move towards a common improved situation. Discussing new improvements not only motivates people more but also nurtures future collaboration. Making local learning a success depends largely on the local learners themselves. To be successful learners must keep to a basic set of rules as follows:

- Learners must take responsibility for their own ideas and actions.

- Learners must be prepared to take the lead using their own existing resources for spontaneous action.

- Learners must build trust, rely on the integrity of others and respect others ideas and feelings.

- Learners must be open having no hidden agendas and honest to say what they really think.

1.3.3. Organization for Local Learning

All the people involved in local learning pool their knowledge on each learning topic. Each topic like Demand Driven Services or Information and Communication Management has its own learning team. That team is made up of people from different countries working at national, district and local levels as shown in the figure below.

The local level comprises farmer groups and local service providers (extension agents, private advisors, NGO's, private input suppliers). The district or outreach level comprises managers of organizations supporting farmers, private or public service providers or NGO's. The national level comprises managers and policy makers in public or private organizations. The international level comprises the mentors of the learning process supporting all levels of learners. The local learning groups identified in this programme are as follows:

- Tanzania – IFAD/FAO Farmer Field Schools programme, the Tanzania Multi-stakeholder Learning Association (TMLA), Danida Agriculture Sector Programme Support (ASPS).

- Uganda – the National Agricultural Advisory Services (NAADS) programme, IFAD/FAO Farmer Field Schools programme, the District Agricultural Technology Information Centres (DATICS) programme, CTA/Uganda National Farmers Federation partnership programme.

- Kenya – IFAD/FAO Farmer Field Schools programme, the Livestock Sector Stakeholder Association (LISSA) farmer groups, CTA/Kenya National Farmers Union partnership programme, Danida Agriculture Sector Programme Support (ASPS).

The lesson learning programme is coordinated by mentors from the International Support Group (Clive Lightfoot), the Danish Agricultural Advisory Service (Sanne Chipeta and Jacob Nymand), the Swiss Centre for Agricultural Extension & Rural Development (Ueli Scheuermeier and Elizabeth Katz), the Centre Technique de Cooperation Agricole et Rurale (Gesa Wesseler), and from the UN Food and Agriculture Organization (Kevin Gallagher).
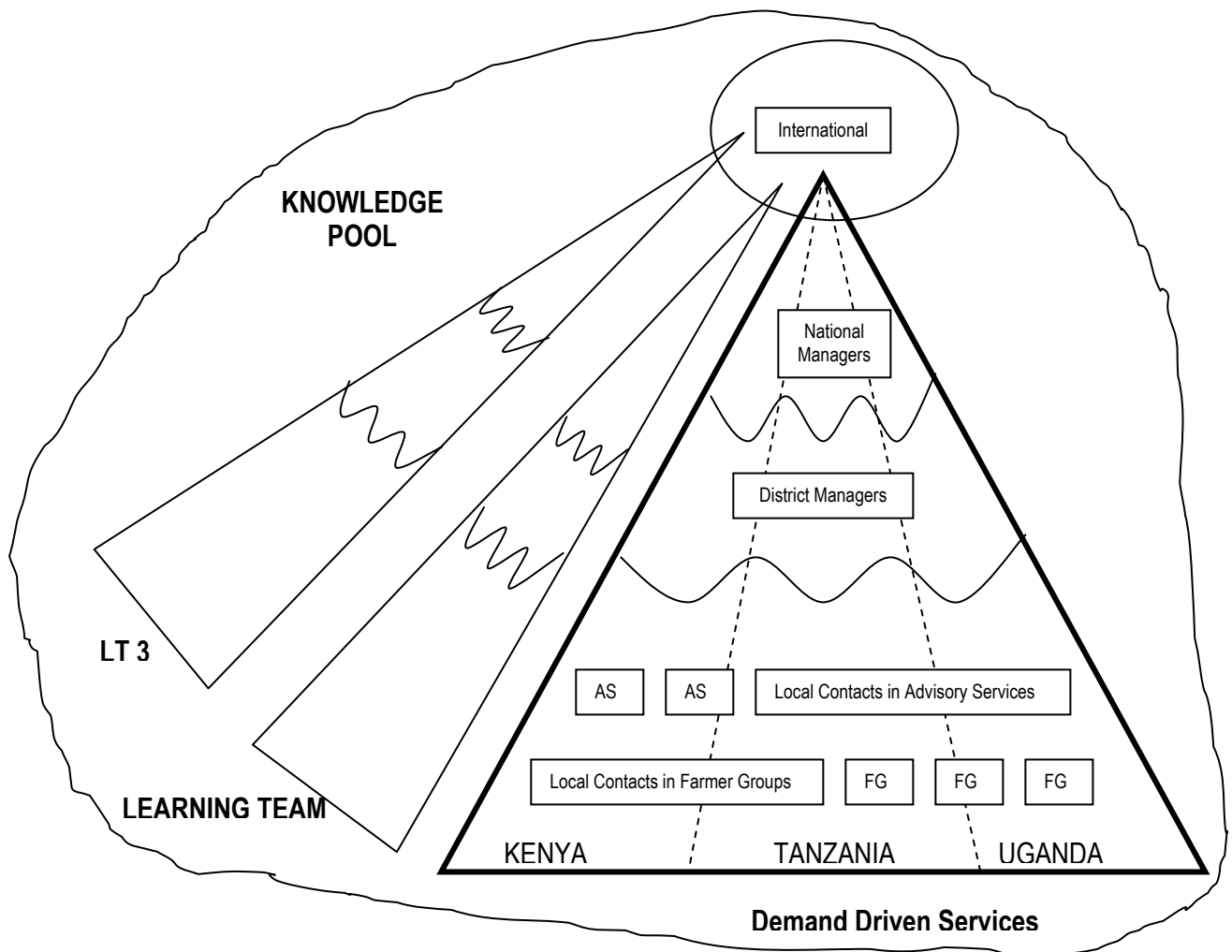
1.4. Internet Learning Support Service

SUMMARY
The Linking Local Learners (LLL) internet learning support service allows groups of local learners use email and internet to stay in contact with each other over distances and help them organize and see the advances in their learning over time. Learners use the service to conduct 'virtual' distance workshops on learning areas of their own choice. The 'LLL' internet learning support service can be viewed at http://www.linkinglearners.net

1.4.1. How the Internet Learning Support Service Works

The basic unit of learning is the 'local learning group' of some twenty to forty people all living and working in the same locality. Many local learning groups, maybe from different districts or even countries, come together in a 'learning team' to learn about a particular theme. Many learning teams each on different themes share their knowledge in a 'knowledge

pool'. Each and every learning group in a team has access to the internet learning support service. The service works through email and through the internet[1].

- Through the email the learning support service works like a mailing list. This means that all the learning groups in a learning team get the messages that somebody sends through an email. So everyone sees how a discussion is developing and everyone can email in their ideas.

- Through the internet the learning support service works like any other website. You can click on the "LLL Hot Button" on your website that will take you to the LLL internet service Knowledge Pool from which you can go directly to your learning team. Once in your learning team you can then use all the learning tools directly.

1.4.2. How the Internet Service Links Learners

Learning groups are linked to all users of the service allowing them to pool their knowledge so that it can be shared among all teams using the service. For example: When a group of learners decides they want to explore a new topic they can search all the discussions and documents of the other learning teams in the '**knowledge-pool**'. When they find anything interesting they can take up contact with those who already have experience to share.

Learning groups can **work together** in their team using a calendar that allows them to organize who is doing what and when. They can also give each other tasks with deadlines.

Learning groups can **discuss** a topic with their team members through sending and receiving email messages. Messages are threaded together so you can see which message answers to which earlier message.

Learning groups can identify the messages that they would like to include as news items. A 'personalized' automatically generated **newsletter** sends the news to the learning group.

Learning groups can ask for what has been said in a discussion or written in a document on a topic of their own interest in their team or in other teams by posting their own **questions or queries**.

Learning groups can put documents into the **library** for everyone to read. This allows them to see the advances in their learning over time.

---

2. LINKING LOCAL LEARNERS TRAINING COURSES

2.1. Training Courses in Uganda, Tanzania and Kenya

SUMMARY
Over the course of three trainings in Uganda, Tanzania and Kenya the procedures were honed that allow trainees to experience the fun of being linked over a distance while making and sharing experiences on demand driven services. Seventy people were trained from a wide arrange of organizations including farmers and service providers as well as managers.

Three training courses were held in Uganda, Tanzania and Kenya at the following times and locations:

- 22nd to 25th June. Global Learning Centre at the Ugandan Management Institute, Kampala. Uganda.
- 29th June to 2nd July. Global Development Learning Centre, Dar es Salaam, Tanzania.
- 13th to 6th July. AFRALTI Conference Centre, Nairobi, Kenya.

In all seventy people were trained, twenty five in Uganda, twenty eight in Tanzania and seventeen in Kenya[2]. Trainees included, leaders of farmer organizations like, self help groups, farmer unions and associations and farmer field schools. Representatives from private, public and NGO service providers were also present. Courses were facilitated by Clive Lightfoot, Ueli Scheuermeier, Jacob Nymand and Anne Dennig.

The main objectives of the training courses were to:

- identify the critical challenges farmers, service providers and managers of service agencies face in making demand driven services work for small holder farm families, and

- reach a common understanding on why linked local learning on demand driven services is important.

In support of these main objectives the training would need to first clarify the trainees' understanding of the practice and principles of linked local learning and then give them sufficient skills to use the LLL internet learning support service efficiently and cost effectively.

2.2. Training Course Design and Activities

SUMMARY
The training course was for four days and emphasised group discussions to come up with practical ideas on how demand driven services could be made to work at the local level. Trainees only experienced the internet as a tool for sharing the products of their discussions. Hands on practice and discovery learning tasks helped build individual skills in interesting and engaging ways.

---

[2] *Annex A: Training Course Participants*

The training courses allowed trainees to explore with each other what they meant by demand driven services and how they understood local learning processes. From a common understanding of these concepts participants then identified for themselves what critical challenges they faced as, farmers, service providers, and managers, in making demand driven services work better for low income farm families. Learning areas to improve information and communication management were also identified. Skills to use the internet learning support service covering the learning tools available: contacting other learners, engaging in discussions, taking out of and contributing to the library of resource materials, and searching for information in the knowledge pool were also developed.

The course lasted four days combing face-to-face group work and plenary discussions with individual online sessions where trainees have access to the suite of learning tools on the internet learning support service[3].

- On the first day trainees explored in groups how they understand the concept of demand driven extension and the processes of linked local learning. Constraints to information and communication management were also discussed.

- The second day focussed on individual skill building exercises on using internet learning support tools.

- On the third day trainees practiced online discussion to identify critical challenges for making demand driven advisory services work for them as well as improvements in information and communication management.

- The fourth day focussed on reflection, evaluation and planning the next six months learning.

2.3. Trainees' Evaluation of the Courses

SUMMARY
The general picture given by the trainees' evaluation is of great satisfaction with the majority of trainees giving top scores for the evaluation points. This however hid two weaknesses. The four day course was too short and the course in Kenya was weaker than the others because of technical difficulties and low number of facilitators. Evaluation by participants showed they mainly appreciated the flexibility of the facilitators, the practical hands-on process of the training, the experience of seeing their ideas on the internet, the possibility of networking with others at a distance on demand driven services.

2.3.1. The Duration of the Training Courses

With the exception of Uganda trainees reported in their evaluation that the training course was too short[4]. Trainees asked for more time to practice their computer and internet skills, especially using the library and search tools. Suggestions were made for extensions from one or two days to a week or ten days including a field trip to visit 'success stories'. Others suggested that refresher training courses should be offered after about twelve months that could also examine progress made by the trainees. A further shortcoming of the training course associated with duration was the fact that the spread of computer and internet literacy was very wide. Thus advanced users were held back by beginners. Trainees suggested that beginners, intermediary and advance users should be identified to speed up progress of all.

---

[3] *Annex B: Daily Training Activities*
[4] *Annex C: Trainees Evaluation of the Courses*

2.3.2. Kenya Performance

While the Kenyan trainees evaluated the course positively in most aspects the quality of the course suffered from poor internet access, weak technical support and insufficient numbers of facilitators. *"Next time we go to a place where the computers don't keep disappointing the participants"* commented one trainee. Intermitted access to the internet resulted in some of the online self learning tasks not being completed satisfactorily. With only two facilitators instead of the usual four each trainee was not given the individual attention they wanted. Other areas, like process documentation and online mentoring also suffered.

2.3.3. Facilitation

On a more positive side the trainees found their facilitators to be:

>*"The facilitation was very good since the facilitators used simple language"*
>*"The free approach and openness of facilitators"*
>*"I liked the facilitators flexibility in handling all the trainees others were fast learners yet others where totally new but they managed"*
>*"The facilitators were eloquent and good time managers"*
>*"The course presenters were very organized and particular to the topics"*

These comments explain the high scores given by the trainees in their evaluation questionnaire.

2.3.4. The Training Process

Trainees reported that they greatly appreciated the learning-by-doing process that dominated the training course. *"... made this training more practical and interesting through learning by doing technique"*. Trainees liked opportunities for hands on skill development in using computers and the internet. *"The workshop method of discussion and hands on practicals ensured full participation by all"*. Trainees also appreciated the practical approach taken in the discussion sessions on demand driven services and information and communication management.

2.3.5. The Training Objectives

All the trainees in Kenya, Uganda and Tanzania agreed that they now had a better understanding how to proceed in enhancing demand driven services and that they could begin to learn together with others using the internet learning support service. Trainees liked *"the idea of exchanging information and sharing experiences through linked local learning"*. *"I can now communicate and share my own views and experiences with other farmer groups"*. Trainees appreciated seeing what other groups in other countries were saying about the same issues that concerned them. *"The linking with various learners on the internet and the interaction"* The possibility of networking with other farmer groups though the internet was new to most. *"We need to create awareness on network linking"* was the response of one trainee. Not only then did the trainees learn *"how demand driven applies"* to their situation they also liked using the internet to share experiences and learn from each other how services could be improved.

3. PROGRAMME ACHIEVEMENTS AT MID TERM

3.1. Learning Areas for Improving Demand Driven Services Identified[5]

SUMMARY

In discussions so far the learning groups have formulated what they want to concentrate on in their learning. These learning areas can be summarized and paraphrased as follows:
> *How to break through the dole-out mindset*
> *How can villagers learn to become reliable service providers*
> *How can farmer groups learn to sustain themselves financially*
> *How can low-income farmers learn how to pay for services*
> *How can farmers learn to make better deals on the local markets*

3.1.1. How to Break Through the Dole-Out Mindset

When dealing with development programs, farmers have so far only experienced free or heavily subsidized services. On the other hand program officials cannot think past the poverty of farmers and therefore have difficulties to imagine how farmers will pay for services. The thinking here is mutually reinforcing and needs to be broken through in order for demand driven services to emerge:

- How can villagers translate existing policies of decentralization, democratization and market liberalization into practical rules and regulations for demanding and paying for services.

- How can public servants redefine their roles and competencies. How can they reorient their activities to support the emergence of markets for services.

3.1.2. How Can Villagers Learn to Become Reliable Service Providers

At present services are too thinly spread, intermittent, or poorly focused on local conditions. Some villagers therefore need to learn how to provide commercial services in their villages.

- What kind of service packages (sale of inputs and equipment combined with production and marketing advice, etc..) can be developed, and suitable villagers trained and coached to be competent to run small enterprises on these packages?

- How can the required backup to these village level service providers be organized on a commercial basis (training, coaching, information, networking, input supply, quality control, etc).

3.1.3. How Can Farmer Groups Learn to Sustain Themselves Financially

Many programs operate with groups of farmers. Many of these groups are formed for better accessing markets, dealing with crop and animal diseases, human diseases, food insecurity and natural hazard recovery. Most programs have little success in sustaining the service provision of the groups to their members after the program ceases. Groups must learn how to fund their activities through means that they can access themselves.

- How can groups mobilize the resources and the contacts of their members for sustaining group activities?

- How can groups cooperate with other groups to generate a potential for Savings and Credit systems?

---

[5] *Annex D: Learning Areas for Improving Demand Driven Services*

- How can groups launch income generating activities for the purpose of maintaining the provision of services by the group and to buy services for the group?

- How can groups get help from local government to enhance the scope of their activities?

3.1.4. How Can Low-Income Farmers Learn How to Pay For Services

Mechanisms must be explored and tested that allow farmers with little available cash to pay for services that are profitable to them.

- How can farmers pay in kind, as a share on the increased output of their operation?

- How can very poor farmers access financial services to pay commercially viable fees for services, and recover the fees from increased output?

3.1.5. How Can Farmers Learn to Make Better Deals on the Local Markets

Farmers usually have high transaction costs even on their local markets. Furthermore they are victims of unreliable buyers or monopolizing buyers. The challenge is to improve the organization of local markets.

- How can contract farming improve income security?

- How can cooperation in grading and bulking products by groups of producers provide a win-win for both producers and traders?

- How can group-marketing improve the deals?

- How can producers reach further down the marketing chain and access specialized buyers (such as for instance organic produce).

3.2. Constraints in Info and Communication Management Identified[6]

> *SUMMARY*
> *When asked to identify constraints to using the internet and how they might be overcome trainees came up with the following areas for learning:*
> *How can local entrepreneurs bring ICTs closer to villages*
> *How can local entrepreneurs learn to sell agricultural information*
> *How to learn to share and exchange experiences, ideas, and information*
> *How can farmers learn to use new technologies to enhance their existing information systems.*

3.2.1. How Can Local Entrepreneurs Bring ICTs Closer to Villages

Information and the capability of fast interactive exchange are crucial for villagers to learn and thereby make better deals on the market. ICTs can help a lot to speed up the learning. But they need to be operated on a commercial basis. The areas for learning are:

- How to bundle various ICT-based services (photocopying, internetcafe, brochures, mobile phones, digital photography, etc) into a viable rural business based in a rural town or a village.

- How to enter into partnerships with existing non-commercial internet-access points, ie. churches, local NGO-offices, etc..

---

[6] *Annex E: Learning Areas for Improving Information and Communication Management*

- How to achieve the transfer of insights from a face-to-face group discussion in a village to emails and internet for exchange with other groups in other villages.

3.2.2. How Can Local Entrepreneurs Learn to Sell Agricultural Information

Farmers need access to agricultural information on: a) price of inputs and goods, b) market demand and supply, c) availability of new technologies and enterprises, and d) new policies and their bylaws for implementation. What farmers and service providers want to learn is:
- How to collect, package and sell the various types of information?

3.2.3. How to Learn to Share and Exchange Experiences, Ideas, and Information

Up to now the official information and communication culture was vertical top-down, bottom-up. Horizontal learning is restricted to traditional channels within families and villages. Horizontal networking for peer-exchange needs to learn:

- How to document experiences in demand driven services and make them accessible for other interested people in similar situations?

- How to organize and finance peer-exchange visits at all levels?

- How to use ICTs to upscale and enhance what is achieved through face-to-face exchange.

3.2.4. How Can Farmers Learn to Use New Technologies to Enhance their Existing Information Systems

Villagers already have their information sources and information channels. How existing channels can be enhanced with the new communication possibilities is the question. Other more specific questions are:
- How can new communication tools enhance, speed-up and increase the reliability of existing channels of market information?
- How can transaction costs for deals be reduced through new technologies?
- What can be done during local planning to take into account communication requirements for profitable service delivery and marketing?

3.3. Local Organization for Learning Proposed[7]

SUMMARY

Learners from UNFFE, NAADS, DATICS and FFS Networks in Uganda have organized themselves into learning teams in the following districts: Soroti, Busia, Masaka, Tororo, Iganga, Mpigi. TMLA, FFS Networks and local beneficiaries of the Agric Sector Programme Support in the Ministry of Agriculture in Tanzania have organized themselves into cross-institutional teams in Morogoro, Iringa and Mbeya regions as well as forming a national learning group to support the regions. In Kenya learners from KENFAP and FFS Networks have organized themselves into learning teams in Lake Region, Mount Kenya Region, Western Region and the following districts: Bungoma, Busia and Kakamega.

---

[7] *Annex F: Local Learning Team Contacts*

3.3.1. Local Organization in Uganda

Learners in Uganda organized themselves to implement the learning programme by organization and by geographical location as shown in the table below.

Learning group members	Role of group	Proposed meeting plans
UNFFE Iganga and Mpigi districts	The Lake region team will work together to improve access, share, and utilize information in the regions and the KENFAP Head office.	UNFFE regular district meetings on monthly basis
DATICS Tororo and Masaka districts	Assist youth groups improve access to computers and internet.	Regular monthly meetings of youth groups
FAOFFS Soroti and Busia districts	Assist FSS carry out activities from local sources	FFS Network regular meetings are held on a monthly basis
NAADS Soroti and Busia districts	Assist farmer forums to demand and contract services	NAADS district meetings every month

3.3.3. Local Organization in Tanzania

Learners in Tanzania organized themselves to implement the learning programme by geographical region and national support as shown in the table below.

Learning group members	Role of group	Proposed meeting plans
Morogoro region, TMLA members and ASPS participants	Help farmers to exercise inter-village exchange visits on the resources they have. Organize key farmers to learn on organic vegetable production at their own costs.	First meetings in mid July, First rounds of discussion mid August Regular meetings at two week intervals
Iringa, ASPS members	Assist learning group members stay connected to the internet, and engaged in discussions	Meeting every two weeks on rota system of members
Mbeya ASPS members	help learning group members discuss their ideas and experiences with everyone.	Meeting once per month at regional and district headquarters on a rotational basis
Kagera/Bukoba Farmer Field School networks	Assist FSS carry out activities from local sources	FFS Network regular meetings are held on a monthly basis
National TMLA, ASPS members FAO LinKS project, Participatory Agricultural Development and Empowerment Project (PADEP).	Respond to the demands of learner groups, identify new learner groups and help mobilize resources to sustain local learner groups.	Four meetings a year to coincide with TMLA regular sessions

3.3.3. Local Organization in Kenya

Learners in Kenya organized themselves to implement the learning programme by organization and by geographical location as shown in the table below.

Learning group members	Role of group	Proposed meeting plans
FAO Farmer field schools in Bungoma, Busia, Kakamega and Western Region	The district Networks will work together on how FFS networks can set up effective marketing groups and become "stockists" of inputs for the FFS they support	FFS Network regular meetings are held on a monthly basis and FFS groups on a fortnightly basis.
KENFAP in Mount Kenya Region including Nakuru, Nyandarua, Nairobi and Nyeri. Lake Region including Eldoret, Kisumu and Kisii	enhance the capacity of KENFAP Area Branch and Local Branch to lobby and advocate for farmers /members interest	KENFAP regular branch meetings on monthly basis.

3.4. Insights from the Training Experience[8]

> *SUMMARY*
> *Continuous assessment of the strengths and weaknesses of each training provided vital feedback for the improvement of the training courses. As a result we have learned that:*
> *Training needs to start with practical experiences*
> *Recognise requirement for an entry level of computer skills for trainees.*
> *Diversity of computer skills needs to be taken care of*
> *Visualise guidelines and instructions for training activities*
> *Ensure on-site technical support for internet and computers*
> *Feedback to LLL service on software problems*
> *On site preparations require two days*
> *Facilities to include computer lab as well as places for group work*
> *Training individuality and intensity requires 1 facilitator for 7 trainees*

3.4.1. Putting Linked Local Learning into Context

Opening sessions need to put the concept of learning into a practical setting at the outset. The sessions where local farmers gave a talk with slides about their experiences with local learning placed internet supported learning into real life practical situation and were the most effective openings to the training course. Training of this nature should always include a time for local inputs of experiences this would also be greatly enhanced by field trips as suggested by trainees in Kenya. Impact of the training would be further aided if the trainees were also able to see videos of local stories in their social time in the evenings. The collection of more success stories, slides or films is important for future training courses. Some trainees had little understanding of the Internet. An introduction to the Internet presentation developed during the training courses helped to demystify the internet and help the trainees engage more easily.

---

[8] *Annex G: Strengths and Weaknesses Analysis*

The results of the analysis of strengths and weaknesses of the training courses are given in Annex E: Strengths and Weaknesses Analysis[9]

3.4.2. Recognizing Entry Level of Computer Skills

Those trainees with poor computer literacy slowed down the teaching of the skills for using the LLL service. Trainees should not be accepted unless they have an entry level of computer skills comprising the following skills:

- Word processing – creating and saving documents, copy and pasting text
- Windows- file management, minimizing and maximizing the screen
- Yahoo- opening an account; reading, sending and composing email
- Basic typing skills

Either a longer training course is needed with at least an extra day to ensure a basic computer literacy level or a basic level of computer literacy should be required on entry for the training.

3.4.3. Dealing with Differing Levels of Computer Literacy and Experience

Due to the trainees' varied levels of computer skills the grouping of trainees for some skill sessions is required: This can be achieved by dividing the trainees into groups by computer skill areas. This worked well with an advanced group in Tanzania working on Google, Word and Windows. In Kenya a registration form was devised to allow us to find out the skill levels and to group the trainees to allow them the maximum amount of help. Development of more differentiated material is needed. There is a need to develop additional tasks for more advanced students. Also materials on basic Word and Windows functions and on managing Yahoo folders are needed.

3.4.4. Visual Aids

Visual aids enhance and clarify learning; helping to simplify in terms of language and giving better multi sensory learning opportunities: PowerPoint slides or clear diagrams are needed for each of the main learning themes. An effective method was used in Kenya where slides were developed to explain some of the group work. Handouts were then given in diagrammatic form to enable the trainees to quickly understand the sessions. There was little time lost on reading through complex English text by use of clear diagrams. It is interesting to note that some trainees asked for copies on disk of our PowerPoint presentations for their own use in training farmers. More material with good visuals should be developed.

3.4.5. Internet Connections

The unreliability of Internet servers caused difficulties, the disruption during the Kenya training course made it difficult to complete the skill sessions. As connections tend to be unreliable it is important to have an alternative method of practising the skills for using the internet learning tools. A modified version of the internet learning support service which enables trainees to work offline should be developed and available for use on CD's. This could also be used as a self learning package.

3.4.6. The Internet Learning Support Service

Generally the internet support service worked very well and the trainees were extremely impressed with the possibilities for contacting people in other areas with similar challenges. Making contact at the later training courses with those who had taken part at the earlier ones was very satisfying for all. Some small alterations to the internet service are needed. Some

---

[9] *The independent assessment of strengths and weaknesses of the training courses and materials was conducted by Anne Dennig, Learning Support Consultant, UK.*

problems with changing passwords needs attention and an area on the service to be set aside for training to allow for a dry run is also necessary.

3.4.7. On-Site Preparations for Training Courses
The amount of time needed on-site to prepare for the training course was underestimated. Sufficient time (2 days) is needed before the training course for:
- printing of materials and assembling the resource kits
- registering the trainees on the website
- checking the equipment

3.4.8. Training Facilities
We were lucky with our three venues; however they all had various strengths and weaknesses. There is a need for break out rooms and an area to hold plenary sessions without the distractions of the trainees sitting behind their computers as was the case in Tanzania. Training course venues which allow the trainees to practise before and after the training course are recommended. Where this was possible (Uganda and Kenya) the trainees made good use of the facilities. The facilitators gave much individual help in this way, which was greatly appreciated by the trainees. Some time was wasted at venues with poor computer hardware e.g. non functioning mouses, slow connections, no access to printers. Efficient technical back up from the centres is essential to the smooth running of the training courses. The Tanzanian training course was a good example of this.

3.5. Learning Resources to Support Training Developed

SUMMARY
Learning resources for use by the trainees on their return home were developed on: discovery learning tasks, instructions for training activities, guidelines on local learning and Demand Driven Services, handouts on tips and experiences, and templates to conduct further training.

	Item	Use
Instruction	Instructions for the Training Objectives & Schedule	To introduce the training course
	Instructions for the Internet Simulation Game	To explain the simulation game activity
	Instructions for the Discovery Learning Tasks	To explain the discovery learning activity
	Instructions for the Online Practice Session	To explain the online practice activity
Tasks	Discovery Learning Tasks on People tools	To practice use of people tool
	Discovery Learning Tasks on Discussion tools	To practice use of discussion tool
	Discovery Learning Tasks on Library tools	To practice use of library tool
	Discovery Learning Tasks on Search tools	To practice use of search tool

	Item	Use
Handouts	Local Learning Experiences	To expose trainees to real life experiences
	Organization of Linking Local Learners	To introduce organization of learners on the LLL service
	How the internet works	To introduce how the internet works
	Tips for setting up Yahoo email account	To help set up email
	Tips for internet discussions	To help write discussion topics
	Tips for internet and google search	To help search the internet
	Glossary of terms	To introduce commonly used terms
Guidelines	What does the Linked Local Learning Internet Service Do?	To explain the internet service
	What is Lesson Learning on Demand Driven Services About?	To explain demand driven services learning programme
	What is Lesson Learning on Info and Communication Management About?	To explain info and communication management learning programme
	How can farmers connect to the internet?	To explain steps to reach the internet from the village
	What is Vision Based Planning?	To explain vision based planning process
	What does the Internet Learning Support Service Look Like?	To explain internet learning service window
	What are the Processes and Principles of Local Learning?	To explain practice of local learning
Templates	Training Course Certificate	To make certificates
	Trainee Contact Information table	To make contact table
	Trainee registration sheet with computer skill test	To make register forms
	Trainees' evaluation form	To make evaluation forms

3.6. Lesson Learning Programme Milestones Assessed

SUMMARY

All first and second milestones have been achieved including the third quarter milestone of having a functioning internet learning support service in place. The programme now moves into full scale local engagement with the learning service until the regional assessment workshop that is planned for October 21-22. We gather that much more is happening on the ground than is being shared on the internet. Potential threats to vigorous engagement are:

Poor capacity and skill to document the many experiences that field people have
Lack of follow up from district and national learners to support local action and documentation.

	Milestone for 2004	Achievements at mid September 2004
First quarter milestones Deadline April 15th	Established coordination unit and facilitator team;	Achieved, except that LBL has no funding to engage so far First coordinators meeting held at LBL 14-16 April
	Organized local learning groups in Uganda, Kenya and Tanzania.	Achieved, learning groups finalized local arrangements during training courses
	Establish internet learning support service linking all learners	Achieved. See www.linkinglearners.net using the user ID = guest, password = readonly. See also NI website for a link.
Second quarter milestones Deadline July 31st	Developed learning framework for each learning group;	Achieved, learning groups identified learning areas to improved demand driven services and overcome information and communication management constraints during training courses.
	Trained contact persons for learning-by-doing field process and using internet learning support service.	Achieved, Very positive evaluations by seventy trainees attending Training courses conducted in Uganda 21-25 June, Tanzania 28 June – 2 July, and Kenya 12- 16 July
	Prepared mid-term progress report and presentation to IFAD	Achieved, Mid term report finalized at third coordinators meeting on 14-15 September at IFAD.
Third quarter milestones Deadline September 1st	Functioning internet learning support service in place;	Achieved, trainees at courses in Uganda, Tanzania and Kenya used the learning support service with very positive evaluation of its utility and performance.
	Learning groups engaged in internet supported lesson learning.	On-going learning groups started the process of engaging in internet supported learning at the training courses.
Fourth quarter milestones Deadline November 1st	Conducted a regional assessment workshop for learning groups	Planned for 21 – 23 October in Kenya with local financial support from SIDA (Kenya)
	Developed a proposal for sustaining local lesson learning activity	Plan for the continuation of lesson learning to be started at regional workshop in October and finalized at 4th coordinators meeting planned for 1-5 November at DAAS in Denmark
	Annual progress report and presentation to IFAD	Preliminary analysis of learning including synthesis of critical issues affecting demand driven services and synthesis of experiences with internet supported learning presented to IFAD and NI donors at their annual meeting 2-4 November
	Presentation of experience to Neuchatel Initiative in Denmark	Participation of coordinators in the annual meeting of the Neuchâtel Initiative 2-4 November at DAAS in Denmark planned.

Annex A. Training Course Participants

UGANDA	TANZANIA	KENYA
Dennis Ssebinojo Masaka DATIC	Augustine Lamosai ASPS/MAFS	Francis Nthuku KENFAP
Loy Nyamijumbi Masaka DATIC	Faustus Lekule Sokoine Univ	Lucy Nyambura KENFAP
George Patrick Wandera Tororo DATIC	Francis Shao FANRM	Patrick Kuria Waidhima KENFAP Nakuru
Akaziah Masereje Tororo DATIC	Erasto Mlay FANRM	Fatuma Nyanjong KENFAP Kisumu
Abner Botiri Pallisa DATIC	Gibson Kisamba TFA	Janet Omollo KENFAP Kisumu
Godfrey Wambazo Kabarole DATIC	Grace Shile PACT	Judy Sang KENFAP Eldoret
John Sserwadda Rakai DATIC	Mark Farahani MAFS Kilosa District	Herald Ruggut KENFAP Eldoret
Caesar Enzama UNFFE	Anna Farahani MAFS Kilosa District	James Kanyi MOFSHG
Perez Kawumi Mpigi Dist Farmers Assoc	Onesmo Mlelwa Kilosa	Michael Kibue LISSA
Peter Kisambira Iganga Dist Farmers Assoc.	Leah Mgogo Kilosa	Godrick Khisa FAO/FFS Kakamega
David Lule Mpigi Dist Farmers Assoc.	Lukas Shemndolwa Malindi Ward	Amatha Churchil MoA Bungoma
Bakka Edward Mpigi Dist Farmers Assoc	Thomas Julianus FAO/FFS network	Wilson Oduori MoA, Busia
Jessica Nambuya Iganga Dist Farm Assoc	Dina Ndanguzi FFS Network	Anne Chegugu MoA Kakamega
Joseph Baliraine Iganga Dist Farm Assoc	Denis Ndamugoba FFS Bukoba.	Bonventure Achonga MoA Kakamega
James Okoth FAO/FFS	Judith Ndamugoba FFS Kagera	Habakkuk Khaamala FFS Kakamega
Jennifer Hire FFS IPPM Busia	Adam Swai MAFS Iringa Region	Nelson Oundo FFS Busia
Sam Namanda FFS Sweetpotato,	Joseph Kitangalala MAFS Mbeya Region	Peter Waboya FFS Bungoma
Paul Nyende FSS Soil conservation	Philip Mwaisobwa MAFS Mbeya Region	
Geoffrey Ouma, Sihubira Farmers Org.	Judith Mrema MAFS	
Betty Ajambo Mahalabani FFS, Busia	Lema Ninatubu MAFS Mbeya	
John Peter Opio Soil Cons FFS Mbale	Issae Madundo COOPS Iringa	
John Ereng Africa 2000 network	Shakwanande Natai Iringa District	
Harriet Atim Sweetpotato ICM FFS	Labron Kiboua Ileje District	
Charles Aben NAADS, Soroti District	Mica Mwakajumba Chunya District	
	Mussa Sechonge Ludewa District	
	Sipora Liana Njombe District	
	Dorothy Magesse Iringa District	
	Zacharia Mnyetti Iringa District	

Annex B: Daily Training Activities - Uganda

TIME	Day 1: Introduction and Internet Simulation Game
9.00 – 12.30	Introduction to the training and presentation of facilitator team and agreement on house rules, appointment of trainee committees for evaluation and welfare Building an internet learning support website in two stages. Stage One: People and Understanding Demand Driven Services Introduction to Stage Two: Internet Simulation Game and formation of teams
	LUNCH BREAK
14.00 – 18.00	Play internet simulation game and construct the LLL internet learning support services of learning tools and knowledge pool Online guided tour of the LLL services internet site
	Day 2. Discovery Learning Tasks
8.30 – 12.30	Introduction to the day's schedule of activities and explanation of discovery learning tasks on the LLL internet learning support tools Online individual discovery learning on tools
	LUNCH BREAK
14.00 – 18.00	Individual discovery learning tasks continued Reflection and evaluation of discovery learning tasks
	Day 3. Online Practice of LLL service
8.30 – 12.30	Introduction to the day's schedule of activities and explanation of the online practice session on LLL internet learning support service site Formation of teams and online practice session on the LLL internet service
	LUNCH BREAK
14.00 – 18.00	Online practice session on using the LLL internet service continued Reflection and evaluation of the practice session
	Day 4. Reflection and Next Steps
8.30 – 12.30	Introduction to the day's schedule of activities and formation of groups SWOT analysis on sustaining the learning activities
	LUNCH BREAK
13.00 - 14.00	Reflection on the training activities and training materials Closing and awarding of certificates

Annex B: Daily Training Activities - Tanzania

TIME	Day 1: Introduction and Internet Simulation Game
08.30	Introduce the training objectives, schedule and resource kit and present facilitators and participants and form teams Develop house rules and appoint trainee committees for evaluation and welfare Share stories from the village
10.00	TEA BREAK
10.30	Introduce LLL and key Info flows Introduction to the Internet Simulation Game and play internet simulation game
13.00	LUNCH BREAK
14.00	Play internet simulation game conclude with Wall website Reflect on internet simulation game and develop tips
16.00	TEA BREAK
16.30	Guided tour of the LLL services internet site and going online to the LLL service and individual technical help
	Day 2. Discovery Learning Tasks
08.30	Introduction to the day's schedule of activities and plenary presentation on who are the learners in the DDS team Explanation of discovery learning tasks
10.00	TEA BREAK
10.30	Tips on Word/Notepad and team changes ICM/DDS Individual discovery learning tasks in groups
13.00	LUNCH BREAK
14.00	Plenary introduction to the internet Individual discovery learning tasks continued
16.00	TEA BREAK
16.30	Plenary on preparation for Day 3 online practice and individual practice on the internet

Annex B: Daily Training Activities - Tanzania (continued)

TIME	Day 3. Online Practice of LLL service
08.30	Plenary introduction to the day's schedule of activities Explanation of the online practice session Formation of teams by district plus national support and online practice session on the LLL internet service
10.00	TEA BREAK
10.30	Online practice session continued
13.00	LUNCH BREAK
14.00	Plenary explanation on constraints to sustain learning Online practice session on using the LLL internet service continued Reflection and tips for online learning
16.00	TEA BREAK
16.30	Open technical session Internet skills for beginners and yahoo groups
	Day 4. Reflection and Next Steps
08.30	Introduction to the day's schedule of activities Organizing local learning groups to continue learning and constraints to using the LLL service
10.00	TEA BREAK
10.30	Tasks for next six months to improve demand driven services
13.00	LUNCH BREAK
14.00	Reflection and evaluation of training activities and training materials Closing and awarding of certificates
16.00	TEA BREAK

Annex B: Daily Training Activities - Kenya

TIME	Day 1: Introduction and Internet Simulation Game
08.30	Introduce the training objectives, schedule and resource kit Develop house rules and appoint trainee committees for evaluation and welfare Share stories from the village
10.00	TEA BREAK
10.30	Introduce LLL and key Info flows Introduction to the Internet Simulation Game and play internet simulation game
13.00	LUNCH BREAK
14.00	Reflect on internet simulation game From wall to computer – short tour of the LLL site on wall screen only
16.00	TEA BREAK
16.30	Logging on to the LLL site and How to open a Yahoo address
	Day 2. Discovery Learning Tasks
08.30	Introduction to the day's schedule of activities and presentation on who are the learners Explanation of discovery learning task
10.00	TEA BREAK
10.30	Individual work on Task sheets
13.00	LUNCH BREAK
14.00	Introduction to the internet Group identification of learning areas
16.00	TEA BREAK
16.30	Reflection and making the issues more concrete and Help discussion on technical issues

Annex B: Daily Training Activities - Kenya (continued)

TIME	Day 3. Online Practice of LLL service
08.30	Plenary introduction to the day's schedule of activities Individual practice on Library and Search tool tasks
10.00	TEA BREAK
10.30	Plenary explanation of the online practice session Online practice session on the LLL internet service
13.00	LUNCH BREAK
14.00	Online practice session on using the LLL internet service continued Reflection and tips for online learning
16.00	TEA BREAK
16.30	Constraints to accessing the internet and learning Open technical session Internet skills for beginners and yahoo groups and managing Yahoo mail folders
	Day 4. Reflection and Next Steps
08.30	Introduction to the day's schedule of activities Organizing local learning groups to continue learning and constraints to using the internet LLL service
10.00	TEA BREAK
10.30	Team Presentation on Priority Challenges for next six months to improve demand driven services Discussions and challenges Reflection and evaluation of training activities and training materials Closing and awarding of certificates
13.00	LUNCH BREAK

Annex C: Trainees' Evaluation of the Courses

Evaluation Questions	Countries	0-24	25-49	50-74	75-100
I could explore my interests and my point of view *Note: Scores are Percentages*	Uganda			5*	95
	Tanzania			37	63
	Kenya			43	57
The course helped me to exchange a lot of ideas	Uganda			21	79
	Tanzania			33	67
	Kenya			36	64
I now have a clear picture of what the LLL service is	Uganda			5	95
	Tanzania			26	74
	Kenya		14	50	36
I will recommend this kind of training to my colleagues	Uganda				100
	Tanzania			19	81
	Kenya			7	93
The facilitators always understood my ideas and constraints	Uganda				100
	Tanzania				100
	Kenya			36	64
I also learnt a lot from my colleagues in the training	Uganda		5	74	21
	Tanzania			26	74
	Kenya			21	79
The duration of the training was good	Uganda		16	10	74
	Tanzania	7	26	37	33
	Kenya	14	64	22	
The tasks allowed me to use and understand the LLL service	Uganda			5	95
	Tanzania			7	93
	Kenya		7	64	29
I now think that I can really work with others online	Uganda			16	84
	Tanzania			7	93
	Kenya			57	43
I now know how I can learn more by using the internet	Uganda			37	63
	Tanzania			22	78
	Kenya			36	64
I now know how I can improve my skills for communication and how to inform myself	Uganda			32	68
	Tanzania			22	78
	Kenya			71	29
I now better understand the issues of demand driven services	Uganda			32	68
	Tanzania			22	78
	Kenya			50	50

Annex C: Trainees' Evaluation of the Courses - Uganda

What did I really like about the course?	What improvement do I suggest for the next course
Participation between different organization and individual organizations as well	Duration of the workshop increased so as to get enough practice on the computer
The workshop method of discussion and hands on practicals ensured full participant by all	More time needed for more "Hands on " The Internet
The idea of exchanging information/sharing experiences through local linked learning	Before training begin with an introduction to how the Internet works
Acquiring skills in generating and posting information in the internet service library	Devote most of the available time on the use of the Internet and email
Hands-on nature and instant viewing of inputs to the LLL link enhanced my understanding	Provide more time for beginner participants on the computer / Internet
The course was very practical	Involve more farmers
It went step by step which was very good	Translate course into Kwashilli
Skills on how I can locally improve my learning economically	Have a recap/feedback from participants every morning
The sharing on LLL it has enabled me get a clear picture of LLL	Inform all the participants irrespective of their computer literacy levels that they work together but be ready to help each other
The training was very practical and a lot of hands on skills were developed	Arrange separate training for different people who are at different wave length of computer knowledge, etc
Having a discussion on the Internet and responding	The course should include Internet surfing skills
Gaining skills on using the LLL internet support service	Give more time for practicing, especially on posting and downloading the library.
Built my capacity to post/download discuss, share experiences and search for information on the LLL website	More on sharing experiences with contact persons beyond Africa
Discussions and exchange of ideas on challenges we face in our organization and how we can exchange information on Internet	Having discussions of access to information more targeting the rural farmers with their problems of ignorance, poverty and illiteracy
The practical use of the Internet and learning how to access my E-mail	Emphasis on reasonable participation by both sexes ie males and females.
Learning how to use the LLL website to engage into constructive and useful discussions and also to be able to access relevant information	**Other Comments**
Acquiring new knowledge and skills to link my self to LLL website to enable to share experience and knowledge with stakeholders of demand driven services	More frequent training needed, as practice makes perfect
Well-organized good facilitators who have made this training more practical and interesting through learning by doing technique	There is still need to organize another 1- week training
	Support our organization with connectivity to Internet
I liked the facilitators' flexibility in handling all the trainees others were fast learners yet others were totally new but they managed.	Further training needed on information and communication skills
The technical competence of the facilitators	Organize another workshop on information technology
The course presenters were very organized and particular to the topics	Decentralize the training to district
The facilitators were eloquent and good time managers	Another training similar to this should be organized at lower levels
The facilitators were very friendly and easy to approach	The issue of how to advance this LLL through Internet is very critical

Annex C: Trainees' Evaluation of the Courses - Tanzania

What did I really like about the course?	What improvement do I suggest for the next course
Net working and this is possible for farmers to access onto the internet only we need to create awareness on network linking The linking with various learners on the internet and the interaction Well organised particularly the training facilities and computers Understand the internet and interacting with others using Internet services Interaction through internet during training Trainers were very interactive the impact and result of the training objective was immediately realized as we got immediate discussion responses from Uganda this is important for adult learning Participation of the different participants and freely The facilitators Exercising in using the Internet in making discussion with other participants and outside learning team	Increase training time some of the trainees are slow learners More time as lots to understand To add 1-2 more days The time was too short The limitations and conditions have to be declared early eg pay for itself projects so that the participants plan for this Computer literacy should be made a necessary condition Invite representatives of politicians e.g. Ward Councillor or Member of Parliament More practise training of 7-10 days would be good Identify beginners /intermediary/ advanced learners before you start the course and have many facilitators Maybe we should involve more policy makers
The freedom of working in groups and interaction To have practise physically on computers Free discussion and exposure of ideas The exchange/sharing of ideas with others How demand driven applies Exposure to the Internet Learning Service and accessing E mail address How the LLL website works Sharing experience through LLL website How to upload/post discussions in the LLL website	**Other Comments** Another training like this to be conducted Such a training LLL should be conducted for all regions/districts The training has been fruitful for us You should also think/consider to reach more people at regional/district level if possible This LLL help me to know how I can use the Internet There should be a refresher workshop next year 2005 To have another training session We must have a translator of the Swahili because we are mixed with farmers Have a regular workshop of this type and share physical experience within and outside the region Arrange another course in Early Nov 2004 in order for us to show the progress

Annex C: Trainees' Evaluation of the Courses - Kenya

What did I really like about the course?	What improvement do I suggest for the next course
Using the internet was good for me Getting to know the computer My first time to practice the Internet It was a hands-on practice which improved my skills Very practical and informative The practical approach to issues especially the group discussions for deliberating and the practical experience of e mail and internet The facilitation was very good since the facilitators used simple language The free approach and openness of facilitators I liked internet learning and group discussions Be able to read/see what other groups elsewhere are saying about issues of demand driven services information I liked the chatting in the internet through the LLL system I can now communicate and share my own views and experiences plus the farmer groups. Experiences, opportunities and challenges within East Africa and hope to share all the above worldwide	The duration of the course was too short and some participants had no knowledge of computers The duration of the course to be increased The course was interesting though the duration was short I hope we will be given enough time during the next training Two weeks and include a field visit I liked to practice more on the computers The next course should be scheduled such that time is enough for every person coming for the course Categorize the participants into computer literate levels More farmers to be included
	Other Comments Next time we go to a place where the computers don't keep on disappointing the participants I liked everything about the course, I can now open and close the computer read my e mail and discussion with other partners in the internet We should explore possibilities of the networking not just relying on internet cafes Other local farmers to be trained on internet This kind of training is good and should be introduced at all places and the follow-ups should be undertaken for it to work properly

Annex D: Learning Areas for Improving Demand Driven Services - Uganda

NAADS	DATICS
How to improve farmers ability to access and generate capital The issue of generating the necessary capital for farmers to use for scaling up new enterprises. Commercial rates are too high and they often end up poorer than they started. Farmer groups are often too small to succeed in savings and loans schemes. **How to increase farmers access to markets** The issue of unreliable and inconsistent buyers, farmers should identify reliable buyers like a Factory (as is the case with Beer brewing Sorghum in Soroti) and sign a contract with them. Forming larger farmer groups can put pressure to lobby for better prices and create bulking centres in accessible locations to reduce transport costs.	**How to sustain farmer groups** The issue of sustainability of rural youth clubs even after 5 years clubs haven't shown signs of financial self-sustainability. **How to have effective farmer demand on service providers** The issue of the limited ability of low income farmers to effectively demand for services offered by service providers. **How to improve farmer participation in planning** The issue of the lack of participatory planning, implementation and evaluation with local farmers in developing demand driven service programs.
FAO FFS	UNFEE
How to have effective provision of services The issue of coping up with the diverse clientele needs and accommodating as much of their interests as possible cost effectively. **How to sustain farmer groups** The issue of group break up at the end of a development project because they do not have proper goals and expect free handouts not considering what they can do on their own. They could initiate a savings and credit culture among members or collectively share and hire labour, or pursue a cause that entirely requires local community vision. **How to increase farmers access to markets** The issue of developing reliable markets for farmers' produce is hampered by poor definition of what the real problem with the market is - low price, exploitative middlemen, absence of buyers or consumers, lack of access to good roads, lack of market information.	**How to sustain farmer groups** The issue of build participatory planning capacity of groups and improving leadership within groups. **How to have effective demand on service providers** The issue of lack of funds to pay for delivery of services especially paying for transport and other allowances. **How to increase farmers access to markets** The issue of access marketing information and increasing women's control over the marketing process.

Annex D: Learning Areas for Improving Demand Driven Services - Tanzania

How to improve information flow to farmers The issue of inadequate information flow to farmers and service providers in respect of inputs, products, pricing, marketing, consumer preferences, development promotion, credit facilities, and supportive stakeholders. The challenge is how to analyze the strengths and weaknesses of existing village information systems and then go to establish modern and effective management information systems to ensure information reliability and accessibility.	**How to change the mindset of farmers and service providers** The issue is that tradition and customs hinder some people in rural areas to demand advice and adopt new technologies because they have used their practices for quite long time and see no need to change. Moreover, communities live with taboos that hinder individuals to be different from others, they fear of being looked down on. Past experiences of central planning and services being supplied freely by the government have as well as the top-down approach used by service providers have left service providers unresponsive and farmers undemanding. Fortunately there are lots of reforms democratization, decentralization, market liberalization etc which are taking place to empower both the service providers and the farmers. Moreover, participatory approaches are being adopted to empower both parties. Unfortunately things are not moving as fast as we would like to see. Of course there several obstacles eg leaders and civil servants who are resisting change because there is fear of loosing respect and responsibilities.
How to organize organic vegetables production and marketing The issue is trying to improve access to markets by starting a new market oriented enterprise in organic vegetables. This means we farmers must contact local people and organizations dealing with organic production so we can learn on organic vegetable production through practical demonstrations on our own land and at our own costs. We must also organize ourselves and register those farmers willing to produce vegetables organically. At the same time we must identify and link up with marketing partners.	
How to sustain farmer groups The issue is that rural communities are seeing ever growing needs to come and work together on solving market problems, outbreak of crop and animal diseases, human diseases, food insecurity and natural hazard recovery. These problems call for combined efforts by farmers and other stakeholders. A lot of initiatives are ongoing to bring farmers together to create a strong farmer voice! However one of the biggest challenges has been how to make groups sustainable. The issue is how to get access to credits and soft loans when banking facilities are far away, how to get support from local government when front line staff are few, and how to get access to land and other resources to start new market oriented enterprises.	**How to empower farmer groups and networks** The issues are mobilizing internal resources to support network meetings and other group activities eg micro-projects, getting support from local institutions and businesses, getting help from local government in legal matters and securing greater involvement in development processes in the community. Making more powerful farmer groups and networks is also hindered by a lack of capacity in leadership and financial management of the groups and networks themselves.

Annex D: Learning Areas for Improving Demand Driven Services - Kenya

KENFAP	FAO Farmer Field School
How to build capacity of branches to lobby for members interests The issue for KENFAP and especially the Mount Kenya region team is to enhance the capacity of KENFAP Area Branch and Local Branch offices to lobby and advocate for their members interests with local governments not just at village and district levels but also at the regional level. New approaches are needed to bring attention to farmers needs for better access to rural finance on easier terms and collateral requirements. New efforts are also needed to support farmer groups to develop their local markets.	**How to support FFS set up marketing groups** The issue for the FFS district networks is to work out how to support local farmer field schools set up effective marketing groups to sell their products. This will involve the organization of production, collection, storage and transport of products as well as finding buyers for the products like food processors and packers for more distant markets. Setting up marketing groups may also involve farmer groups entering into contract farming arrangements.
How to improve branch connectivity and information management The issue for KENFAP and especially the Lake region team is to improve the access their area and local branches have to the internet and the way they share and use information in with the regions and the KENFAP Head office. The challenge is not only to get computers and internet access to branch offices but also to train members how to better manage their information and communication systems.	**How to raise funds for field school activities from local sources** The issue for the FFS district networks is to work together to come up with ways that they can raise funds locally to support the activities of the farmer field schools. Funds need to be found not only to carry out activities of field schools but also to facilitate the work of the networks. Money for bikes to visit field schools and get the services of local skilled persons all have to be found form local sources.
	How to become stockists/bulk buyer of inputs for the FFS The issue for the FFS district network is how they can find partners in the private sector, like seed suppliers, chemical manufacturers to become stockists themselves for the farmer field schools they support. FFS suffer from in sufficient amounts of farm input to meet member demands. They also find inputs are often sold in too large quantities and at high prices. Bulk acquisition of inputs by district networks could lower prices and reduce sale quantities for farmer field schools.

Annex E: Learning Areas for Improving Information and Communication Management - Uganda

How to increase farmers' access to agricultural information sources	How to increase farmers' access to the internet	How to share and exchange information locally
The issue of access to general agro related information so that at the end of the day, villagers can benefit from it not just people in big towns. The feasibility of establishing local information resource centres closer to villages should be tested.	The issue of enabling local people to make more frequent visits to get more emails and spend more time browsing the internet. Ways to find resources for the computers, printers, telephone modems etc., to bring the Internet closer to the village should be tried out.	The issue of making enough copies of the information downloaded from the internet for sharing with others in the farmer group or village so that all can keep up with new information and online discussions. This will also mean organizing enough face-to-face meetings at the different farmer groups and villages to find out information needs and discuss what is being learned from the internet.

Annex E: Learning Areas for Improving Information and Communication Management - Tanzania

How to help farmers get access to the internet The issue is that getting access to the internet is too costly and time consuming for all but a few farmers. Most farmers are simply unaware of it as there is little use of field days, agricultural shows, trade fairs and exhibitions to inform farmers about how they can get information from the internet and share with other farmers. There is hardly any linking up with district information offices and other partners to source and share information from the internet with farmers. Appeals to development partners and well wishers to support purchase of computers and facilitate connectivity to internet for farmers closer to their villages have been too few.	**How to develop village communication planning** The issue is that while villagers can make good plans when they can identify the obstacles and opportunities that they face and have respectively addressed in the case of communication they are not aware of the new information technologies and services available. Moreover local skills to analyze the strengths and weaknesses of existing information and communication systems and help develop new effective systems do not exist. Ongoing training in participatory planning may help to identify and establish communication network as well as create awareness on the new information technologies and services. We would like to explore how to facilitate villages to make good communication plans.
How to increase farmers access to agriculture related information The key issue is to improve the situation that can enable the farmer to get ACCESS to agricultural information on: a) price of inputs and goods, b) market demand and supply, and c) availability of new technologies and enterprises. In the village this kind of necessary information is simply not available in the village. Better access to such information will facilitate empowerment of individual farmer and enable effective farmer group on new enterprises and market to emerge.	**How to capacitate farmers in sharing ideas, experiences and information** The issue is that right now it takes quite a long time for information to trickle down to farmers, such that by the time it reaches them it is at most overtaken by events or watered down to lack substance. Some of this is due to red tape and laxity in the government officers. Not enough use is made of the 'paraprofessionals' in each district to disseminate knowledge and skills to fellow farmers. These farmers can be further trained and exposed to new technologies and skills so that they can bring a spillover effect to the rest of the farmers. Greater use could be made of study tours and exchange visits within and outside the district/region. Farmers themselves could do more to establish farmer forums at district and regional levels and encourage each other to set up village, ward resource centers and use the district libraries. Farmers could also establish farmers' field schools that will accommodate seminars and field days to share ideas and experiences.
How to strengthen existing information systems The issue is to build on already existing traditional information systems like the use of notice-boards and bill-boards to show information of prices for different food and cash crops at District, Regional and Capital City Markets. More could be done on local radios at divisional level to strengthen information systems. We also need to increase the extent to which farmers use mobile phones or email to speed up their traditional information sources.	

Annex E: Learning Areas for Improving Information and Communication Management - Kenya

How to improve efficiency of use of internet The issue for many farmer groups is finding the time and money for frequent visits to a local Cyber Café like the Post office. After paying a bus to get to the café we sometimes find they are full, are offline, or do not accept our diskettes. Many groups cannot make more visits to get email and spend more time browsing the internet. The efficiency with which we use the internet is also lowered by our lack of skills for computer use especially typing. The challenge is not only to get training to improve skills but also to make partnerships that allow us access to internet either free or at very low costs. Partnership ideas include local churches, local offices of NGO's and making use of government offices like the Ministry of Agriculture District offices that have 'resource centres'.	**How to improve the management of information** The issue is improving the way we manage information. Contacting and sharing information with local farmer group's takes time and transport resources. It is also expensive copying the information. How to make enough copies of the information downloaded from the internet for sharing with farmer groups is a serious constraint. Moreover, where language and communication is different between farmer groups translation of material is necessary. Decisions about what to copy, what to translate, what share, and with whom, are difficult especially when we cannot manage enough face-to-face meetings at the different levels to discuss information management issues.
How to improve access to computers and modern information technology. The issue most basic to farmer groups wanting to use modern information technology is there lack of access to these technologies - computers, printers, telephone modems etc., To use ICT's farmer groups must find ways to input documents on floppy disks and download them from websites. Their e-mails must be read and saved on diskettes and computers. The challenge is to mobilize resources locally from farmer groups themselves to purchase basic equipment like computers. Other ways to get computers like approaching private organizations to donate old computers being disposed of, can be tried. If groups cannot get their own computers they can making partnerships to allow the access to computers with organizations having local offices like the church, local NGO's and local government health centres of Agricultural offices and schools.	**How to set up information and communication network closer to the rural people** The issue is that while cyber cafés remain in regional and district towns there will never be wider access to the internet by farmers. Sustainable computer - based networking in local areas at an affordable cost accessible to wide variety of farmers and other users can only come when internet resources come closer to the villages. The challenge is whether the internet can sustain itself as a viable business in rural areas. Income to these business could come not just from the internet but also from other paid for services like photocopying, scanning, printing, selling magazines and coffee/snack shop. Other potential income streams could be selling information on marketing from the internet directly to local farmer groups. Although subsidising farmers is important they should however know the costs and participate in paying for the services from the beginning.

Annex F: Local Learning Team Contacts - Uganda

National organizational contact	Outreach / District contact	Local Learning group contact
Kato Asaph asaph.datics@aspsuganda.org DATICS national office	Dennis Ssebinojo dennisk6697@yahoo.com Masaka DATIC Loy Nyamijumbi nyamijumbiloy@yahoo.com Masaka DATIC George Patrick Wandera wandera40@hotmail.com Tororo DATIC Akaziah Masereje akaziahmasereje@yahoo.co.uk Tororo DATIC Abner Botiri abnerbotiri@yahoo.co.uk Pallisa DATIC Godfrey Wambazo godfreywambazo@yahoo.co.uk Kabarole DATIC John Sserwadda jsserwadda@yahoo.co.uk Rakai DATIC	
Caesar Enzama enzama_c@yahoo.com UNFFE national secretariat	Perez Kawumi perez_kawumi@yahoo.com Mpigi District Farmers Assoc Peter Kisambira antonykisambira@yahoo.com Iganga District Farmers Assoc.	David Lule coseda@hotmail.com Mpigi District Farmers Assoc. Bakka Edward bakkaedward@yahoo.com Mpigi Jessica Nambuya nambuyajessica@yahoo.com Iganga Joseph Baliraine balirainej2000@yahoo.co.uk Iganga District Farmers Assoc
James Okoth james.okoth@fao.or.ug FAO/FFS	Jennifer Hire hirejennifer2002@yahoo.com FFS IPPM Busia Uganda Sam Namanda namandasam@yahoo.co.uk FFS Sweetpotato, Uganda Paul Nyende punyende@yahoo.com FSS Soil conservation, Uganda	Geoffrey Ouma, sihufarorg@yahoo.co.uk Sihubira Farmers Organisation. Betty Ajambo ajambob2004@yahoo.com Mahono Mahalabani FFS, Busia John Peter Opio opiojp70@yahoo.com Soil Conservation FFS Mbale Pallisa John Ereng erengatyang@yahoo.co.uk Africa 2000 network Harriet Atim atim_harriet@yahoo.com Sweetpotato ICM FFS
Francis Byekwaso byekwasof@yahoo.com NAADS secretariat Geresom Okecho geresom@yahoo.com NAADS secretariat	Charles Aben stnaads@yahoo.co.uk Soroti District Francis Alacho bpspc@utlonline.co.ug Busia District	James Ronald Ocan jrocan@hotmail.com Olio Sub county Farmers' Forum, Soroti Peter Ocepa peterocepa@yahoo.com Good Service (U) Ltd, Soroti

Annex F: Local Learning Team Contacts - Tanzania

National organizational contact	Outreach / District contact	Local Learning group contact
Augustine Lamosai alamosai@yahoo.com ASPS/MAFS Faustus Lekule lekulefp@yahoo.com Sokoine Univ Francis Shao fshao@muchs.ac.tz FANRM Erasto Mlay erastoemlay@yahoo.com FANRM Gibson Kisamba gibson542002@yahoo.com TFA Grace Shile grace2shile@yahoo.comPACT	Mark Farahani mfarahanitz@yahoo.com MAFS Kilosa District Anna Farahani annaftz@yahoo.com MAFS Kilosa District Onesmo Mlelwa mlelwatz@yahoo.com Kilosa Leah Mgogo leahmgogo@yahoo.com Kilosa Hassan Shelukindu shelukinduh@hotmail.com Lushoto District	Lukas Shemndolwa lucasshem@yahoo.com Malindi Ward
Thomas Julianus ffskagera@hotmail.com FAO/FFS	Dina Ndanguzi dndanguzi@yahoo.co.uk Farmer Network Denis Ndamugoba dennisgoba@yahoo.co.uk FFS Bukoba. Judith Ndamugoba jacklinegoba@yahoo.co.uk FAO Kagera	
Adam Swai adamswai@hotmail.com MAFS Iringa Region Joseph Kitangalala shikunzi2004@yahoo.com MAFS Mbeya Region Philip Mwaisobwa psmwaisobwa@yahoo.com MAFS Mbeya Region Judith Mrema judithmrema@yahoo.com MAFS	Lema Ninatubu nlema@raha.com MAFS Mbeya Issae Madundo ismadundo@yahoo.com COOPS Iringa Shakwanande Natai soilses2000@yahoo.com Iringa District Labron Kiboua labronakibona@yahoo.com Ileje District Mica Mwakajumba eluya1970@yahoo.co.uk Chunya District Mussa Sechonge msechonge@excite.com Ludewa District Sipora Liana siporaliana@yahoo.co.uk Njombe District Dorothy Magesse magessedn@yahoo.com Iringa District Zacharia Mnyetti mnyetti@yahoo.co.uk Iringa District	

Annex F: Local Learning Team Contacts - Kenya

National organizational contact	Outreach / District contact	Local Learning group contact
Francis Nthuku fnthuku@yahoo.com KENFAP Lucy Nyambura lunyamwa@peasantsworldwide.net KENFAP	Patrick Kuria Waidhima waidhimapk@yahoo.com Nakuru Fatuma Nyanjong mwajuma@peasantsworldwide.net Kisumu Janet Omollo janet@peasantsworldwide.net Kisumu Judy Sang judysang@peasantsworldwide.net Eldoret Herald Ruggut heroldrugutt2004@yahoo.co.uk Eldoret	Andrew Rianga andrewrianga@yahoo.com KNEAD James Kanyi jwkanyi@yahoo.com MOFSHG Michael Kibue bahatimeat@yahoo.com LISSA
Godrick Khisa ffsproj@africaonline.co.ke FAO/FFS Kakamega	Amatha Churchil amathacj@yahoo.com MoA Bungoma Wilson Oduori Oduoriwils@yahoo.com MoA, Busia Anne Chegugu annechegugu@yahoo.com MoA Kakamega Bonventure Achonga bondo.daleo@nalep.co.ke	Habakkuk Khaamala hkhaamala@yahoo.co.uk Kakamega Nelson Oundo oundonels@yahoo.com Busia Peter Waboya bungomaffs@operamail.com Bungoma

Annex G: Strengths and Weaknesses Analysis - Uganda

The independent assessment of strengths and weaknesses of the training courses and materials was conducted by Anne Dennig, Learning Support Consultant, UK.

Weaknesses	Strengths
Diverse level of computer literacy of the group resulted in some participants spending time on basic skills and not sufficiently engaging with tasks set	Competence in English enabled participants to make full use of resource materials and web site
Too much time in plenary leaving insufficient time for all the facilitators giving more specific individual help	Availability of computer facilities before and after the daily activities enabled participants to extend their much needed practice time
More time needed for beginners to practice basic computer skills	Much help was given to participants by other participants with more computer experience
Advanced users completed self learning tasks much more quickly than beginners resulting in some being bored	Mixing institutions and hierarchies in the initial group work resulted in shared understanding of each participants' challenges
Computer facilities suffered from insufficient technical support and very slow internet connection speeds	Participants like the detailed and practical nature of the course
That some participants did not have email addresses slowed down the start of the course	Facilitators explained ideas and activities clearly, competently and managed time to suit the needs of the trainees
Organization of groups by institutions and not geographical region resulted in poor planning of cross institution interaction after the training	The flexibility of the facilitators enabled both experienced and inexperienced computer users to finish set tasks
Not enough time or emphasis was given to getting organized for continued learning.	
Introduction to training did not put lesson learning into practical local context.	
Visuals on flip charts were inadequate to fully explain the complex learning process	
Bugs in password changing of the web site need removing	

Annex G: Strengths and Weaknesses Analysis - Tanzania

Weaknesses	Strengths
Diverse computer skill levels between participants	Prompt technical support for computer and internet access problems
Diverse levels of English between participants	Special session on Yahoo enabled all participants to have an e mail address at start of the course
Insufficient time for individual practice on internet tasks	
Too little physical space for plenary sessions or small group work	Special sessions on Word/Windows/Google enabled all participants to engage more fully in the course
Addition of advanced user tasks on same worksheets confused beginner users	Dividing participants into Beginners, Intermediate, Advanced groups allowed more specific help and better use of all facilitators
Late arriving participants missed the first day could not complete tasks set	
Grouping participants into Beginner, Intermediate and Advanced groups resulted in less help between colleagues	Special introduction to the internet made online learning more understandable to all participants
Poor typing skills of some participants slowed down the process of documentation	Introducing the training with stories and pictures from participants on learning experiences linked learning to everyday practice making the course more practical
Insufficient time given to developing follow up actions especially accurate estimate of resources required for sustained learning	Introducing each self learning task with a dry run on powerpoint resulted in more individual work at the participants own speed
Visuals prepared on flip charts did not fully convey complexity of the learning support tools and knowledge pool	Reflecting on the discussion process generated useful tips for future use by participants
	Participants worked in Swahili and English.

Annex G: Strengths and Weaknesses Analysis - Kenya

Weaknesses	Strengths
Late start up of the training resulted in a shortened introduction that not as effective for getting the participants to know each other	The registration form with computer skill level information resulted in better grouping of participants at the computers
Delays from late local organizers, slow printing of resource kits and late availability of computers for set up the website and testing slide shows resulted in poor completion of the first day's tasks	The extra page for Yahoo and LLL password and log in information helped participants during login procedures
Connection to Internet frequently interrupted resulted in a number of tasks not being completed fully	Farmer success story supported by slides of practical application of LLL much appreciated and started training with real life example
The course too short for those participants with low level of computer skills and experience of email/internet	Using energizers developed and conducted by participants helped maintain concentration levels during intensive computer work
Too few facilitators resulted in inadequate process documentation, intensity of online mentoring, and low intensity of guidance on content during group work.	Access to computer in the evenings enabled continued individual practice
The use of local facilitators was not effective as they were too inexperienced with the materials	Facilitators and participants staying at the training venue together gave more time for discussion and individual help with computer skills
First day projection was not easily seen because of the poor screen and bright lighting in the training room	Experienced internet users among the trainees helping the beginners on individual skill building
	Slides of instructions and handouts for simulation game and online practice resulted in better understanding of the group work
	Resource materials on tasks and on using Yahoo were easier for participants to use.
	Clear connection between the internet simulation game and wall website helped participants move from simulation to online practice

Annex H: A Photo Record of the Training- Uganda

Annex H: A Photo Record of the Training- Tanzania

Annex H: A Photo Record of the Training- Kenya