Linking Local Learners: Building Knowledge Management Strategies for Effective Rural Development in East Africa.

Final Report.

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1. Introduction

This pilot project set out to explore a knowledge management system that would help local people to exchange about relevant services that allow them to access markets. Relevant is here understood to mean "know-how". That is knowledge generated by practitioners in the real setting that really works for them. The mechanisms of peer-exchange in the methodology of "Linking Local Learners" further ensure this relevance and control by the farmers themselves, resulting in truly "demand driven" services. This is an action-based learning project for small farmers, local service providers and market intermediaries as well as IFAD programme staff and managers. It focuses on the concrete operations of getting small farmers better access to markets, particularly with a view to sustained delivery of the services after programme funding ceases.

1.1. The Pilot Project Setting

Farmer empowerment, knowledge management, demand driven services, are concepts that underpin most government and donor policy objectives concerning agricultural development in East Africa. How to put these concepts into practice on the ground so they have meaning to small farmers and local service providers is the challenge. IFAD, like all donors, want to see farmers gaining skills to organize themselves to access ideas and experiences that help them reduce their poverty. In gaining these skills farmers need help to develop their own approach to knowledge management in the rapidly changing world of modern information and communication technology. They need to control the process and content of knowledge management. Their networks need to reach out to local service providers and place demands on those services. In their turn service providers who engage with small farmers need help to become more responsive to farmers' demands.

Implemented in Kenya, Uganda and Tanzania the project ran from January to December 2006. The project built upon the Linking Local Learners methodology and partnerships developed in IFAD's Demand Driven Services and Firstmile projects. These projects collaborated with the IFAD supported AMSDP and NAADS programmes in Tanzania and Uganda respectively as well as the FAO/Farmer Field Schools in all three countries. Also engaged in this pilot were the Danida supported farmer unions: UNFFE and KENFAP as well as the TMLA and numerous independent small farmer organizations[1].

1.2. Expectations for the Pilot Project

The task facing the pilot project implementers was to build a knowledge management strategy for effective rural development in East Africa. We had to develop practical ways to put the concept of knowledge management into action. IFAD wanted to learn lessons for the effective operationalisation of:

- rural knowledge networks that were farmer controlled, and
- farmer demand driven services for rural development.

At the end of the project IFAD wanted to see in place the learning communication infrastructure that allows farmers, service providers and field staff in their programmes to directly exchange with each other best practices and other useful operational concepts on how to improve small

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[1] *AMSDP – Agriculture Marketing Systems Development Programme, NAADS – National Agricultural Advisory Services, UNFFE – Uganda National Farmers Federation, KENFAP – Kenya National Federation of Agriculture Producers, TMLA – Tanzania Multi-stakeholder Learning Association.*

farmer access to services and markets. The project design to deliver on this challenge comprised the following activities:

- Set-up a knowledge management system that would ensure useful exchanges between farmers and service providers using the internet resulting in the achievement of the project objective: improved farmer access to services and markets.
- Build local capacity for scaling up the knowledge management system including training resources to support local capacity building.
- Identify and share with donors and governments the policy implications for sustaining and scaling up the rural knowledge management system of linking local learners.

1.3. The Operational Challenges

Our point of departure for understanding a knowledge management strategy did not follow convention. We did not consider making information available as central to the strategy. Nor did we follow the 'expert systems' model of making technical experts available to farmers. We focussed not on knowledge but 'know-how'. Know-how being the capacity of a person to do something that other people find useful. Our knowledge management strategy was to connect up a great many farmers and their 'know-how' and make it available to all of them. The same 'know-how' knowledge management strategy would apply to service providers as well. Given this way of thinking about knowledge management we saw the operational challenges as:

- coupling appropriate communication infrastructure with relevant local content, and
- integrating face-to-face action learning with online peer-to-peer learning.

The communication infrastructure of print, dialogue, mobile phones, internet and radio would provide multiple and flexible options for small farmers, service providers and key players in the market chain from producer to consumer to 'connect' with each other. What they would stay connected about, the content, was improving the access of small farmers to markets. The content was how to build transparent, fair and efficient market chains from producers to consumers. Building the knowledge management strategy from the successes and failures of the key players themselves and not the blue prints of experts ensures the content would remain locally relevant.

Face-to-face action learning brought together all the key players: farmers, service providers and market intermediaries, in a structured process of learning-by-doing. Key players tried out their ideas and thus drove innovation and change in a fast and focussed way. The speed and spread of innovations, including not repeating the same mistakes, was to be achieved by the Linking Local Learners methodology. The LLL method integrates learning-by-doing on the ground with online peer-to-peer exchange of ideas and experiences. The online learning tools of the LLL service[2] help local learners build up their 'know-how' and make it available through its knowledge pool to others who can get onto the internet. In meeting these operational challenges we knew we also had to ensure that small farmers were and remained in control of the learning agenda.

Organizing the key players into groups for effective learning about improving small farmer access to markets and service provision had to be done within existing institutional structures. Thus, farmers worked within their existing groups unless they chose to reorganize themselves to improve their market access. Service providers worked within their existing structures whether they were district offices for government officers and NGO's, local branches for farmer unions or district networks for Farmer Field Schools. The challenge was to ensure sufficient interaction between farmers, service providers and market intermediaries at the district level for learning to occur. In the case of the Farmer Field Schools the district network comprises the elected leadership of the field schools themselves and one staff from the district agriculture office. In

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[2] *LLLservice can be found on* www.linkinglearners.net

other cases like the farmer unions it is their branch office staff work directly with representatives of farmer groups. The AMSDP provided the best opportunities for wide interaction through their district "core groups or teams". Typically, a core group included two district officials, the District Focal Person and a Market Monitor, a Partner Agency usually an NGO, and farmer group representatives. Sometimes market intermediaries would be included in the core group.

A further operational challenge concerned the sustainability of demand driven services. The mandates and resources of projects often make it easy to deliver demand driven services for the duration of the project. Our concern was what would happen after the public funding dries up. How small farmers and service providers could organize themselves so that those services that helped farmers improve their access to markets would continue became, for us, an integral part of the knowledge management strategy.

2. Implementation of the Pilot Project

The methodology of Linking Local Learners seems to be useful for the collaborating key players at the District level. Linking across Districts has been very useful at the 'core group' level, but not yet with enough of their more remote farmer clients. The communication infrastructure is developing rapidly, however, we have a weak spot right now on how to make use of local radios. The mentoring of the learning processes is showing its challenges particularly at the local level. Policy impact has been achieved by showing concrete results, but could have been higher had there been resources to make more linkages to relevant programs.

2.1. Linking Local Learners for Useful Exchanges
The 'core groups' in each District pulled together the contacts and skills of their members to build a communication network for the key players of existing and new marketing chains[3]. The core groups mainly:
- Brokered links for farmer groups with traders, wholesalers and processors.
- Convened trade fair workshops/meetings for key players in specific commodity chains to make new linkages, improved communication between key players and improved the efficiency of the market chain.
- Installed information boards and initiated the use of SMS market price information.
- Supported the organization of farmer groups into higher level associations, alliances and SACCOS.

Farmers and service providers struggle with writing up their experiences and even though they appreciate the importance of English for business and sharing it is hard work for some. So far the service provider 'core groups' have not managed to link their farmer and market intermediary clients with clients in other districts, even though similar challenges prevail.

2.2. Communication Infrastructure
The core groups are evolving diverse mechanisms for communication that suit their conditions of connectivity and the market conditions in their area. Communication infrastructure so far initiated includes:
- Information centres at the local markets, and bill boards in selected villages.
- Making available mobile phones to farmer groups including rental schemes.

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[3] *See Annex A: List of Contact Details of Learning Team Members*

- Farmers, the 'wakulima shushushu', who visit local and national markets to 'spy' on prices and conditions reporting back to their groups.
- Sending emails directly or to the LLL service, mainly used for exchange of information and experiences across districts.
- SMS market information on an individual point-to-point basis.
- Listening to radio market information.

The potential of local radios for linking local groups of learners has been recently discovered, but core groups have not yet developed operational ideas on how to go about it. In many Districts local radios are either non-existent or do not have sufficient area coverage out into the villages. There is potential still to be explored for building SMS-accessible online data bases for each district not only for price information but also for locally relevant market intelligence.

2.3. Capacity Building, Back-Stopping and Mentoring

Local knowledge managers were continuously identified, trained and coached to scale up the capacity of knowledge management system. The national level back-stoppers and the international mentors:

- Undertook online mentoring on the learning topics identified by the district core groups and their client farmers and market intermediaries.
- Maintained the knowledge pool, or knowledge assets, on the website of discussions, contacts and library for impact stories and practical 'know-how'[4].
- Hosting of the online learning tools and knowledge assets of local learners by Ideso[5]
- Made ten day visits to the learning groups in Kenya, Uganda and Tanzania and facilitated key player assessment and 'trade fair' workshops[6].
- Conducted interviews and wrote the stories that assessed the process of action learning, and made it available for peer learning in the knowledge pool.[7]
- Identified local mentors and provided training resources to them in the form of a CDrom[8].

Mentoring is still requires too much international support. The conditions for local mentors to be effective are yet to be understood in more detail. The level of effort required to build the capacity of local mentors was underestimated.

2.4. Policy Implications and Sharing with Donors and Governments

For extracting policy implications from the ongoing exploratory work the following was undertaken:

- Regular briefs were written that synthesized the emerging topical and operational insights. These briefs are sent to representatives of East African governments, and to the donor community associated in the Neuchatel Initiative[9].
- A website is maintained that points to the ongoing work and the ongoing debates, and where synthesized material such as briefs, success stories, interviews and reports are made accessible for downloading.

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[4] *See Annex B: LLL Website Statistics*
[5] *Ideso, the Swiss internet solutions company and member of the LLL group consortium provides this service.*
www.ideso.ch
[6] *See Annex C: List of Project Reports and Workshop Proceedings*
[7] *See Annex D: List of Interviews with Practitioners, and Annex E: List of Impact Stories*
[8] *See Annex F: Contents on the Training Resources CD*
[9] *See Annex G: List of Policy Briefs*

- Experiences shared and advice given to AMSDP and MUVI programme leadership from the Prime Ministers Office and the Small Industries Development Organization respectively. Experiences also shared with the leadership of the NAADS in Uganda.
- Case study prepared and shared with donors participating in the Neuchatel Initiative meeting in Vienna and presentation made to the World Congress on Communication for Development in Rome.

Expected interactions with IFAD projects: South Nyanza Community Development Project, District Development Support Project and Agriculture Sector Support Programme in Kenya Uganda and Tanzania respectively did not occur for various operational reasons beyond our control. Although interactions have been intense collaboration has yet to start with the FAO implemented East African Rural Knowledge Network. Due to staff time and resources both CTA and DAAS have not been able to participate in coordination group comprising ISG, Agridea and FAO as anticipated.

3. The Focus of the Knowledge Management Strategy

The online platform provided by the Linking Local Learners methodology allows the learners to negotiate and define what they want to learn about. It turns out that with regard to accessing markets, the learning agendas can vary a lot between groups, and particularly between small farmers and service providers. However, they interact a lot in achieving market access. So an interesting set of learning agendas emerge, that often synergistically complement each other. The learning agendas are driven by the local actors according to their perceived needs and potentials.

3.1. Deciding on the Learning Agenda

Farmers, service providers and market intermediaries developed the learning areas in their assessment workshops. The online learning support service at *www.linkinlearners.net* allowed them to then focus their exchanges on the useful experiences emerging from the field. In their assessment workshops participants focussed on coming up with ideas for action that they want to try out to improve market linkages and access. The learning areas described below therefore focus on what the participants are going to try out to learn how to improve marketing. No participants involve themselves in every learning area. Rather they engage in one or two areas that are relevant to their situation. Broadly speaking farmers and service providers tend to have different learning needs though they are often partners in the work on the ground. Following the assessment workshops those involved in on the ground learning-by-doing share their experiences through their information contact person using the LLL online learning service. While all members: farmers, service providers, other market key players, of the learning teams see everyone's experiences farmers and service providers usually focus on different learning areas as follows.

3.2. The Learning Agenda of Small Farmers

Ideas being tried out in how to build higher level associations for joint marketing and seeking export opportunities are as follows:

- Establish communication linkage between existing producer groups and associations.
- Negotiate agreements for alliance between existing groups for establishing a higher level organization for joint marketing.
- Register the association, open bank account and establish a secretariat.
- Procure office space, furniture, computer equipment and establish communication and

email facilities.
- Seek information to better understand the export market including procedures and contracts from Chamber of Commerce.

Ideas being tried out in how to prepare a business plan to get the equipment needed are as follows:
- Find out what equipment is available by visiting suppliers and surfing for information from manufacturers on internet.
- Contact the supplier and people with knowledge on equipment about durability and appropriateness of the equipment.
- Find technical experts in business plan preparation and gather information needed.
- Present business plan draft for approval in General Assembly of Association members.
- Share business plan with local financial institutions including microfinance banks and look for possible funding with Government programmes.

Ideas being tried out in how to get loans from microfinance institutions are as follows:
- Exchange information, knowledge and experience among the districts concerning microfinance assistance to market chains
- Hold meetings with farmer association members to identify need for microfinance.
- Establish contacts with microfinance bodies to know their working procedures and policies.
- Hold meetings of farmer association members and other key players to develop loan application.

Ideas being tried out in how to run effective warehouse receipt systems and SACCOS are as follows:
- Gather information from areas which have experienced and achieved success in the warehouse system and SACCOS.
- Visit places which have successful warehouse receipt systems and SACCOS.
- Identify conditions for running strong and sustainable SACCOS.
- Apply lessons learned to start up or operations of warehouse and SACCOS.

Ideas being tried out on how to add value and diversify the products in dairy, honey and sweet potatoes are as follows:
- Find out values of processed and packaged products and quality, quantity and size required by the processors or consumers of the products.
- Check on standardization and certification with national bureau of standards and get necessary chemical analysis of product.
- Identify types of packaging material that is suitable for each product and information needed on the labels.
- Mobilisation of resources/funds through SACCOS to purchase necessary processing and packaging equipment.

Ideas being tried out on how to improve quality/standards of hides, milk, honey, oranges and sweet potato are as follows:
- Sensitise members on grades required by processors and assist farmers to use the correct variety, husbandry and health and nutrition of milking cows.
- Assist members to improve sorting and select proper sizing of tubers, ripe fruits of correct size.

- Assist members to get cooling facility for milk, good crates and packs for oranges, and store honey free from insects and high humidity and temperature.
- Improve processing using quality slicing machines for sweet potato, and modern Langstroth beehives for centrifugal harvesting of honey.

3.3. The Learning Agenda of Service Providers

Ideas being tried out on how to improve market information and market intelligence are as follows:

- Identify marketing information needs for all key players in the market chain.
- Make an inventory of information sources for all key players.
- Support market 'shushushu' or spies to find new customers for farmers' products.
- Document and disseminate locally relevant information to all key players.
- Promote new products of farmers by advertisements, radio and newspapers.

Ideas on how to bring key players together to negotiate better deals along a market chain are as follows:

- Undertake rapid market analysis to identify key market chain actors for specific commodity.
- Put together a team for preparing/facilitating the key player business platform meeting.
- Identify key players in the commodity of concern to be invited.
- Convene one business platform meeting involving all concerned key players on ways to improve market efficiency.

Ideas on how to find and link up with big buyers like processors and wholesalers are as follows:

- Support farmer association members to determine their production potential and form a committee for linking and partnership negotiation.
- Get information from news papers, radio, media houses and internet on who are the processors and big buyers.
- Convene negotiations between farmer association members and designated big buyers.
- Follow up on agreements and contracts decided on at the negotiation meetings

Ideas on how to extend the client network of producers and market key players in the district are as follows:

- Attend market days, agriculture fairs, farmer association meetings and visit warehouses and factories.
- Establish means of communication between network members using face to face meetings, cell phones, billboard, and email/internet.
- Assist clients to document their experiences and share information between network members using email and internet.
- Conduct a regular evaluation of network performance.

Ideas on how to set up a Rural Service Company in the district are as follows:

- Identify individuals and institutions interested to start up a services company in the district including ICT providers to support connectivity.
- Convene a meeting of interested parties in the district to discuss the possibility of partnership or other form for the company.
- Form a working group to establish a rural services company and get assistance to draw up a business plan for the company.
- Secure the necessary investments needed to start up the company and consult on registration requirements and procedures.

Ideas on how to set up communication enterprises in rural areas are as follows:
- Identify the available and emerging connectivity in rural areas.
- Assess potential users of connectivity, ie. how to spread the costs of connectivity across many users such as internet cafes, schools and colleges, district offices, project offices, hospitals, traders, etc.
- Ensure servicing of equipment, for instance through integrated rental packages.
- Use of local radios in making people aware of the connectivity services.
- Build business plans for ICT connectivity.

4. Lessons Learned and Policy Recommendations

The lessons we have learned over the last year point towards a new set of progressive policy objectives that would see governments and donors support the emergence of: a) bottom-up mandated farmer organizations and alliances that can more effectively access the markets; b) viable commercial services that ensure the reliable operations of the hardware required for connectivity even in remote areas, c) on-the-job learning opportunities for marketing skills among all actors, d) commercially viable "Rural Service Companies" that can continue to provide the services that are presently being developed and maintain small farmer knowledge assets, and e) a back-up company to these RSC's to conduct the required business-oriented R&D, quality control and capacity building. Our experience also highlights the need of policies that include pastoralists and their associated marketing chains in knowledge management development efforts, and address the challenge of scaling up, particularly including local radio.

4.1. Higher Level Farmer Organizations

Through the KMS pilot experience farmers have come to realize the importance of forming higher level organizations to improve their access to markets. Individuals and small groups of farmers are vulnerable to exploitation from market middle men. Small groups have a weak hand at the negotiating table with wholesalers or processors. Getting the higher prices that big buyers can offer requires regular supplies of large volumes of product that are beyond the capabilities of a group of fifty or so small farmers. Many of the commodities small farmers produce do have national associations representing producers. However such associations tend to be dominated by larger producers and small farmers are suspicious of large 'top down' organizations. Small farmers wanting to improve their access to markets realize they must travel the difficult road of negotiating alliances across many small groups to reach a level of organization capable of negotiating with big buyers.

The progressive policy objective is to support the emergence of bottom-up mandated farmer organizations and alliances that can more effectively access the markets. Recommendations for action towards this policy objective are:
- Provide resources to small farmer groups to purchase capacity building services to enhance their ability to organize themselves and run effective farmer associations.
- Provide resources to local service providers to assist farmers negotiate alliances and set up higher level organizations for joint marketing and export.
- Support higher level organizations set themselves up and start their operations including communication equipment.

4.2. Enhanced Connectivity for Small Farmers

The role of modern ICTs in achieving the success so far has been obvious to all. Farmers use mobile phones regularly to contact key players in the market chain. The internet has proved to be instrumental in the peer-exchange among district core groups and farmer networks. More recently the potential of local radio has been discovered to enhance the flow of information that is relevant for local producers and traders. Modern ICT connectivity achieves the level of market transparency that allows trust relationships to break through the prevalent exploitation. Trust and collaboration substantially increase market efficiencies to the benefit of all actors, particularly for producers. However, what is also clear is that the communication sector is in a highly dynamic phase with changes happening fast and widespread. Furthermore, what is also clear is that the initial investments for communication equipment and infrastructure are beyond the reach of most rural entrepreneurs. The lack of reliable servicing of this equipment is the single most important limiting operational factor to enhanced connectivity.

The progressive policy objective is to support the emergence of viable commercial services that ensure the reliable operations of the hardware required for connectivity even in remote areas. Recommendations for action towards this policy objective are:
- Support the launch of commercial operations of rental services for communication equipment (computers, laptops, mobiles, modems, satellite dishes, radio transmitters and recording equipment, solar power for operating the equipment in remote areas, etc) where the servicing is included in the rental package.
- Provide resources to local commercial service providers to invest in skill-building to use modern communication equipment.
- Provide resources to local commercial service providers to develop and maintain information that is relevant for the local population, their knowledge assets, and make it accessible through all suitable means.

4.3. Marketing Skills Development.

It is important to recognize that the successes so far have almost exclusively been achieved through "learning on the job" as opposed to classroom training that terminates with a certificate of attendance. In this pilot participants' learnt through applying their ideas on the ground and then staying in contact with each other and the mentors online in order to analyze and discuss their experiences and continue to learn from those. On-the-job mentoring is the new paradigm that needs to be pushed in order to continue. The reason for this is clear: There is no standard way of improving market linkages; each situation requires different operational details. Furthermore, the dynamics of the fast changing scene of rural marketing in East Africa makes standard training modules obsolete at short notice. Today, the rapidly growing penetration of ICTs into rural areas allows people to stay in contact and exchange experiences provided the mentoring is usefully done. Online peer exchanges greatly enhance the quality of face-to-face events when they happen, as was witnessed by our workshops in Morogoro, Soroti, Bushenyi and Kakamega. Achieving success in the marketing chains and providing successful business development services to actors along these chains requires sustained 'on-the-job' learning with regular contact with peers and mentors.

The progressive policy objective is to develop and operate on-the-job learning for marketing skills among all actors. Recommendations for action towards this policy objective are:
- Provide resources to farmer associations and other key players along the market chain to engage in on-the-job training that is linked to peers and mentors.
- Support the development of local mentoring capacities in commercial service providers to deliver peer-to-peer learning opportunities.

4.4. Sustaining Local Service Provision

The activities which lead to the successes so far need to be continued on a sustainable footing. So far the activities have been done in the case of AMSDP by "core groups" comprising of district government staff, NGO, and farmer group representatives. Similar 'core group' collaboration between farmers and government and or NGO staff were organized by Farmer Field School networks and farmer unions. For a sustainable continuation of the effort, the market linkage functions that the core groups have picked up need to be developed further and put on a sustained organizational and financial footing. The transition from project funding of these activities to sustained independent funding from those directly benefiting from the service, ie., farmer associations and market intermediaries, is a key to continuation of the impact of the efforts so far. Participants at the Morogoro assessment workshop concluded that private commercial "Rural Service Companies" or RSC is the guiding principle which needs to be followed for successful organizational change. This principle was echoed by the participants of subsequent 'trade fair' workshops in Kenya and Uganda.

The progressive policy objective is to support the emergence of commercially viable "Rural Service Companies" that can continue to provide the services that are presently being developed and maintain small farmer knowledge assets. Recommendations for action towards this policy objective are:

- Support groups who want to take up the challenge of launching and operating commercially oriented RSC's that provide all kinds of services required for marketing chains to become more efficient, or to develop new chains. This includes all aspects, ie., information, capacity building, mentoring, brokering, networking, access to financing, certification, etc.
- Start right away with commercially registered RSC's aiming for a commercially viable business plan, no transition via NGOs.
- Enter into local Public-Private-Partnerships with such RSC's that supports both the required operational R&D by these RSC's and supports the capacity building of the RSC's themselves as well as capacities of actors along the marketing chains.

4.5. Back-Up for Local Commercial Service Providers

AMSDP's district core groups, Farmer Field School networks and farmer unions so far have been strongly backed up by the national managers and international mentors. Our recent assessment and trade fair workshops and the debate leading up to them have pointed out that the peer exchange between district groups has been instrumental in triggering new ideas and new approaches and achieving success. Furthermore, a need emerged for intensive coaching of district core groups to achieve the transition from an NGO-type of operation to a commercial operation. Business development services for launching, developing and growing the local commercial services into viable businesses is an apparent need.

The progressive policy objective is to support a back-up company to local RSC's to conduct the required business-oriented R&D, quality control and capacity building. Recommendations for action towards this policy objective are:

- Support the launch and commercial operation of a national level backup company to the RSC's.
- Set up Private Public Partnerships with such back up companies which provide the resources for: a) capacity building of RSC's to become good business development services, b) R&D for operations and market research, and c) R&D for developing investment opportunities for social/philanthropic investment funds in the emerging marketing chains.

4.6. Inclusion of Pastoralists

The successes so far have been mainly on major commodities like maize, rice, potato, and beans, fruits and vegetables and some minor niche products like mushrooms, honey and milk. However, one experience in Kenya by LISSA showed that there is a potential for pastoralist products to be included in the efforts of improving marketing chains. For some five years now the 'home grown' Livestock Stakeholders Association LISSA has linked Massai pastoralists from the Rift Valley via abattoirs and butchers to Nairobi's Kibera slum dwelling consumers.

The progressive policy objective is to include pastoralists and their associated marketing chains in knowledge management development efforts. Recommendations for action towards this policy objective are:

- Provide resources to RSC's for exploring the operational details of developing market linkages for pastoralist products (cattle, milk, hides). Base this on the successes achieved by LISSA in Kenya.
- Support the emergence of 'Field Schools' for Pastoralists.
- Provide resources for RSC's to engage in action research with pastoralists for achieving the transition from open herding to ranching.

4.7. Scaling up

The KMS pilot effort provides sufficient experience to indicate that its successes should and could be replicated more widely. The lessons learned clearly show the new institutional and operational avenues for scaling-up. However, while doing that, new aspects will emerge that need to be tackled. This is particularly the case for replicating the successes of district core groups or FFS networks in areas where AMSDP and FAO-FFS have not been active. In such areas the start-up of RSCs has to be achieved by the back-up company without going through the phase of a project supported NGO-type of operation. A further challenge to scaling-up is engaging local radio stations. The potential for enhancing the 'connectivity' of producers and market key players for marketing and income generation has been recognized during the course of this pilot effort. However, the details for sustained operations at the local level, and the details of suitable programming have yet to be explored.

The progressive policy objective is to support the challenge of scaling up, particularly including local radio. Recommendations for action towards this policy objective are:

- Provide resources to the back-up company for specific R&D aimed at launching RSC's in new areas.
- Identify the most suitable operators of local radios and provide resources for the back-up company to conduct R&D with them on operating local radios for income generation in rural areas.
- Provide resources to local radio stations to purchase weekly 'agriculture marketing' programme content from their local Rural Service Company.

5. Conclusions

Properly implemented LLL can remove many small farmers from the rural poor population and contribute to the millennium development goals to reduce poverty by half. This pilot has been a successful experiment in continuous, collective and systematic process for rural knowledge management. LLL does provide an outward looking knowledge management tool that engages IFAD staff, government officials, programme implementing partners and beneficiaries, particularly small farmers and market intermediaries. Not only does LLL empower local learners but it is a form of communication that keeps know how alive and linked to those who generate it. We have learned such knowledge management needs mentoring and technical backup. We learned that we need to incorporate radio to realize multiplier effects. The challenges we face are associated with how we can capitalize on LLL achievements in both sustaining the flow of benefits to small farmers and scaling up services to reach many more small farmers without loss of momentum. What we still need to learn is how public institutions can nurture the development of private enterprises that will take over to sustain and scale up the benefit flows to small farmers.

5.1. Impact

Nearly two million dollars was the reported increase in turn over from the four thousand or so small farmers in seven districts in Tanzania in just one season[10]. For the individual farm household this meant an income rise from fifty percent to, in some cases, as much as three hundred percent. It is not only the farmers engaged in Linked Local Learning that have got higher incomes. Other market intermediaries, like Dodoma transport and Mohamed Enterprises in Tanzania for instance, have also increased their profits. LLL is something that works to address the critical issue of poverty reduction. The performance indicators we see the changes occurring in are: production levels, commodity ranges, farm income, farmer sale prices, and number of deals improving market access.

5.2. Achievements

LLL has proven itself to be a useful tool for innovation in the areas of demand driven service provision for agricultural production, marketing and enterprise development. It helps local learners innovate solutions to problems and disseminate them. LLL's online knowledge pool develops the knowledge assets of small farmers, local service providers and key players in market chains. New comers appreciate avoiding making the same mistakes and finding peers to learn how to improve their access to markets. New comers appreciate the innovative ways to gain access to ICT's: the info-mediaries, the 'shushus', the mobile phone rents, and the village billboards. Knowledge sharing occurs naturally, systematically and continuously with the support of up-to-date learning tools and mentoring at local, national and international levels.

LLL's learning teams link together small farmers, local service providers, government officials and market chain intermediaries, IFAD implementing partners (NGO and private consultants) to improve small farmer access to markets. Online peer exchanges are integrated with face-to-face action learning process that brings together producers and key players in market chains to vision improved market chains that benefit all parties. Developing market chains characterized by fair trade, price discovery, transparency and risk sharing. Knowledge consolidation of local field experiences occurs through local stories, interviews with practitioners and policy briefs. These are made available to all through a link on IFAD's website to www.linkinglearners.net. Using its 'guest facility' anyone to view the peer exchanges of the local learners. Policy briefs designed to

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[10] *See Annex H: Impact Tables from AMSDP Tanzania.*

foster policy change are shared directly with IFAD programme staff, governments and donors participating in the Neuchatel Initiative.

One farmer commented that: "each comment sent in is equal as it carries just the idea and the name of the contributor – it makes us all equal". LLL empowers local learners because they set the learning agenda in their face to face assessment workshops. LLL pools locally relevant knowledge emerging from exchanges of tacit 'know-how' between peers whether they are local farmers or local service providers. Valuing know how and innovative capacity empowers the local inventor.

5.3. Lessons

From this pilot and our earlier trials we have learned that knowledge management is communication between learners that keeps 'know-how' alive by sharing and innovating for their own use. It is a continuous cycling of the tacit knowledge of peer to peer exchange and written explicit knowledge of experiences and practice. However, our short experience proves developing commodity chains is much more knowledge intensive and communication intensive, or connectivity demanding, than we expected. One key to success that we have learned in knowledge utilization is the maintenance of an unbreakable link between the idea or 'know-how' and the person who knows it. This allows other learners to contact the right person to re-invent how to do it for themselves in their own unique circumstances. We have also learned the vital importance of mentoring and technical back-up for quality control and links to wider knowledge networks. Perhaps the biggest mistake we have learned from was that we did not properly include radio in the communication triangle of mobile phones – internet – radio. We have learned that this triangle could provide significant multiplier effects. Commercial radio and local service companies operating the triangle we now see as a sustainable way to continue and expand the knowledge assets of small farmers for increasing income through better access to markets.

5.4. Challenges

The future challenge is to further capitalize on LLL achievements in both sustaining the flow of benefits to small farmers and scaling up services to reach many more small farmers. Meeting this challenge will probably be more than simply replicating the innovations made in this pilot project or its predecessor 'Firstmile' and 'Demand Driven Services' projects. Indeed, the demands we have picked up from farmers, service providers and managers is for sustainability of benefits through support to the commercialization of marketing services in the rural districts. Our concern here is that small district level business will need a strong national back-up company to support them. Where concerns remain about commercial viability of services that poor people need, then this public interest can be taken care of through private-public partnerships with these rural service companies and/or through demand-side subsidies so the needy can afford the fully commercial services they need. Such a back-up company would also provide the quality control function which is critical to providing innovative and cutting edge services focussed on the vital issues confronting small farmers in their attempts to increase incomes.

The danger we now face is loss of momentum from the stop and start of IFAD's operational procedures. Moving from project to project entails long negotiation times and high transaction costs. We are further concerned by the lack of a clear process for developing what we feel are much needed private-public partnerships in service delivery. Perhaps then the greatest challenge facing us all is how public institutions can nurture the development of private enterprises that will take over to sustain and scale up the benefit flows to small farmers. A challenge that has to be met recognizing the current climate of distrust and miss information between public and private sectors. Even though policies have changed old attitudes that "the government provides"

as opposed to the government ensuring a fair and conducive environment for doing business still survive in many remote rural districts. Has not this pilot project shown us that the time has come for some experiments in private-public partnerships on knowledge management services for small farmer development?

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Annexes

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Annex H: Impact Tables from AMSDP Tanzania

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12	Anthony Senkoro	jsenkoro@yahoo.com	DFP	Muheza
13	Bernard Semawaiko	ben_mwaiko@yahoo.com	DFP	Mbinga
14	Job Eliushi Mushi	mushijob@yahoo.com	Technoserve	Songea
15	Rungwe Team	nkalisisamaki@yahoo.com	District core team	Rungwe
16	Michael Matambi	mmatambi@yahoo.co.uk	DFP	Mbeya,
17	Hassan Mhando	mhandohr@yahoo.com	PA	Mbarali
18	John Kamballah	johnkamballa@yahoo.com	PA	Mufindi
19	Wilbrod Kansapa	kansapa4@yahoo.com	District Market Monitor	Sumbawanga
20	Deogratias Rwechungura	deorwehy@yahoo.com	DFP	Mbozi
21	M Chatto	chattomr@yahoo.co.uk	PA	Ludewa
22	John Mdoe	johnmdoe_2002@yahoo.com	DFP	Lushoto
23	Enirisha Magohe	magoheenirisha@yahoo.com	DFP	Same
24	Chikira Mcharo	chikira_2003@yahoo.com	DFP	Rombo
25	R. Kombo	mdhiwarikombo@yahoo.com	DFP	Monduli
26	Vincon Nymbo	vnyimbo@yahoo.co.uk	AMSDP market links	Arusha

Annex B: LLL Website Statistics

First Mile Learning Team

Library	#	Discussion	#
		Information	11
Training	10	Training	5
Information	9	Org of District Groups	58
Organization	15	Internet Access	10
Market Chains	17	Getting Market Chains Started	68
ICT Access	2	Maize Market Chain	24
Assessment	16	Paddy Market Chain	9
Good practice	13	Wheat Market Chain	7
		Cheese Market Chain	4
		Oranges Market Chain	16
		Tomato Market Chain	9
		Warehouse Receipt System	11
		Group Descriptions	19
		How to get credit	9
		Market Information System	21
		Soyabean market chain	1
		SimSim Market chain	2
		Impact assessment	19
		Preparing business plans	5
		Rural services company	17
		Market chain business platforms	10
Total library contributions =	82	Total discussion contributions =	335
		Total Contributions on First Mile =	417
		Total number of learning groups =	93

Information and Communication Enterprises Learning Team

Library	#	Discussion	#
Training	4	Info	5
Information	10	Local networks	14
		Start cafes	26
		Start news services	11
		Farmer to farmer	5
Total library contributions =	14	Total discussion contributions =	61
Total Contributions on Information and Communication Enterprises			75
		Total number of learning groups =	57

Annex B: LLL Website Statistics (continued)

Demand Driven Services Learning Team

Library	#	Discussion	#
Experience	24	Effective Services	23
Practice	9	Effective Demand	34
Information	35	Changing Mindset	20
Help	11	Sustaining Groups	35
Training	12	Raising Funds	12
Assessment	18	Becoming a Stockist	11
Tanzania	12	Access to Markets	49
Uganda	12	Marketing Groups	30
Kenya	19	Technology Advice	8
		Access Internet	19
		Access ICT	9
		Information Flow	27
		Organizing Learning	41
		Training Courses	7
		Higher Level Associations	20
		Adding Value	9
		Higher Quality Products	8
		Business Plans	5
		Market Chains	9
		General Information	26
Total library contributions =	152	Total discussion contributions =	402
Total Contributions on Demand Driven Services =			554
Total number of learning groups =			101

Annex C: List of Project Reports and Workshop Proceedings

Proceedings of *"LLL Trade Fair Workshop on Strengthening Market Linkages in Kenya"* held at the Golf Hotel, Kakamega, Kenya. 2 – 4 August 2006.

Progress Report on *"Linking Local Learners: Building Knowledge Management Strategies for Effective Rural Development in East Africa"*. Activities from January to April 2006.

Proceedings of *"LLL workshop on Strengthening Market Linkages in Bushenyi"* held at the West Ankole Diocese Training Centre, Bushenyi, Uganda. 19 - 20 April 2006.

Proceedings of *"LLL workshop on Strengthening Market Linkages in Soroti"* held at the Uganda Flying School, Soroti, Uganda.13 - 14 April 2006.

First Mile Project Final Report on *"Linking Local Learners for Improved Market Linkages"* with AMSDP, Tanzania. April 2006.

Report of Field Study on *"Viability of Commercial Rural ICT Centres in Tanzania"*. March 2006.

Proceedings of *"Linking Local Learners Assessment Workshop"* held at the Oasis Hotel, Morogoro, Tanzania. 22 - 24 March 2006.

Proceedings of *"Training Course on Using the LLL internet Learning Support Service"* held at Open University Computer Centre, Arusha, Tanzania 25 - 28 July 2005.

ICT Diagnosis Report on *"Enhancing ICT Connectivity as a Strategic Instrument for Effective Rural Development in Tanzania"*. June 2005

Proceedings of *"AMSDP Linking Local Learners Training-of-Training Course"* held at the Arusha International Conference Centre, Arusha, Tanzania.15 - 18 June 2005.

Annual Report on the 2004 Programme of Learning in East Africa on *"Linking Local Learners as Support for Farmers and Service Providers for Developing Demand Driven Services in Agriculture"* December 2004.

Proceedings of *"East African Regional Assessment Workshop of Local Lesson Learning to Improve Demand Driven Services"* held at the Golf Hotel, Kakamega, Kenya. 21 - 22 October 2004.

Progress Report on *"A Local Lesson Learning Programme on Demand Driven Services"* September 2004.

Proceedings of *"Training Course on Using the LLL internet Learning Support Service."* held at the AFRALTI conference centre, Nairobi, Kenya. 13 - 16 July 2004.

Proceedings of *"Training Course on Using the LLL internet Learning Support Service"* held at the Global Development Learning Centre, Dar es Salaam, Tanzania. 29 June - 2 July 2004.

Proceedings of *"Training Course on Using the LLL internet Learning Support Service"* held at the Global Learning Centre UMI, Kampala, Uganda. 22 - 25 June 2004.

Annex D: List of Interviews with Practitioners

Charles Aben, NAADS, Uganda, October 2004

Betty Ajambo, Mahono Mahalabani Farmer Field School, Uganda October 2004

Caesar Enzama, UNFEE, Uganda October 2004

Churchill Amatha, Farmer Field School Coordinator, Bugoma, Kenya October 2004

Harald Rugut, KENFAP, Eldoret Region, Kenya October 2004

Jennifer Hire, Farmer Field School Coordinator, Busia, Uganda October 2004

Jessica Nambuya, UNFFE Iganga, Uganda October 2004

John Inganga, Farmer Field School Network Kakamega, Kenya October 2004

Wilson Odouri, Farmer Field School coordinator, Busia, Kenya October 2004

James Kanye, Mugamoni Farmer Self Help Group, Kenya October 2004

James Okoth, Farmer Field School coordinator, Uganda October 2004

John Sserweadda, DATICS, Uganda October 2004

Lucy Nyambura, KENFAP, Kenya October 2004

Nelson Ounda, Farmer Field School, Busia, Kenya October 2004

Patrick Waidhima, KENFAP South Rift Branch, Kenya October 2004

Perez Kawumi, UNFFE Mpigi, Uganda October 2004

Peter Kisambira, UNFFE Iganga, Uganda October 2004

Peter Waboya, Farmer Field School Bungoma, Kenya October 2004

Anthony Senkoro, AMSDP Muheza, Tanzania. July 2005

Eva Mallya, Faida Mali Hai, Tanzania July 2005

Job Eluishi Mushi, Technoserve Songea, Tanzania July 2005

Michael Matembi, AMSDP Mbeya, Tanzania July 2005

Rebeca Mongi, AMSDP Arumeru, Tanzania July 2005

William Swai, Farm Africa Babati, Tanzania July 2005

Job Eliushi Mushi, Technoserve Songea, Tanzania. March 2006

Nuswe Nanzali, AMSDP Mufindi, Tanzania March 2006

Seme Anyubatile, AMSDP, Mbarali, Tanzania March 2006

Michael Matambi, AMSDP, Mbeya, Tanzania March 2006

Salvatory Mayoka, Market Facilitator, Nkasi, Tanzania March 2006

Carol Kamau FFS, Bungoma, Kenya. August 2006

Christopher Magoba FFS, Busia, Kenya August 2006

Godrick Khisa FFS, Kakamega, Kenya August 2006

Herold Rugutt KENFAP, Kisii, Kenya August 2006

James Okoth FFS, Soroti, Uganda August 2006

Nelson Oundo FFS, Busia, Kenya August 2006

Patrick Waidhima KENFAP, Eldoret, Kenya August 2006

Peter Waboya FFS, Bungoma, Kenya August 2006

Prisca Githuka KENFAP, Nairobi, Kenya August 2006

Annex E: List of Impact Stories

Unleashing our Potential: Avoiding the Coffee Crisis. Moses Gichuru, Gitundu-Gataro, Kenya. June 2002.

Unleashing our Potential: Moving the Road. Marietha Makseyo, Vidunda, Tanzania. June 2002.

Peaceful Co-Existence in Refugee Camps. Simon Okalebo, Soroti, Uganda. June 2002

Empowering and Revitalizing Villages and Village Leadership. Andrew Rianga, Kisii, Kenya. June 2002.

For Whom the Tree Grows: Sharing Water Resources. James Kanye, Ndaragwa, Kenya. June 2002.

Maps and Dreams in Lushoto: From Vision to Reality. Lucas Shemdolwa, Lushoto, Tanzania. June 2002.

Linking Maasai Cattle Producers and Slum Consumers in Fair Trade. Michael Kibue, Limuru, Kenya. June 2004.

Higher Quality Brings Higher Prices the Nkasi Sardine Story. Salvatory Mayoka, Nkazi, Tanzania. May 2006.

Adding Value to Plantains the Banana Wine Story. John Kapanze, Bushenyi, Uganda. May 2006.

Organizing Beekeepers the Story of Connoisseur Honey Association. Elly Mugisha. Bushenyi, Uganda. May 2006.

Organizing Small Holder Milk Production the BUDICU Union Story, Steven Ndianago, Bushenyi, Uganda. May 2006.

Getting a Dairy Association Going the Story of Gweri Dairy Farmers Association. Nelson Omoding. Soroti, Uganda. May 2006.

Marketing the Challenge of Fruit Growers in Soroti. Charles Sorawera, Soroti, Uganda. May 2006.

Private Sector Support to Honey Producers in Soroti District. Dan Edepu, Soroti, Uganda. May 2006.

From Farmer Field School to Association the Story of Abuket Sweet Potato Association. Eugene Ekinyu, Soroti, Uganda. May 2006.

Women's Organization to Access Markets the Dakabela Rural Women's Development Association Story. Winnie Asege, Soroti, Uganda. May 2006.

Agricultural Modernization the NAADS experience in Asuret Sub-County. John Onangole, Soroti, Uganda. May 2006.

Getting Organized for Exporting Vegetables: The Mumuka Horticulture Group Story. James Kanye, Ndaragwa, Kenya. August 2006.

Supporting Farmers with their Marketing: KENFAP Nyeri Branch Story. Lucy Mwangi, Nyeri, Kenya. August 2006.

Plans for a Rural Service Company: The Story of Babati District, Tanzania. Mussa Singisha, Babati, Tanzania. August 2006.

Meeting the Marketing Challenge: Sweet potatoes in Kakamega Story. Habakkuk Khaamala. Kakamega, Kenya. August 2006.

The Karurumo Dairy Goat Farmers: A Success Story, Nyeri, Kenya. August 2006.

KENFAP Assistance: The KAHOLIFA Youth Group Story. Nyeri, Kenya. August 2006

Introducing a New Tomato Variety: The Tanya Story in Hai, Tanzania. October 2006.

Starting a Rural Service Network: The Hai District Story, Tanzania. October 2006

Starting a New Enterprise: The Oyster Mushroom Story in Hai, Tanzania. October 2006.

Annex F: Contents on the Training Resources CD

MAIN SECTION	SUB SECTION	HANDOUTS	SLIDES	TRAINING GUIDES	TEMPLATES
CONCEPTS	Principles	Principles Underlying Successful Linked Local Learning	Six Principles of Linked Local Learning	Understanding the Principles of Linked Local Learning	
	Behaviour	Codes of Conduct for Successful Local Learning	Codes of Conduct for Linked Local Learning	Developing Codes of Conduct on Learning Behaviour	
	Linking	Key Information Flows Linking Local Learners	Key Information Flows in Linked Local Learning	Understanding Important Links for Successful Linked Local Learning	
	Process	The Action Learning Cycle in Practice	Operating the Local Action Learning Cycle	Understanding the Local Action Learning Process	
PRACTICE	Vision	Farmers' Future Vision for Their Farms and Village Service Providers' Future Vision for Responsive Services Current Challenges in Marketing Key Players' Future Vision for Improved Market Linkages		Developing Farmers' Future Visions for their Farms and Village Developing Service Providers' Future Vision for Responsive Services Identifying Current Challenges in Marketing Developing Key Players' Future Visions for Improved Market Linkages	
	Ideas	Ideas for Local Actions and Service Demands Practical Ideas to improve Market Linkages		Identifying Local Actions and Farmers' Service Demands Identifying Practical Ideas for Improving Market Linkages	
	Partnerships	Criteria for Negotiating Partnerships Farmer and Service Provider Partnerships for Action Key Player Partnerships to Improve Market Linkages		Identifying Farmer and Service Provider Partnerships for Action Building Partnerships for Improved Marketing	
	Reflection	Environmental and Economic Impacts		Reflecting on Environmental and Economic Impact of Local Action	

Annex F: Contents on the Training Resources CD (continued)

MAIN SECTION	SUB SECTION	HANDOUTS	SLIDES	TRAINING GUIDES	TEMPLATES
ORGANI-ZATION	Learning groups	Local Learning Group Organization		Organizing a Local Learning Group	
	Communication plans	Communication Challenges	Role of Information Contact Person	Identifying Ways of improving Local Access to Modern Communication Technologies	
	Documenting experiences	Documenting Experiences and Impacts		Writing Up Learning Experiences and Impacts	Documenting Learning Experiences
SHARING	Internet learning service	How to Use the LLL internet learning support service	Learners on the LLL service	Understanding the LLL Internet Learning Support Service	
	People and contact tool	How to use the People & Contact Tools		Using the Internet Learning Support People and Contact Tools	
	Discussion tool	How to Use the Internet Discussion Tool Tips on Internet Discussions		Using the Internet Learning Support Discussion Tool	
	Library tool	How to Use the Library Tool		Using the Internet Learning Support Library Tool	
	Search tool	How to use the Search Tool		Using the Internet Learning Support Search Tool	
FACILITA-TION.	Planning & managing			Planning a Learning Workshop Preparing for a Learning Workshop Developing a Learning Framework	Learning Framework Participant Contact List
	Facilitation skills			Enhancing Facilitation Skills	Self and Peer Assessment of Facilitation Skills
	Quality control			Understanding Participants' Expectations Monitoring Participants' Moods Participants' Evaluation	Participants' Evaluation Form

Annex G: List of Policy Briefs

Note No 1: Linking Local Learners getting started

Note No 2: The organization for learning in LLL

Note No 3: The local learners of LLL

Note No 4: Internet communication practice of local learning groups

Note No 5: The learning topics of farmers and service providers

Note No 6: Achievements of users in LLL programme

Note No 7: Insights on policy and empowerment

Note No 8: Insights for the emergence of Demand Driven Services

Note No 9: Insights on effective use of public investments

Note No 10: User assessment of LLL for enabling farmer demand driven services

Note No 11: Longer term sustainability of LLL

Note No 12: Current status and Achievements of LLL

Note No 13: Emerging ideas on commercialization of rural support services

Note No 14: Local learning topics on how to improve farmers′ access to markets

Note No 15: Local expressions on impacts from learning how to improve marketing

Note No 16: Impact on the ground from improved market access

Note No 17: How the impact from better marketing was achieved

Note No 18: Key factors underlying successful marketing for small farmers

Note No 19: Rural Knowledge Management Strategies: Lessons and Challenges

Note No 20: Five Progressive Policies for Sustainable Rural Market Development

Annex H: Impact Tables from AMSDP Tanzania

Table 1. Changes in Marketed Volume of Selected Commodities AMSDP Districts August 05 to March 06.

COMMODITY	DISTRICT	MEMBER NOS	MARKET VOLUME tons			
			BEFORE	AFTER	DIFF	+ %
Rice	Mbozi	103	44	100	56	127%
Rice	Songea	909	1,438	2,979	1,541	107%
Coffee	Mbozi	161	176	267	91	51%
Wheat	Mbinga	73	82	105	23	28%
Mushrooms	Hai	108	0.002	0.008	0.006	300%
Safflower	Hai	156	0.0	19.2	19.2	
Sunflower	Hai	146	2.8	11.2	8.4	300%
Beans	Mufindi	30	0	15.6	15.6	
Beans	Rungwe	84	19.0	43.0	24	126%
Paprika	Mufindi	30	0	2.2	2.2	
Potatoes	Rungwe	165	42.1	127.1	85.0	201%
Bananas	Rungwe	79	79.0	453.0	374.0	473%
Pineapple	Rungwe	80	63.0	160.0	97	153%
Maize	Songea	119	357	494	137	38%
Maize	Mbeya	67	2,000	3,450	1,450	72%
Maize	Rungwe	30	4.0	23.0	19	475%
Peas	Rungwe	23	4.0	13.0	9	225%

Table 2. Changes in Producer Gross Incomes for Selected Commodities August 05 to March 06.

COMMODITY	DISTRICT	MEMBER NOS	GROSS INCOME million Tsh			
			BEFORE	AFTER	DIFF	+ %
Rice	Mbozi	103	6.7	20.0	13.3	198%
Rice	Songea	909	914.4	2,040.6	1,126.2	123%
Rice	Nkasi	67	0.45	1.20	0.75	167%
Coffee	Mbozi	161	297.5	464.0	166.5	56%
Wheat	Mbinga	73	12.30	18.90	6.60	54%
Mushrooms	Hai	108	0	0.31	0.31	
Safflower	Hai	156	0	38.4	38.4	
Sunflower	Hai	146	5.6	22.4	16.8	300%
Maize	Songea	119	42.8	85.7	42.9	100%
Maize	Mbeya	67	702.4	1,331.7	629.3	90%
Maize	Nkasi	75	0.18	0.45	0.27	150%

Table 3. Reported Increase of Turnover of District Core-Group Customers

District	Million TSH
Mbozi	186.0
Mbinga	8.51
Hai	80.3
Songea	1,169.1
Mbeya	734.1
Arumeru	0.565
Nkasi	1.02
Total of Districts =	2,179.6
(exchange rate 1$ = 1,200Tsh) USD =	1,816,329