Training Course on Using the LLL Internet Learning Support Service.

*First Mile Project, Tanzania.
Training Assessment
Report.*

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http://www.isglink.org

Contents

1. Diary of Training Course

1.1. Diary for Day One Monday 25th July

Morning Session: The course started with a welcome by Vincon Nimbo. Mark Farahani then facilitated the introduction of facilitators and participants which included interests and hobbies. Anne Dennig facilitated the development of house rules and appointment of a trainees' committee. Three participants (Job Eliush Mushi, Rebeca Mongi Eva Mallya) volunteered to serve on a committee to help to assess the workshop with a particular eye to making the materials suitable for online teaching and to feedback any problems that the participants might be having in the course. The importance of good timekeeping (due to the amount to cover during the short course) was explained as was the daily practice session from 8:00-8:30am. In this session facilitators would help with individual questions or particular technical problems and participants could practice skills learned. The participants agreed to keep their mobiles telephones to silent mode. Anne Dennig then gave a brief introduction to the resources kit and explained some changes in the schedule. Finally Clive Lightfoot introduced the training objectives and the participants and their email addresses were registered on the LLL site.

During the course Clive Lightfoot led the plenary sessions with Mark Farahani, Vincon Nimbo, Anne Dennig and Barnabus Kapangi assisting. The course began with a slide presentation 'Introduction to the Internet'. There followed an online introduction to Yahoo, including folder organisation and the creation of First Mile folder. Then an online lesson introduced the LLL logon procedures and the LLL Internet learning support service site. A tour of the website was made with use of the projector. The LLL teams; Knowledge Pool; Discussion, Library and Contact tools were explained.

Afternoon Session: The session started with a discussion on how you use the LLL Internet learning support service; the cost of the LLL service and its use as a guest. The use of direct email for confidential messages was also explained. Then the participants started the online learning tasks for the People tool. This was all done with use of the file instructions only and individual back up from facilitators. Each task completed was checked to keep track of the participants' progress. After this there was an introduction to the Discussion tool, with an explanation of do's and don'ts and the role of the mentor. A handout on discussion and group work questions was explained so that the participants would be ready for Tuesday's sessions. Participants were asked to bring written notes to this session. There was a request for an evening session for discussion on setting up market chains which was arranged.

1.2. Diary for Day Two Tuesday 26th July

Morning Sessions: At 8:00 there was a session on technical problems; then the Discussion tool tasks were explained by Clive Lightfoot. These had been sent by e mail so that the participants could read them on the screen. Downloading the files from their emails was difficult for the participants. A plenary slide show was used to explain the discussion tasks including: the use of Notepad for entering discussion; filling in the discussion form; the importance of the Save and Reload buttons. Many participants had brought in written notes for these sessions. There was online input from online mentor Ueli Scheuermeier and from a learning group in Kenya.

Afternoon Session: This started with a plenary on using the Discussion tool and understanding how to write discussions, all the participants felt comfortable to move on to the next tool. Next the participants were shown how to handle the LLL messages coming in by email: what to keep and what to delete and use of folders etc. The role of the mentor was explained; including making a synthesis of the online messages approximately monthly.

It was explained that the Library tool was for keeping a record of experiences, good practices and impact stories. It was felt that the participants' experience on the organisation of districts needed to go into the library for others to benefit. There was a discussion on how to write up local experiences for writing up about market chains. Instructions were given on how to use the first two sections of the template for two documents 1 organisation, 2 marketing chains. Participants' discussion material on the website was used to cut and paste into templates for preparation of experiences using word templates. Much skill help was given with cutting, pasting and group work on preparation of experiences continued.

1.3. Diary for Day Three Wednesday 27th July

Morning Session: There was an individual technical check at 8:00 before the programme proper started with a plenary introduction to the day's schedule of activities. This was followed by a brain storming session on market linkages and feedback about the day two discussions. Then the Library tool was explained using the projector. How to download books from the library with left or right click of mouse and how to upload documents was shown. Tasks for the day were sent by email in Acrobat. Participants were asked to add to their experiences of setting up a district core learning group information on how their learning group is connecting to the internet including the difficulties faced by information brokers. The online lesson on the LLL Library tool used group work outputs on district core group organization and starting up market chains.

An introduction to internet searches was given i.e. finding ideas from different places; information on particular subjects; or from a particular person or region. The two online learning tasks for the Search tool were explained and the Search Tips handout was circulated. There was no plenary demonstration for the LLL Search tool; participants used their training materials sent by email independently.

Afternoon Session: There was a plenary presentation on using the First Mile Linking software (a java application software). Participants then discussed in groups by districts whether they were interested in testing the first mile linking software and how they might organize themselves to test the software. All the districts decided to test the software and each one drew up plans for how they would implement the test. At the demand of the participants an evening session was added to the programme to brainstorm how to get started on developing a market chain 'from the farm gate to the plate'.

1.4. Diary for Day Four Thursday 28th July

Morning Session: After the individual technical session there was an introduction to the day's schedule of activities. Clive Lightfoot thanked the participants for their input and shared the online work of Anthony and Rebeca. He also thanked the participants for their contributions to the evening discussion session from which he felt: clarity of the information role; the necessity of market research and the mindset or thinking of the market chain organisation as a

business was emerging. A slide show demonstrated the role of the Information Contact person. Plans for how this could be operationalized were discussed including how the DFP/ PA could come together as a core group in a market research capacity to form chains and ways to improve the business. Vincon Nymbo then spoke about the next steps in organizing information contact persons, core groups and market chains to use the LLL service. This was followed by group discussions on: a) market research development, b) convening people, and c) use of the LLL internet service. Group work on next steps was continued and this was facilitated and reported by Mark Farahani. The difficulties in carrying out their next steps identified were as follows:

> Transport facilities.
> Surfing costs.
> Transport charges/bus fares to access the Internet services for those who are at a distance also for those nearby, problems of power cuts.
> Stationery costs.
> Hardware shortages ie computers, printers, memory sticks, photocopiers and generators.
> Poor road infrastructure not accessible throughout the year.
> Political interference.
> Difficulty setting up district internet cafe services for rural areas.
> Difficulty to operationalize policy for Private Partnerships with Government.

During this time Anne Dennig interviewed Anthony Senkoro, Job Eliush Mushi, Michael Matambi, Eva Mallya and Rebeca Mongi (see transcripts in Section 5 below). Interview questions included: "What have you done since the last workshop to get your core group organised for promoting market linkages?", and "How do you think what you have learned this week about using the internet for learning can help you?"

The reflection and evaluation of the training activities and training materials was run by the participants: Job Eliush Mushi, Rebeca Mongi and Eva Mallya. They explained the evaluation questionnaire to the participants and assisted those who requested it. The closing ceremony followed with closing speeches from Vincon Nymibo and Clive Lightfoot and awarding of certificates. LLL reports, Learning material CDs and prizes were handed out at the same time.

2. Evaluation of Training by Participants

2.1. Results of the Participants Evaluation Questionnaire

Evaluation of the Learning Objectives	**No**	**a little**	**Yes**
I understand the first mile effort and the role of the information contact persons		4	18
I know how to use the LLL internet learning support tool for making contact with other learners		4	18
I know how to use the LLL tool for engaging in a discussion and starting my own discussion		8	14
I know how to write up experiences		10	12
I know how to use the LLL tool for putting in and taking out documents in the library		9	13
I know how to use the LLL tool for searching for information in the knowledge pool		4	17
Evaluation of the facilitators, teaching methods and resources			
The facilitators helped me to learn		1	21
The presentations were clear and easy to follow		5	17
The course was taught in an interesting way		3	19
The online training tasks were clear and easy to follow		6	16
The training resource kit will help me to revise and to teach others		2	20

Scores from 22 participants

All participants answered 'yes' or 'a little' to the understanding of the workshop objectives. The First Mile and the role of the information contact person was well understood as was the general use of the LLL. Most participants were confident about searching the LLL website but less confident about engaging in and writing up discussions or using the Library.

Again this evaluation was good with most participants stating that the facilitators had helped them, the course was taught in an understandable and interesting way; and that they could use the materials to revise and teach others. The lowest score was on whether the online tasks were easy to follow. The high level of satisfaction with the course is captured in many of their written comments as shown in Table One below. Here they also express a desire for a follow up course notwithstanding the language challenges it presents.

Table 1. Participants General Comments on the Training Course

Organization	Follow up Training
Very satisfied with experience sharing I comment to the programme to treat equal for 2 zones for participants of the learning course- south zone invited 1 participant for each district while north zone invited more than one- this makes low building capacity for southern zone in this component Sincere appreciation for organizers AMSDP and facilitators for their time especially in making simple elaboration for clarity The participants needed to have the internet use skill beforehand I enjoyed your training and I wish to use your facilitation skills to facilitate trainings in my district I need to congratulate those who prepare the workshop – special thanks to Clive and Anna I just wish that next year you increase more days of learning and people learning should be more serious on what they are doing since this is something to do about the future and they are representing other people so they should take the knowledge they get to them. Take few people at a time. If the group is bigger divide it for clear and proper assistance to trainees	This practical kind of training is effective and should be maintained in the sense of continuity for those who have participated as well as review made for sustainability It should be repeated again A refreshment course about internet services if possible This course should be repeated to see the achievement It is better to make a follow up of all things we did and give us an evaluation of the follow up or feedback in order to be a good continuation Course was good because not I know about internet service that before – More training/refresher course on this internet services.
	Languages Used You are insisting to discuss thing in English – this may bring difficulties to some groups, they may not find a person to translate their discussion – and even if translated sometimes the meaning cannot be the same. Keep mixing Swahili/English presentations

2.2. What the Participants Liked

LLL Internet Tools: The participants liked the Discussion, Search and Library tools. They gave particular mention to: the ease of navigating the site; the market chain discussions and the wealth of information which is already on the LLL site. Their detailed comments on what they liked can be found in Table Two below.

Training Process and Materials: Mention was made of good facilitation; the presentation style in Swahili and English; the organisation and conduct of the workshop; the layout of the learning materials folders and the pictures and illustrations that facilitated the learning process. Participants wanted a refresher course or some later evaluation of their progress.

IT Skills: Participants pointed out useful IT skills such as: how to read emails; knowing how to search for information in the website and with Google; and were pleased to get a general understanding of the Internet.

Table 2. Participants' Likes on the Training Course

LLL Internet Tools	Training Process and Materials
LLL tool for discussion	Best way the facilitators played their role
Searching for information	Learning materials layout and style in folders
How to do about using introduction to the internet service LLL	Presentation style Eng/Swahili
Discussion tool/writing discussions	Good teacher
Library and search tool	Room is good
How to communicate with others using LLL	The way class was conducted
Searching for info from knowledge pool	The lecturing sessions
LLL internet support knowledge as a whole	The practising sessions
Using LLL internet	Teaching facilities
Putting and taking information in the library	Venue
Knowledge in LLL	Timetable for all four days
Search tool	Training materials where I can make further references
Discussion on market chain use of LLL service	Facilitation skills used enabled participants to be active and to follow the training
First mile tool	Picture/illustrations facilitated the learning process
Searching	The way the workshop was facilitated- too short but successful
The ease of navigating the LLL website	Arrangements of training materials with their summary
The wealth of information on the LLL site already	Plenary session which used to give more elaboration and views on our fore coming task
LLL Library	Everybody to have enough time to practice
Writing up experiences	Teaching methodology good
Putting info in the library	Facilitation good
Contacting others through the LLL	Training materials were good and enough
	Time keeping
	Organisation and conduct of the workshop
IT Skills	**Miscellaneous**
Knowing how to search for info I want	Making contact with other learners
How to read e mail	Experience on how market chain gets started
Introduction to internet	Contacting the other members of FM
The education of using the computer	Sharing experiences on how to facilitate a market chain process
The general knowledge on the internet	The idea of linking local people with the LLL
Search for info in the website and Google	Engaging in discussion with others
How to open the internet	Role of information broker
Introduction to yahoo	Linking with LLL
Knowledge of computer	

2.3. What the Participants Disliked

<u>Technical Problems:</u> The malfunctioning and slow speed of some of the computers was mentioned as a disruptive factor. The point was made that it was necessary to have some knowledge of the internet before the course. Details of participants dislikes can be found in Table three below.

<u>Organization:</u> The short notice of the workshop was mentioned. There was a request that daily allowances should be paid earlier. Some directions were unclear and some felt that the facilitators took too much time with some participants whilst not paying enough attention to others. There were concerns on the difficulty of exact translation from Swahili in the field to English on the Internet.

<u>Training Venue:</u> The size of the room and cramped conditions were noted as were disturbances from outside noise. The participants did not like sharing the room with another evening class which meant that their practice time was restricted. Some participants thought that the food was repetitive and not well prepared.

<u>Duration:</u> The general opinion was that the course was too short and that there was need for more practice time. Some participants felt tired due to long periods spent on the computer.

Table 3. Participants' Dislikes on the Training Course

Technical Problems	Organization
Malfunctioning of some of the computers which led to disturb my concentration to the facilitators Some computers were not efficient throughout Some computers were not properly working Computer too slow to open documents	Delay of allowances interfered with my attention for some time Short notice of the workshop Too fast presentations in class Writing up experiences – but I will keep trying and I think I will make it Some facilitators tool much time to help some participants while others missed their services Sometimes directives were not clear from the beginning
Venue Room too small Disturbance from cars etc Little space in classroom Food not well prepared Room too compact Classroom congested- no space for group discussions Space between computers was very close Same food for four days Space for trainees was too small Food services were not good and up to standard Sharing room with other learners	**Duration** Timetable very tight Too short Duration too short Practice time for each session too short Moving out of classroom – time Short period The time was too short we stayed on the computer and got too tired Now but at least two more days to understand the course conveniently Too shot Time for the exercise too short

3. Assessment of Training Process

3.1. Training Course Facilitation

There was a good relaxed atmosphere for learning and excellent concentration during the sessions. Participants understood that time was precious and made the most of the opportunities the course provided. Understandably they were tired by the end of the course. Participants appreciated the translations and explanations from Mark Farahani in Swahili. At times there was an overload of information due to poor basic IT skills e.g. downloading, saving and opening attachments had to be taught before the participants could use the LLL tools. Much commitment was shown by the participants e.g. their preparation of written documents on their organisation of market chains which they used in the Discussion and Library exercises. The check list on tracking skills learned; prepared to make sure the participants could do each exercise, worked well.

The facilitators were pleased with the participants' information exchange across districts and shared good examples of this. In determining market chains the participants were urged to think more carefully about the choice of crops (it is not always the major crop that is the best one to pick). The evaluation process was very smooth, this was run by the participants' own assessment committee. This evaluation was supported by interviews conducted on the last morning (see transcripts in Section 5 below).

Some participants got lost in the plenary online projector session e.g. the LLL tour and log in. Participants felt that it would be better if they did this themselves on the computer at the same time that the instructions were projected on the wall. Others found it difficult to read the projected screen at the back of the room and preferred to work from their instructions alone. Room size and numbers of participants must be considered carefully in the future. The participants felt that the information sheets on the screen were easier to use than the folders (due to lack of space on the tables). A CD of the materials was given out to all the participants at the end of the course as was the typing programme.

We were congratulated by the assessment group on the content and conduct of the course. However both facilitators and participants felt that we had a lot of information to teach in a short time. Thus, the speed of the course made it hard for those with more basic IT skills. On reflection a minimum of six days for the course is needed. Monday to Saturday was suggested.

3.2. Basic Computer Skill Levels

The participants had a lack of basic IT skills e.g. in the use of the mouse, minimizing, closing windows, using Word and Notepad and saving documents. Participants asked for a brushing up session on these basic skills. It was explained that the individual technical check session in the mornings should be used for this. Many participants were in before 8:00 a.m. practicing their skills; reading emails; or for individual technical help. It was clear that a minimum standard of computer competence was needed in order to benefit from this course. The speed of typing was also a problem – a secretary was organised to help with the typing up of documents for discussion. A free downloaded typing program was found and copied on to CD's for the participants. Skills in opening attachments, downloading files and saving files had to be taught to make it possible for the participants to read their lessons from the screen.

The presence of a spread of ability in the class led to an idea from participants to pair up less experienced members with more experienced ones. This was organised and worked well.

Facilitators commented that we should be careful with the level of computer knowledge for acceptance on courses. We should look at training possibilities in the districts so the participants are prepared for the courses well in advance. This would prevent facilitators spending too much time with individuals with weak IT skills. Online introduction to Yahoo and folder organisation was very time consuming partly because some participants used Hotmail rather than Yahoo. Participants also had some problems with too many messages in their email folders.

3.3. Technical Issues

Participants and facilitators thought that the first morning of the course was disorganised as all computers were not ready: more time to prepare computers was needed: There was delay with the setting up of computers and putting Notepad and other necessary programmes on the desktop and problems with the speed and general functioning of the computers; a technical person (on call) was arranged. Two online facilitator computers were needed to save time in registering people on the LLL service and allow following and mentoring of discussion. Participants requested that we make sure that they did not have to share computers (especially in the case of late arrivals). We had extra people coming in late to the course but computers were organised so that each participant had their own computer. There was some difficulty when lessons were sent by email in Acrobat: we must have a check list for the programs needed on the machines we are going to use for online training.

The training room was very crowded, with no space on the desks for participants' files. Therefore it was difficult to follow instructions using the files. Lessons were sent via email so that they could be read on the screen. The participants had to leave at 5:00 (due to other classes starting) but wanted to spend more time on independent practice of the tasks learned. In future we should try to arrange a room which can be used before and after the teaching session for independent practice.

4. Assessment of Training Materials

4.1. New Training Materials Needed

During the training course it became evident that a number of new materials were needed. Participants asked that the following new materials be prepared.

1. Prepare a computer check list to monitor the progress of all participants for all the tasks

2. Create instructions for the use of Yahoo folders including: click on message, move, new folder, box to ask for folder name, type First Mile, click the OK button, look for new folder First Mile, click on the folder to see the message etc.

3. Create an explanation sheet of basic MS Windows terms such as 'pop up window'.

4. Develop new materials/slide show on searching, downloading and the use of Notepad.

4.2. Training Materials Requiring Modifications

Even though participants reported that most of the materials were clear they requested that the following modifications should be made:

1. Guidelines for Yahoo should be updated each time the site changes significantly.

2. Plenary guidelines on LLL site with handouts did not really work as participants wanted to look on their screens and not at the handouts. That the handouts were printed in black and white rather than colour did not help participants match the screen with the handout.

3. Task sheets on People tool needs an introductory part to explain the People tool, e.g. exercises have five tasks and each task has a number of steps to follow. Task sheets need to be written so that participants should be able to do them on their own. This is especially true for Skill number three of this tool.

4. Templates for experiences are not generic enough to accommodate both organizational experiences and marketing experiences. Either make the templates more general or make different templates for the different kinds of experiences.

5. Using the Discussion tool there was a problem of participants replying to discussions in the wrong section and on starting new topics. Task sheets on library tool should make clear that you will lose your input if you do not specify where your document should go in the library.

6. Using the Library tool took sometime due to some difficulties with saving on the incorrect shelf or forgetting to choose a shelf or incorrect logins-clarify.

7. Using the Search tool could be improved if more basic information on how to search is provided.

5. Interviews with Training Course Participants

5.1. Rebeca Mongi, District Focal Person, Arumeru.

Anne: What have you done since the workshop to get your core group organised for promoting market linkages?
Rebeca: After the first training we organised our core group that comprised of eight members. Three members from the producer groups one member from the partner agents, one member is a focal person, another is a market monitor, and we have one member from the TCCIA Tanzania Centre of Commerce for Industry and Agriculture. From there we identified the commodities for the market chain – we identified maize. Then we planned the activity to be carried from August to March next year. Before the workshop we decided it was necessary to make a kind of market survey where we survey the markets within our district and identify the potential key actors in the maize chain. So those potential key actors will be the ones to be invited to the technology workshop. This is planned on the 30th August.

Anne: How do you think that what you have learned this week in the workshop on using the internet for learning can help you?
Rebeca: I am very happy to learn this Local Learning on the Internet because for me it will help me to link with other professionals in my field but I will also be able to link my farmers from the rural villages to other key players in the market. So I think if I use this knowledge very well my farmers will get the opportunity to access markets which will help them to solve the problems of marketing which is a big problem in agricultural development in our districts. So this knowledge I am intending to use it very efficiently to link my farmers with the other key actors. The course was very impressive, because it was interesting. We found the time to be very short. We would like it to be a bit longer so that we could have time to browse more and to practice more. But from here I will just make my own practices so that I can be more confident and efficient in using the Internet. Arumeru district is just near Arusha town so we have access to many Internet cafes, maybe the problem will just be the cost of the access. Because I know the advantage of using it I am just volunteering my 100.000/= for going to the internet one or twice a week.

5.2. Anthony Senkoro, District Focal Person, Muheza.

Anne: What have you done since the workshop to get your core group organised for promoting market linkages?
Anthony: After the workshop we went to the district and we explained all about the workshop to the partner agents and then we decided to convene the members of the core group. We identified the core group together with the partner agents and from there we tried to find the key players of one commodity area – oranges. After we had identified the players we organised a workshop to have an open discussion to find out the profitable market linkages for oranges. We organised the date for the workshop and we informed the stakeholders. Actually the attendance was good with the processors, producers the representative from institutions such as the bank and partner agents. And then we started the workshop and we tried to highlight what should be discussed and then we gave them a time limit. We separated them out into traders, producers and processors and they worked out the current situation of the market and the problems they were facing and they discussed how they were going to improve market information. They came up with ideas which each group presented. The traders said they have no problem of offering the producers a good price; what was lacking was the quality of the oranges. So they advised the producers to improve the

quality of oranges which includes the sorting and the packaging of their oranges. They should also improve the transportation by putting them into cases. Here the producers should trust each other because you are going to pack the oranges according to sizes that are need by the traders. There was a problem of varieties as the producers they mix the varieties in the field and so they have all the varieties together and this is a problem for the traders. There are those which have got more juice those that have got more sugar and those that can be transported a far distance without being damaged. So all this was a consideration for the market exchange. Another thing they raised was that the roads are not passable throughout the year. So they stressed that it is necessary for the producers to keep the roads passable throughout the year. Otherwise the cost of transporting is higher because you have to carry the oranges by head or by bicycle to the road. On the issue of market information we discussed this so that the word now is moving faster by a network by using mobile phones so that the traders will know from where they will get enough oranges for transportation and when. Sometimes it can be announced by radio so that we can advertise outside the country so that they can know the place where they can get oranges in large amounts. Another thing the traders requested; they want the producers to share in the profits by a way of having a market centre where they can decide the market prices between producers and traders without the use of middlemen. The traders tried to advise the producer to have something like a movement or society that is strong enough that can link directly with the traders to avoid the middleman. So now from this suggestion we have seen the need for improving the variety of oranges and avoid cheating. This will be supervised and made sure that really the varieties are the ones that have been established rather that the farmers saying this is. The extension officers should be involved with these varieties so it is sure that the traders get the varieties they require. This is what we discussed but now the way forward everybody is aware of the problem, how we are going to solve it and who will be responsible when we are going back. Now we are expecting to conduct training for stakeholders in their groups – traders, processors and producers.

Anne: How do you think that what you have learned this week in the workshop on using the internet for learning can help you?
Anthony: I think using the internet for Linking Local Learners will really help not only for we who attended here but for others to show them how to get the access to the internet. Maybe I will explain how the groups will benefit. The main thing is the internet will allow us to discuss with other people who are engaged in different enterprises. By doing so we can exchange experience and exchange views and from there we can lead our groups in the market chain and they can benefit a lot from getting the experience from others on how they started and how they proceeded. Actually know the information that we are getting from them but also from the problems that we are experiencing they will learn from us too. Also we will be able to contact our facilitators and this will help us more. It will be easier than meeting again at a workshop like this so over the internet we can learn more from our facilitators and with this technology we can communicate with other groups and users.

5.3. Job Eliush Mushi Technoserve, Songea.

Anne: What have you done since the workshop to get your core group organised?
Job: As a result of the workshop that was done in June when I went back home I spoke with my colleagues the DFP and the PA's and convened a meeting of what we called a First Mile team to inform them about what we did in the workshop. Then we selected a core group which involved departments in the districts including farmers' representatives and including nutrition and bearing in mind gender issues as members in our core group. I communicated to them the theme of the workshop and what we need to do as a move to market linkages in our

group in the Songea district. Also that first meeting resulted in another meeting to deal with what the core group will do in terms of taking care of the group network which has already started and also to see how we can deal with problems facing the market chain in the Songea district. And to see those market chain players, specifically according to crops, how they can be assisted in terms of seeing the priority of their ambition or future thinking of having a good market for their crops.

Anne: How do think what you have learnt about using the LLL Internet service can help you?
Job: I think that this is a marvellous and even incredible programme that I think will make our communication system efficient. You can even discuss with somebody far distant as if you are talking face by face. I think this programme will also help us to communicate with our facilitators in the distance to ask them question about this programme which we have already been informed of. Also I think it will help us with ease of communications between the First Mile Team in our centres to the groups where there is the Internet or where there is a computer. As far as we have been taught about this new programme software which will be implemented in the few days to came. I think it is a programme also that will ease our work within the districts because I can ask my DED questions with the computer email and he can answer it without going to his office to answer it.

5.4. Michael Matambi, District Focal Person, Mbeya.

Anne: Could you tell me about the farmers visit to Dar es Salaam to find out market information?
Michael: The PA's from our district, the AMSDP zone office and the district council organised the farmers to go to Dar Es Salaam. They organised a team of farmers to go to Dar es Salaam to try to make a research for maize and Irish potatoes. For maize we made research more at the Tangali market. When they were there they found that Tangali is popular in selling maize. Most of the traders go there to buy and sell maize because they have a small milling machine around that market. So this makes it easier for the trader to buy their maize and go to the milling machine to add value to that product. They mill the maize, pack it in bags, so that they will be able to sell it anywhere. When we were in Kariako we found this market was very popular to sell the Irish potato it attracts traders from different areas of our country from Zanzibar and even from Comoros they are coming to Dar Es Salaam to buy Irish potatoes. The traders from Kariako told us that if the farmers want to fetch a good price they must know the amount which is needed in this market. The capacity of that market per day ranges from 700 to 800 bails per day. He told us the good time to unload at the market is early in the morning as farmers can fetch a good price rather than in the evening when most of the buyers would already go to another business. So it is good to tell the farmer to go early and unload in the morning. Also they told us which types of varieties which the consumer prefer according to their taste or for those who cook chips they need a variety which consume a very small amount of oil when they are cooking. They told us that there are two types which are very marketable: CAP and Kidinya. So, by going to the market they did research to find out about different products and what the market required, then they went back to their districts to tell the other farmers what they had found. Before farmers go there or to join with our programme, the production of those farmers was very low. They were producing around 14 tons per year. Now after this activity they will pull up their production from 14 tons to 17 tons. When they were selling at home they are selling one bag for 5-7000 Tshillings but when they go themselves to Kariako to sell their Irish potatoes they get a price from 10,000 to 15,000 Tshillings per bag. That is good for the farmer. So the research has done a lot of good.

5.5. Eva Mallya, Faida Mali, Hai

Anne: What have you done since the last workshop to get your core group organised for market linkages?
Eva: After the last workshop those people who were attending the last workshop met together as a core group. But we are lucky in Hai because we have already done some marketing research. Then we identified the crops and when we will conduct a three day workshop. We selected the enterprises to deal with in market chain analysis. We have done the market chain analyses to know the prices from the farmer up to the user. Now we know where the tomatoes from Hai are going. The job of the core group will be easy because we take the results of the market analysis research and we identified the key players in the tomatoes market. We invite them to a workshop. Now the core group will prepare the three days workshop. We have contacted the players from Dar es Salaam: traders, transporters, brokers and middle men who are collecting tomatoes from farmers to give the traders in Dar Es Salaam. We also contacted farmers and some traders who are trading locally in Hai and some processors. Now after doing all this we have prepared a budget for doing the workshop because we are also expecting to invite the small industries who are dealing with tomatoes. We feel that it is better to invite some participants to share and maybe to give them allowances for sleeping as some people come from Dar es Salaam. Maybe participants will volunteer the bus fare. Now we didn't get the fund so we are thinking how we will organise the workshop on a sustainable basis. I would like to add that all of us should continue thinking about the sustainability of this work because some of the activities need some money and some activities will need computers. When the AMSDP phases out how will it be sustainable? Maybe to inject the idea to the group members that they will have to contribute some money to ensure the sustainability for this because it has more advantages for the farmers.

Anne: What do you think about who you have learnt this week do you think that what you have learnt about using the internet can help you?
Eva: For me for sure it is nice and I like it. I think that it will help me a lot not only in market information but also in other issue because we can find other buyers and further enterprises from outside and link the farmers to alternative crops through Internet. Instead of sending the tomatoes and maize from Hai we can also send alternative crops. For me I see it is good. If we can get the access to Internet even if we go four times per month, we can do it.