



ULAMP EXTENSION APPROACH

**A guide for field
extension agents**

Anthony Nyakuni

**with
Gedion Shone
and Arne Eriksson**



RELMA

ULAMP EXTENSION APPROACH

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RELMA

Regional Land Management Unit (RELMA)/Sida, 2001

Publisher

Regional Land Management Unit (RELMA)/Sida, ICRAF House, Gigiri,
P.O. Box 63403, Nairobi, Kenya

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Cooperation Agency, Sida

Cover photographs

Top: Discussions on the ULAMP project plan and implementation
Upper middle: Panoramic view of a typical Mbarara landscape depicting terracing
and banana plantains
Lower middle: Field demonstration on livestock husbandry
Bottom: Mbarara farmers presenting their views to a technical advisor
(all from RELMA archives)

Drawings

Alex Oduor, RELMA

Editing and layout (except front and back covers)

Paul Mundy, Bergisch Gladbach, Germany

Editor of RELMA series publications

Anna K Lindqvist, RELMA

Cataloguing-in-publication data

Nyakuni A., Shone G. and Eriksson A. ULAMP extension approach: a guide for field
extension agents. 2001. RELMA Technical Handbook Series 25. Regional Land
Management Unit (RELMA), Swedish International Development Cooperation
Agency (Sida), Nairobi, Kenya 2001. 53 p. + x p.

ISBN 9966-896-57-0

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of publication are those of the authors and do not necessarily reflect the views of
RELMA/Sida.

Printed by English Press, P.O. Box 30127, Nairobi

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Foreword

The Uganda Land Management Project (ULAMP) is an interdisciplinary project implemented through the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF). Other line ministries, institutions and partners in land management and rural development are also involved in the four project areas in Mbarara, Kabarole, Arua and Kapchorwa. The ULAMP strategy is anchored in the principle that farmers are the owners of development. It strongly emphasizes self-reliance, empowerment and sustainable use of resources to meet the farmers' daily needs.

The extension approach is designed for the newly established decentralized Uganda governmental administration. It strengthens the local institutions at village, parish and sub-county levels by providing training in planning and management. The external inputs are mainly new ideas for finding opportunities. ULAMP promotes transparency, good governance, democracy, gender sensitivity and accountability in people-driven development.

These guidelines are made for field extension agents – governmental or non-governmental – who participate in ULAMP. The approach aims at organizing rural communities to access a wide range of services.

Readers of these guidelines are encouraged to improvise and adjust their approach to suit the local social and biophysical environment. The intention is to review the guidelines from time to time in response to changing situations and project requirements.

From RELMA's end, Extension Advisor Gedion Shone has been responsible for coordinating the RELMA/ULAMP cooperation, and he has taken more interest in development of these guidelines than normally expected. Thanks Gedion, good job done!

Åke Barklund
Director RELMA

Acknowledgements

Foremost, I would like to express my sincere gratitude to the Regional Land Management Unit (RELMA). My special thanks go to Mr. Mats Denninger, director of the unit until October 1999, for the financial support that made it possible for me to prepare this manual.

I am grateful to my supervisor, Mr. Gedion Shone of RELMA Nairobi, and Mr. Arne Eriksson (Agrisystems), for the constant encouragement, guidance and useful comments on the first draft that enabled me to complete the first phase of the assignment. I would also like to thank my immediate superiors in the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF), Anthony S. Okello (Director of Crop Resources), J. O. Y. Omoding (Commissioner for Farm Development) and Mr. Charles G. Rusoke (National ULAMP Co-ordinator) for giving a lot of background information about government policies on agriculture and their experience on agricultural extension in Uganda.

My gratitude is also extended to all the district leaders and managers of NGO and donor-funded projects who were generous with their time and who provided the necessary information on the current extension systems in the respective districts. Their views, analysis and insights of the problems, and their advice for improvement, were important for this extension guide.

Last but not least, I would like to thank all farmers who spent their valuable time explaining to me their living situations, the problems they face and their suggestions on how to improve the situation.

Finally, I take responsibility for any omissions, errors and wrong interpretation of the situations and facts as they may appear in this manual.

Anthony Nyakuni

Abbreviations

CIG	Common interest group
LC	Local Council
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
NGO	Non-governmental organization
RELMA	Regional Land Management Unit
Sida	Swedish International Development Co-operation Agency
UDCC	ULAMP district co-ordination committee
ULAMP	Uganda Land Management Project
UNCC	ULAMP national co-ordination committee
UPCC	ULAMP parish co-ordination committee
USCCC	ULAMP sub-county co-ordination committee



A well conserved watershed through the use of terraces



A shallow well with a hand pump



A banana plantation at the foot of barehills in Mbarara



A well-managed tree nursery



Sale of farm produce at a village kiosk



Community action on soil conservation



RELMA's Regional Advisory Committee on a visit to a well conserved banana plantation



A herd of Banyankole cattle grazing on natural pastures



Deep gullies formed by severe erosion

1 The ULAMP extension model

Participatory approach

The Uganda Land Management Project's (ULAMP) extension approach aims to increase people's skills, abilities and confidence, and to empower them so they can become self-reliant and self-propelling. The ultimate goal is to promote sustainable development.

ULAMP's approach builds on the principles for participatory extension. It values peoples' knowledge, local skills and devolution of decision making to farmers. Farmers who manage the land and its resources are true experts on their local situation and ecosystem. They have ideas, aims, technical insights and organizational abilities.

This approach involves all those involved in agricultural development, with emphasis on produce marketing and input supply. Stakeholders include farmers, community leaders, politicians, technical institutions and the private sector. The extension service can enhance the process through facilitation, by providing technical options, and by developing organizational and management skills.

The approach includes the following activities:

- Organizing farmers to define their goals and identify solutions to their most important problems
- Helping them plan how to meet their goals in sustainable way
- Organizing farmers to take a lead in extension activities, and empowering them to demand appropriate services collectively
- Training farmers as competent decision-makers
- Helping farmers adjust to rapidly changing production and marketing opportunities
- Creating linkages between service institutions and their clients
- Developing technology based on local knowledge
- Adding value to farm produce through processing, grading and handling
- Creating a platform to exchange information and as a springboard for development.

Role of extension agents

In participatory extension, the extension agent plays a role different from usual. Instead of being an instructor or teacher, he or she is a facilitator, helping farmers take a lead in determining their destiny. The agent's functions and roles include:

- Acting as a catalyst: looking for information to help farmers make their own decisions
- Providing farmers with a range or basket of options, from which they can select the most suitable technologies
- Linking farmers with external sources of information and services: technical, financial, markets and inputs
- Building farmers' decision-making abilities and their self-confidence by helping them run simple experiments
- Guiding farmers to find answers to their problems rather than prescribing solutions
- Facilitating farmers to organize into groups.

Gender

Gender is of special concern to ULAMP, so it is worth mentioning it here. Men, women, boys and girls often have different tasks in a family. Women have a heavy workload, and it is usually men who attend meetings. Facilitators must consciously ask the following questions when formulating projects:

- Are all the women invited and fairly represented in planning sessions?
- Who will do the work? For instance, who will build the water harvesting structures? Men, women, boys, or girls?
- Who will benefit? For instance, who will benefit from the water?
- Who decides what the water will be used for?
- Who has the greatest opportunity to do the work?
- What alternatives are there so that everybody, or particular groups, can benefit?

ULAMP provides opportunities for women and young people to have access to resources and to be engaged in development activities. ULAMP also supports the formation of women and youth associations to promote issues of interest to them. ULAMP does this to help liberate the potential of more than half the population.

Inputs and marketing

Conventional extension emphasizes farm production rather than marketing or processing. It is important to explore ways to improve families' income and general welfare. That means trying to improve input supplies, developing processing techniques and facilities, and promoting strategies for marketing produce.

Farmers see problems in input supplies and marketing as a major concern. For instance, the marketing of bananas could be improved if groups could together develop storage

and delivery points. Inputs such as fertilizers and other chemicals are in short supply in many villages. A well-organized farming community could encourage local traders to stock inputs at the right time and in the right amounts. This would also open an opportunity to negotiate lower prices. The community could also improve its productivity by linking with financial services or by establishing savings-and-credit societies.

Savings

When several community-based organizations and common interest groups (CIGs) are ready with their own small savings clubs, the field extension agents should unite them and help them formulate profitable joint ventures. These bigger groups could be linked with banks and other credit institutions, for example to operate village banks to serve the community. ULAMP could train such groups to ensure their enterprises run smoothly and are sustainable. The training should cover book-keeping, record-keeping, and financial and information management.

Extension activities

ULAMP's extension work can be broken down into the following activities:

- 1 Reconnaissance visit and community mobilization
- 2 Gather and compile information on project areas; exploring potentials and opportunities
- 3 Analyse information and assess needs to identify areas of collective interest, and of specific interest to individuals or groups
- 4 Form CIGs and mobilize existing community-based organizations
- 5 Form and train CIG committees and ULAMP co-ordination committees
- 6 Plan with groups
- 7 Plan with individual farmers
- 8 General extension activities
- 9 Monitor, evaluate, review and replan.

These activities are summarized in Table 1.1. The table also shows the roles of the various participants and of ULAMP staff, along with purpose and the expected outcomes.

Chapter 2 outlines this process in more detail. Chapter 3 describes the tasks and make-up of the ULAMP co-ordination committees at different levels. Chapter 4 provides details of CIGs: what they are and how they work. Chapter 5 describes

planning issues, while Chapter 6 gives details on various extension approaches. Chapters 7 and 8 look at gathering information for monitoring and evaluation, and using this information to review and re-plan activities. Finally, Chapter 9 provides a case study of how CIGs were formed in one parish in Pajulu Sub-County, Ayivu County, Arua District.

Table 1.1 *Overview of ULAMP's extension approach*

Activity	Participants from project area	Staff participation	Purpose	Outcome
1 Reconnaissance visit and community mobilization	Community leaders, NGOs, community organizations, etc.	Core team and sub-county staff	Introduce ULAMP, assess interest, gather general information about project area	General knowledge of area Contacts made with local leaders and partnerships built Next meeting arranged
2 Gather and compile information	Selected community leaders and members	Core team and sub-county staff	Gather detailed information	Information on history of development in area, physical and socio-economic aspects, community organizations, land use, problems, opportunities, activities, etc.
3 Analyse information and assess needs	All community members invited	Core team and sub-county staff	Review and analyse information. Assess general development needs and opportunities	Priority problems, opportunities and possible interventions listed Possible roles of community, local institutions, etc. outlined. Suggested interventions by ULAMP
4 Form CIGs and mobilize existing groups	All community members: men and women, old and young	Core team and sub-county staff	Plan interventions to improve land management and introduce services provided by ULAMP and others	Priority interventions identified ULAMP offers of services selected CIGs formed and leaders chosen Existing groups involved and activities identified

(continued)

Table 1.1 (continued)

Activity	Participants from project area	Staff participation	Purpose	Outcome
5 Form and train co-ordinating committees	Selected community leaders and members	Core team and sub-county staff	Establish forums to co-ordinate activities	ULAMP co-ordination committees functioning Inclusive platform for CIGs, traders and other stakeholders
6 Plan with groups	Group members	Technical staff in areas of interest of groups	Introduce planning method; develop group action plans	Objectives of CIGs and solutions for priority problems Group action plans and resources identified Indicators and means of verification
7 Plan with individuals	Farm family members	Technical staff Develop	individual farm management plans Enterprises	and technologies selected Farm management plans developed Follow up for field extension assistant agreed 8 General exten-
sion activities CIGs, all interested parties	Field extension assistants, subject-matter	specialists, research, NGOs Training, support, supervision, backstopping	Technical skills improved Community organizational	skills enhanced 9 Monitor, evaluate review, re-plan CIG members, co-ordination commit-
tees, community leaders Sub-county staff, core staff,	subject-matter specialists Review, re-planning Reviews	analysed, solutions recommended, action plans	developed	

2 Stages in the ULAMP extension approach

This chapter describes the nine stages in ULAMP's extension approach. While some of these stages follow the order presented here, others such as general extension activities (stage 8) and monitoring and evaluation (stage 9) are repeated throughout the process.

1 Reconnaissance visit and community mobilization

The purpose of this visit to the project area is to establish contact with local stakeholders. These may include local councillors or administrators, teachers, traditional leaders, innovative farmers, community workers and leaders of community organizations. The visit enables extension agents to gather general information about the target area and learn about farmer's attitudes and problems. The area's development history and general situation should be discussed. In addition, the visits are an opportunity to inform local leaders about ULAMP's concepts and objectives.

The extension agent should inform community leaders about the new extension approach, and clearly spell out their new roles. He or she should describe the type of activities the project can support, as well as the services that can be provided in collaboration with other institutions. Table 2.1 lists types of information to gather.

2 Gather and compile information

Information should be collected on the following, using maps where appropriate:

- Physical features: soil types, rivers, vegetation, general topography, etc.
- Communication networks: roads, bridges, paths and their conditions
- Factors affecting lifestyle and social well-being: drinking-water sources, education levels, sanitation facilities and food security
- Social structure, administrative boundaries, community power structure and relationship between the leaders and the community
- Relationship between various sub-groups: women, men, young people; the poor, rich and landless
- Development features and resources: stores, market places, health centres, schools, etc.
- Social institutions, the relationships among them, and their ties with the community.

This information can be obtained in two ways: secondary sources and field study.

Table 2.1 Checklist to identify problems and opportunities in village planning

Land	Home economics	Local administration
<ul style="list-style-type: none"> • Conservation to prevent erosion, flooding, gully formation, etc. • Fertility loss due to drainage, change of land use, etc. • Tenure, security, etc. • Opportunities 	<ul style="list-style-type: none"> • Major enterprises • Major problems and constraints: home management, nutrition, cooking fuel • Sanitation • Opportunities 	<ul style="list-style-type: none"> • Role in village development plan • Relationship with village organizations and their plans • Support to service activities • State of governance, transparency • Linkages and working relationships with ministries, projects and NGOs
Crops	Transport and communication	NGOs operating in the area
<ul style="list-style-type: none"> • Major crops grown for consumption • Major crops grown for sale • Main problems and limitations to production • Market situation • Opportunities 	<ul style="list-style-type: none"> • Roads, culverts, bridges • Radio • Post office, telephones, etc. 	<ul style="list-style-type: none"> • Accessibility to farmers • Relationship with village organizations and local administration
Agroforestry	Public services	Projects in the area
<ul style="list-style-type: none"> • Availability • Trees for fuel, fruit, fodder, timber, etc. • Opportunities 	<ul style="list-style-type: none"> • Water supply, clinic, school, grinding mills, market places, etc. • Existing markets and potential improvements • Major problems and opportunities 	<ul style="list-style-type: none"> • Accessibility to farmers • Relationship with village organizations and local administration
Livestock	Markets	Commercial sector
<ul style="list-style-type: none"> • Major livestock by type • Main livestock for cash • Main problems and limitations • Market situation • Opportunities 	<ul style="list-style-type: none"> • Physical structures • Linkages with outside agencies 	<ul style="list-style-type: none"> • Presence of traders • Role in handling farm inputs and marketing produce • Links with equipment and service suppliers (artificial insemination, livestock drugs)
Rangeland	Social organizations	Other
<ul style="list-style-type: none"> • Improvements in fodder productivity • Potential for change in land-use and management • Potential for water harvesting 	<ul style="list-style-type: none"> • Name of organizations • Names and addresses of leaders • Declared objectives • Membership numbers and criteria • Date of formation • Achievements (in brief) • Plans • Possible role in village development plan • Services offered 	<ul style="list-style-type: none"> • Other problems with widespread impact • Other opportunities
Water for production		
<ul style="list-style-type: none"> • Livestock • Crop production • Fish farming • Other 		

Secondary sources include reports, maps and interviews with individuals who know the area well.

Field studies may cover:

- An overview of the target area: the physical environment and land-use pattern
- Key factors and constraints affecting the community, how local people solve problems or adjust to constraints, and possible opportunities
- Farmers' concerns, goals, priorities and long-term commitments
- Attitudes and values of the community
- The community's power and leadership structure
- The dominant land use or production enterprises
- Main household circumstances: labour, income, and general environment
- Behaviour patterns and common methods of communication and interaction in the community
- Institutions active in the area and how they operate
- Identification of innovative farmers and opinion leaders
- An inventory of successful farming practices and traditional techniques.

This information can be gathered using semi-structured interviews with households, discussions with spontaneous groups of farmers, youths or people with specific interests. Transect walks through the village in different directions, by multi-disciplinary team of development agents accompanied by community representatives, are useful to characterize the area. Table 2.1 and the bulleted lists above are useful guides for observation and discussion during the walks.



Figure 2.1 Villagers identifying limitations, potentials and opportunities.

3 Analyse information and assess needs

It is necessary to identify the common areas of interest people have, as well as individuals' or groups' specific areas of interest. The ULAMP extension staff can do this by comparing notes and preparing a brief report.

The staff should present the report of field studies at a meeting with the community leaders. They should ask the leaders for their opinions and feedback, and discuss the problems and opportunities identified. The meeting should identify and discuss problems that affect the whole community. This may cover anything from production and marketing to services and developmental issues such as feeder roads, schools, spring protection, construction of valley dams, health centres and other community utilities. Representatives of public utilities should be invited to the meeting so they can answer questions.

A separate meeting is organized for the whole community, where the outcome of the prior meeting with community leaders is presented. Community members are invited to comment and make suggestions. During the meeting, the participants should be guided to discuss the core problems affecting the community – not the symptoms of problems. They should select the problems that need immediate action, suggest what action to take, and identify the type of contributions (financial, in-kind) the community might provide. They should also indicate the type of outside support needed. The result is a community action plan to address the issues affecting the whole community.

4 Form CIGs and mobilize existing community organizations

ULAMP holds another meeting to discuss the formation of CIGs and to mobilize existing groups. This should be held on a separate day, after the needs assessment described above. Distinctions should be made between issues that need outside support and those that can be handled by the community. The community action plans should be further analysed to differentiate those that require collective actions (such as roads, schools and marketing) from production problems, which need individual actions.

Here is a possible procedure for the meeting:

- The extension agent first explains the purpose of the meeting. He or she informs participants of the problems and needs identified by the community during the field study, and of the opinions and feedback of community leaders.
- Participants brainstorm briefly in plenary on all these issues in order to produce a wide range of ideas and suggestions. They then draw up a list of relevant problems and needs.

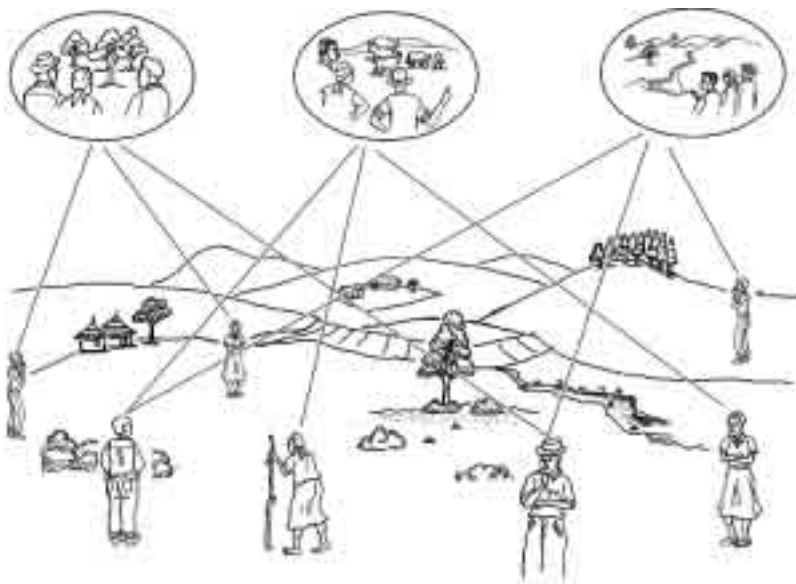


Figure 2.2 *Individuals may have similar aspirations.*

- Participants are then divided into smaller groups according to their interests, sex, age, wealth or status. This enables all participants to contribute to identifying and ranking priorities. Each group is asked to sort out important issues and problems discussed in the plenary, and to rank them in order of importance.
- Each group then presents what it sees as the important issues to the plenary. After all groups have presented, the participants draw up a final list of relevant problems, possible solutions and needs.
- The participants are then classified according to their areas of interest or problems they face and the possible solutions. People with similar interests or problems should be encouraged to form CIGs.
- To provide more development intervention options, ULAMP invites technical departments in agriculture, livestock, water, forestry and community development, as well as NGOs, the private sector and development projects operating in the area. These institutions introduce their services and how they deliver them.
- After participants have formed CIGs, the extension agent meets separately with each group to help them select their spokespersons or chairpersons. Holding these CIG meetings at a later date allows the members time to discuss possible activities and to interest other people to join the group.

In many villages there are innovative farmers who are recognized and respected in the neighbourhood. Clusters can be formed around these individuals to enable them to disseminate new, innovative approaches to their neighbours. Such innovators could also become spokespersons for their groups.



Figure 2.3 Existing services offered by outside agencies can supplement expressed needs.

Chapter 3 gives more information on CIGs, and Chapter 9 provides a case study of CIG formation.

5 Form and train ULAMP co-ordinating committees

The primary role of the ULAMP committees is to promote an enabling environment for development. The parish co-ordination committee includes representatives of the CIGs, community-based organizations and the local council. This forum allows people to exchange views, identify bottlenecks suggest solutions, and point out new opportunities.

At the sub-county level, the ULAMP Sub-Coordination Committee (USCCC) will carry out the co-ordination function. USCCC will support the exchange of experiences among the parish committees, and identify methods to promote mutual development activities. In most cases, these methods will focus on issues such as public services, linkages with service-providing agents, marketing, credit facilities and researchers which are beyond the scope of CIGs and parish committees.

In addition to forming coordination committees at different levels, ULAMP encourages the establishment of an all-inclusive informal platform. The purpose of this platform is to bring together as many stakeholders as possible to facilitate flow of information and establish linkages in areas of interest. For example, a trader may be interested to



Figure 2.4 *Co-ordination committees are a platform to express interests, exchange views and information, and create opportunities.*

know what inputs to stock if he or she is aware of the technologies being promoted. For example, ULAMP may promote the use of foot-pumps for irrigating horticultural crops. The trader can stock the pumps, fertilizers, seed and chemicals, and may also think of establishing a market for the produce: a win-win situation for all.

Chapter 4 gives details of the membership and roles of the ULAMP co-ordination committees at various levels.

6 Plan with groups

ULAMP can work with both groups and individual farmers, but experience shows that working with groups is more cost effective, both for the farmers themselves and for ULAMP. Both farmers and the project benefit if farmers who share common problems or aspirations form CIGs to deal with these issues. ULAMP also encourages existing groups with broader objectives to participate.

CIGs allow their members to identify activities, and to plan and implement them effectively. The CIGs give members a framework for promoting their individual activities by sharing their knowledge, skills and experience.



Figure 2.5 *People can address their aspirations more easily if they are organized.*

ULAMP's planning process organizes and links activities on the ground with the work of development agencies – government agencies, non-governmental organizations, the private sector and projects. A key to this is to compile a list of activities and the roles that might be played by various institutions and by the community itself in implementing activities in collaboration with ULAMP.

Chapter 5 provides details of ULAMP's planning approaches.

7 Plan with individual farmers

The main objectives for planning of individual household farms are as follows:

- To advise and jointly determine suitable enterprises, based on existing resources and opportunities
- To develop and advise on management techniques for using, conserving and improving available land resources
- To plan the schedules for different enterprises to enable the farming system to gain from a complementary mix of activities
- To instil farm planning and management skills, build farmers' capacity to make good management decisions, and help them to keep accurate records.

Farm planning involves gathering and analysing information about the household resources, existing enterprises, land resources, and the farmers' own capacity and capabilities. To be effective, the planning is done jointly with household members: the head of the household, spouse, children and dependants.

Information is needed on the following:

- Family size and composition, including dependants
- Socio-economic issues, such as the household's decision-making process and the relationship among the family members
- Labour for farm work: family and other sources of labour, (e.g., from relatives, neighbours), the cost of hired labour, and the calendar of activities
- Farm infrastructure, including its condition
- The main problems experienced by the household: land shortage, capital, labour, market, agricultural inputs, etc.

The team involved in farm planning should walk across the farm to collect information on the soil types and characteristics, topography, land degradation and areas occupied by various enterprises. Using this information, the team should draw a sketch map of the current status of the farm, indicating the locations of various enterprises and features such as soil erosion, shallow soils, etc.

The team should also draw another sketch map of the farm indicating all *possible* improvements. This includes alternatives for improving the farm with the resources the household has available. These two maps are presented to the members of the household for further discussion and improvement.

After agreeing on types of improvements to be made, the team prepares a third map. This should show the changes the household intends to implement: crop-rotation schedules, paddocks, conservation structures, etc. Other information on farm management, including detailed work plans, should be provided to guide the farmers. A copy of this third map should be given to the household head. The area extension agent should also retain a copy.

The extension agent should make regular follow-up visits to monitor progress, carry out demonstrations and give advice.

At the end of each farming season, the extension agent and the planning team should carry out participatory evaluation to assess the impact of the changes and to plan for next season. The farmers involved in the project should be encouraged to participate in the evaluation exercise to share their experiences and to learn from each other (see below and Chapter 8).

8 General extension activities

After the participatory planning is completed, ULAMP offers extension services to respond to the needs identified. This may include:

- Developing training and technology packages to satisfy needs identified by groups and individuals. These may include short training courses, field days, demonstrations, study tours, etc.
- Delivering appropriate extension packages.
- Identifying technology gaps.
- Collaborating with researchers and other stakeholders to fill gaps.
- Supporting on-farm experimentation.

Chapter 6 provides further details on these extension approaches.

9 Monitor, evaluate, review and re-plan

Monitoring and evaluation are vital to ensure that the extension approach is effective and on track. Chapter 7 describes the type of information to be gathered in a participatory monitoring and evaluation system. Chapter 8 describes the use of this information to review and re-plan activities. This review should include the overall performance of the extension approach and the technologies promoted.

3 Common interest groups

Common interest groups, or CIGs, are a key feature of ULAMP's extension approach. A CIG is a group of farmers who share common problems or aspirations. The group forms to facilitate activities that the members themselves identify. A CIG is not a co-operative. Rather, every individual takes care of him- or herself, and tries to benefit and achieve his or her own objectives through the group. A CIG is an informal, supportive framework for promoting individual activities through sharing of knowledge, skills or experiences. One person may belong to several groups.

A CIG can have a short or a long lifespan, depending on the activities it undertakes. It may disband as soon as it meets its goals, or it may continue towards a different goal. It may also develop into a formal association.

ULAMP both works with existing local groups and promotes the formation of new CIGs.

Advantages of CIGs

- Together, members plan and share experiences and skills to solve common problems and achieve their goals.
- Collective decision-making and joint effort help build confidence and enable individuals to perform better.
- An organized group can be confident in requesting assistance from the authorities.
- It is easier and more cost-effective for ULAMP to train and work with groups than with individuals.
- Groups can buy supplies in bulk, reducing the cost of purchase and transport.
- Groups can organize the marketing of produce, leading to better prices.
- Group support can help overcome individual problems such as labour and finance.

Multiple-interest social groups

Existing groups often have a wide range of interests. Such groups include women groups, funeral associations, youth clubs, and church groups. These groups are usually stable and well organized. Extension workers should encourage them to participate in the project.

Women groups, for example, may be involved in farming and a range of other activities: various types of income generation, home management, energy saving, nutrition, dairying and merry-go-round savings.

These groups can benefit directly from ULAMP by selecting activities from the range of services already offered. They may also ask ULAMP to help study the feasibility of a new activity or to re-plan an existing micro-project.

Stages of groups

Groups tend to pass through a series of stages before they begin functioning well and their members can work together (Handy 1995). The challenge for extension agents is to guide the members successfully through four stages: “forming”, “storming”, “norming” and “performing”.

Forming

This occurs when people learn about the possibility of forming a group and decide to form one around an certain activity. At this stage, the group consists of individuals, each with different agendas, ideas and experiences. The members have different expectations about the group. Some may have joined to get personal prestige, such as recognition and leadership.

Storming

Conflicts arise as members challenge one another, because individual interests are contrary to the group’s perceived goals. At this stage, individuals or subgroups often become hostile to one another. They try to exclude others or challenge the authority of the chairperson.

This is a crucial stage. The extension agent should help settle problems before they become serious. He or she should guide members to establish a proper code of conduct that clearly spells out roles. This is necessary in order to avoid conflicts of interest. The extension agent should act as an arbitrator, without siding with any individual or clique.

Experience with the Uganda Soil Conservation and Agroforestry Pilot Project has shown that if frequent meetings are held to resolve conflicts, the situation can be controlled before it gets out of hand. During such meetings, the extension agent should emphasize that nobody is perfect, and that in any organization, each function and role is always accompanied with an allowable degree of weakness. Acknowledging

minor weaknesses creates openness among the members. In extreme cases, the worst troublemakers should be advised to leave the group, or a new chairperson should be elected.

Group members should be guided always to have open agenda and to avoid secrecy. They should also be helped to make decisions collectively.

Norming

When tensions have been overcome, group cohesion develops. “Norms” (guiding rules) and practices are established as a result of the meetings to resolve conflicts. When they have understood their roles and relationships, group members come to share a common vision or goal. And as challenges become less, group allegiance and collective spirit develops.

At this stage, extension agents should organize study tours for the members to visit other active groups within or outside their community. Now that the members have begun to develop a clear vision, they should also review the group’s initial plans and strategies.

Performing

Finally, members get to know each others’ characters, desires, virtues, weaknesses, potentials and capabilities. The group concentrates its activities and works more as a team. New insights to solutions and problems emerge, and energy is channelled towards identified tasks.

At this stage, extension agents should concentrate their efforts on training. Specialized and practical training should be organized for active members who are selected by group members. These people should be given continuous backstopping. Such preparations should aim at an effective exit strategy to promote self-reliance. Frequent follow-ups are needed to guide group leaders. Exchanges or cross-visits among members should be encouraged. Coupled with constant training and supervision, these will encourage the group to seek advice from fellow farmers and to share experiences. Members should gradually take over some of the extension activities, further building their confidence and independence.

Extension agents should gradually pull out when they are confident that the group is functioning well. This includes transferring to the group leaders the responsibility for organizing meetings, planning work and supervising activities. Extension agents should then meet the group only if asked, and work in collaboration with the leaders.

Group leaders

It is important for a group to have good leaders. When a CIG is being formed (see Chapter 2), the members should elect one person to act as a provisional link with the extension agents. This person will also be responsible for persuading other community members to join the group.

During the next meeting, the roles and importance of the CIG's leadership are clarified. This helps members elect the right people. If the members agree, the extension agent may facilitate the election process.

The qualities of a good chairperson include:

- Trustworthy and honest
- Willing to volunteer time for group activities
- Accessible to the majority of members
- Hard-working, experienced and creative
- Friendly and approachable, with good relationships with others
- Not employed full-time outside the village
- Preferably able to read and write.

The roles of the chairperson include:

- Acting as a contact for people who may wish to join the group
- Establishing links with extension agents and local authorities
- Seeking assistance from service providers
- Linking groups with produce buyers and input suppliers.

The roles of the CIG's executive committee should also be discussed, and the committee members should be elected. The extension agent should provide guidelines for how members should relate to the chairperson, the executive committee, and one another.

The executive committee should be advised to fix dates for preparing operational guidelines and byelaws. Depending on the activity to be undertaken, the group can choose how to perform the activity:

- Collectively, as a group, or
- As individuals working separately, but coming together for services such as training, mobilizing resources, securing inputs and marketing produce.

The group must also agree on how to implement the activity and how to distribute benefits. The group should formulate byelaws to promote harmony and clarify procedures.

4 ULAMP co-ordination committees

ULAMP has co-ordination committees at national, district, sub-county and parish levels to guide the project implementation. This chapter describes the different committees, their composition and terms of reference. These committees are forums for furthering the development objectives of the communities and farmers they represent.

Figure 4.1 shows how these committees relate to each other.

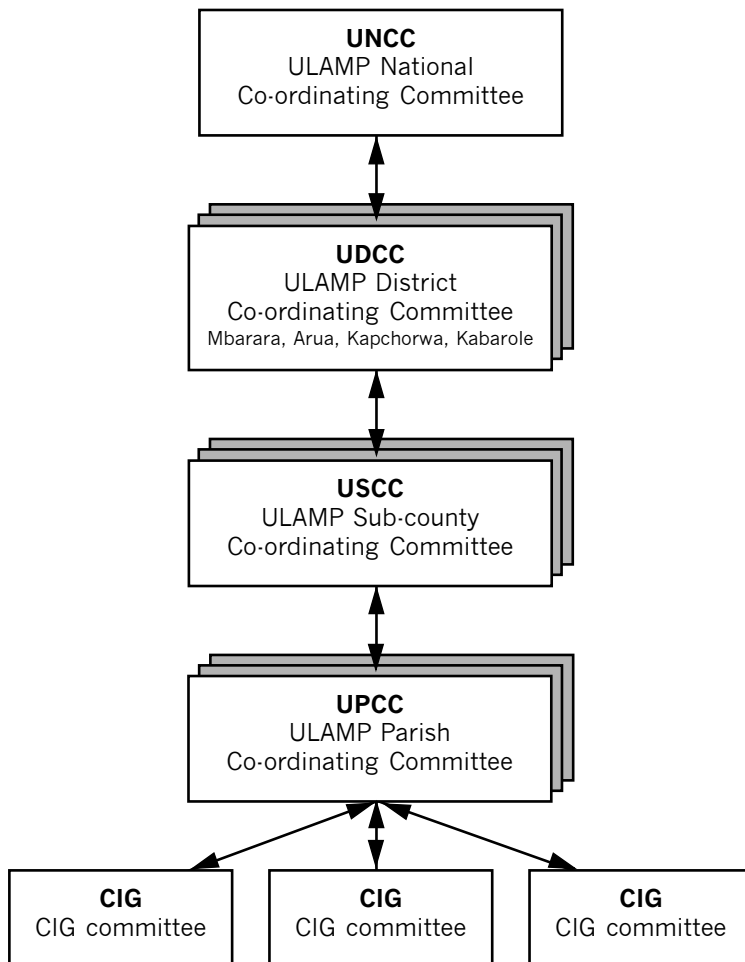


Figure 4.1 Relationship among ULAMP committees at different levels.

National co-ordination committee (UNCC)

The Permanent Secretary of the Ministry of Agriculture, Animal Industry and Fisheries chairs the ULAMP National Co-ordination Committee (UNCC). The national project co-ordinator is the secretary of this committee. This committee meets quarterly if necessary, and it must meet annually.

The functions of the UNCC include:

- Advise on the formulation of land-management strategies
- Co-ordinate activities of various organizations and institutions collaborating with ULAMP
- Discuss the annual project report during the annual review meetings with Sida
- Discuss the project workplan and budget for the following year, and advise accordingly
- Evaluate progress of activities
- Mediate conflicts.

Table 4.1 *Nominated members of UNCC*

-
- Permanent secretary of MAAIF (chair)
 - Commissioner of the Farm Development Department, MAAIF
 - Head of the Soil Science Department, Makerere University
 - Kawanda Research Institute, National Agricultural Research Organization
 - General Secretary, Soil and Water Conservation Society of Uganda
 - National Environment Management Authority
 - Ministry of Finance, Planning and Economic Development
 - National project co-ordinator, ULAMP/MAAIF (secretary)
-

District co-ordination committee (UDCC)

The ULAMP District Co-ordination Committee meets on a quarterly basis to undertake the following tasks:

- Exchange views and formulate mutually agreeable strategies for implementing ULAMP activities in the district.
- Review quarterly, half yearly and annual work plans and budgets.
- Harmonize strategies for ULAMP extension.
- Follow up ULAMP activities through reports and field visits.
- Support the spread of ULAMP activities beyond the project's focal areas.
- Guide the project implementation so that it is in line with overall district development plans and strategies. Identify policy constraints and advise relevant authorities.

Table 4.2 *Members of UDCC*

-
- Chief administrative officer, or his/her representative
 - Co-ordinators of production and community services
 - Chairperson of the district production committee
 - Chief finance officer, or his/her representative
 - Heads of technical departments: agriculture, livestock, forestry, community development, water, environment and fisheries, and other departments with relevant inputs to ULAMP
 - Non-government organizations
 - Representatives from other related projects
 - District farmers' association
 - Relevant private-sector bodies
 - Representative of CIGs (farmer)
 - Representative of sub-county co-ordination committees
-

The technical members of this committee spearhead the following activities in their departments:

- Identify innovations and recommend those that are appropriate to the localities
- Update innovation lists through literature reviews and contact appropriate technology development centres and research institutions
- Prepare technical and procedural guidelines for use by field extension staff
- Participate in needs-assessment and surveys exercises in the field
- Provide technical backstopping and supportive supervision for field staff
- Arrange on-farm training of farmers on specific activities based on their interests
- Organize and participate in in-service training for the field staff on semi-annual basis
- Analyse periodic (monthly, quarterly and semi-annual) field reports and provide feedback to the UDCC and sub-county co-ordination committees
- Streamline strategies and respond to issues arising.

Sub-county co-ordination committee (USCCC)

The tasks of the ULAMP Sub-County Co-ordination Committee (USCCC) include:

- Sensitize the community and play a leading role in spreading ULAMP activities within the community
- Harmonize various parish work plans for effective backstopping of CIGs by the field extension agents
- Prepare ULAMP sub-county monthly, quarterly and annual work plans jointly with field extension assistants
- Review project activities to ensure that activities implemented by CIGs are directed towards attainment of group goals and objectives
- Monitor the developmental activities initiated by ULAMP

Table 4.3 *Members of USCCC*

-
- Local council chairperson 3 (sub-county level)
 - Sub-county chief
 - Sub-county secretary for production and marketing
 - Uganda National Farmers Association
 - Non-government and community-based organizations
 - Chairpersons of all parish co-ordination committees
 - Others as appropriate.
-

- Provide supportive field supervision of the CIGs and field extension assistants
- Advocate for incorporation of relevant demands from CIGs and communities in the annual development plan for the sub-county
- Lobby for the necessary resource support from sub-county administration other stakeholders
- Enhance transparency by providing access to progress reports on major activities carried out by CIGs in sub-counties
- Play an advocacy role for projects initiated by CIGs.

Parish co-ordination committee (UPCC)

The tasks of the ULAMP Parish Co-ordination Committee include:

- Provide feedback to technical staff and front-line staff on training and other backstopping needs for CIGs
- Routinely monitor and assess performance of CIGs and the members
- Harmonize CIGs reports and prepare ULAMP parish reports and work plans
- Organize and participate in monthly ULAMP parish planning meetings
- Facilitate participatory monitoring, review and re-planning of CIG activities
- Facilitate the creation of linkages between CIGs, non-government and community-based organizations and other relevant institutions operating in the community
- Advocate for resources in support for local development activities
- Advocate for the support of public services that promote production.

Table 4.4 *Members of UPCC*

-
- Local council chairperson 2 (parish level)
 - Parish chief
 - Parish secretary for production and environment
 - Uganda National Farmers Association
 - Community-based organizations
 - CIG leaders
 - Religious leaders and opinion leaders
-

5 Planning

Planning determines what to do, when and how to do it, to reach the objectives and goals of the CIGs. CIGs should conduct a planning exercise after they have selected the main enterprises they wish to undertake. It is important to ensure that the CIGs have agreed on a common goal and have developed clear objectives.

Planning involves nine stages:

- Define the priority goals and objectives
- Decide what activities to undertake
- Determine the options for implementation
- Identify the resources needed
- Determine who is responsible for specific activities
- Plan the schedule of activities
- Determine the outcomes of each activity
- Decide how to measure achievements
- Summarize the final work plan.

1 Define priority the goals and objectives

An objective is the positive change desired. It is a direct result of undertaking activities to solve the problems that individuals and the community have identified.

In order to solve problems, it is necessary to know:

- What are the problems?
- What are the causes of each problem? (Discuss the causes until a reasonable level of explanation is reached.)
- Develop cause-effect relationships and identify which problems are to be tackled.
- Discuss possible solutions, leading to specific activities or recommendations.

Table 5.1 is an example of how to analyse causes and effects of a problem.

2 Decide what activities to undertake

Facilitators should help groups identify solutions based mainly on their existing knowledge and experience. The following questions can help identify suitable solutions and objectives:

Table 5.1 *Example of causes, effects and possible solutions to problems*

Problem	Causes	Effects	Possible solutions
Low banana yields	<ul style="list-style-type: none"> • Low soil fertility • Inadequate rains • Banana weevil damage • Poor management 	<ul style="list-style-type: none"> • Unhealthy plants • Small bunches • Fast ageing and death of plants • Food shortage • Poverty 	<ul style="list-style-type: none"> • Apply organic manure and fertilizers • Construct soil-conservation and water-harvesting structures • Apply adequate mulch • Uproot and destroy old infected stumps • Trap weevils • Apply organic insecticide (e.g., powdered neem seed) • Etc.
Problem 2, etc.			

- Is the solution appropriate, given the available resources – technical skills, inputs and money?
- Is it relevant to solving the problem?
- Who will benefit? Who will bear the costs? Bear in mind gender, social status, age, and the impact on different groups.
- How will the solution affect the environment?

Each objective involves a set of activities, e.g., water harvesting, training, resource mobilization, demonstrations, study visits, and group discussions.

To select activities, it is useful to list the opportunities or benefits and threats associated with each activity. Activities that have more benefits than threats should be selected.

3 Determine the options for implementation

Some activities are best managed if group members put their resources together. Others are best managed if done by individuals or smaller groups or sub-groups. Some will need a combination of the two approaches. The group should determine how to handle each type of activity.

4 Identify the resources needed

Participants should identify the resources they can draw on, including external contributions. The following should be discussed:

- Where and how can the required resources be obtained?
- What internal inputs are required? What can be accessed within the village?
- What support is required from the village, parish or sub-county authorities?
- What external resources are required, and when? These may include technical and financial resources, as well as materials in kind.

Table 5.2 summarizes the types of roles that government and the community might play and the resources and services that they might provide.

5 Determine who is responsible for specific activities

Members should be encouraged to identify who does what during each stage of implementation, monitoring and evaluation.

6 Plan the schedule of activities

Draw up a timetable showing what happens at what time. Table 5.3 gives an example of this.

7 Determine the outcomes of each activity

What is the outcome of the activity? This corresponds to the objective, but is quantified in terms of measurable benefits to the members or the group.

8 Decide how to measure achievements

An indicator is a pointer that provides a basis for measuring progress towards the objectives. It is like a marker to show what progress has been made and how much is still expected. In Table 5.3, indicators might be the number of tanks built, the number of members who have benefited, the number of people trained in building and maintaining structures, etc. Chapter 7 gives more information about indicators.

9 Summarize the final work plan

The plan should not be over-ambitious. Rather, it should be flexible enough to cater for unforeseen factors and enable adjustments to be made without serious effects on the following phase of the project. Copies of the completed plan should be kept by the secretary and the chairperson of the group. Figure 5.1 (on page 30) shows a form that can be used to summarize the work plan.

Figure 5.2 shows a form that field extension agents should use to prepare their own periodic activity plans.

Table 5.2 Resources and services that may be provided by government and the community

Type of activity	Possible roles	
	Government	Villagers
Forestry/tree planting	<ul style="list-style-type: none"> • Train in seedling production and nursery establishment • Train in identifying tree species • Train on propagation techniques • Link with seedling supplies 	<ul style="list-style-type: none"> • Interest and ability to undertake work • Pay costs
Water re-sources for community	<ul style="list-style-type: none"> • Assist in feasibility studies • Provide technical advice, training, backstopping • Identify sources of assistance 	<ul style="list-style-type: none"> • Raise funds • Provide labour and locally available materials
Water supply for household use	<ul style="list-style-type: none"> • Advise on different options • Provide technical advice and supportive supervision • Train on construction techniques and organization methods • Provide linkages (private artisans, organizations, etc.) 	<ul style="list-style-type: none"> • Obtain building materials • Provide labour • Organize <i>harambees</i>
Savings and credit groups	<ul style="list-style-type: none"> • Raise awareness about the need for funding for small-scale development • Give training, technical guidance and supervision • Help create linkages with appropriate institutions 	<ul style="list-style-type: none"> • Interest and willingness to establish savings and credit clubs • Open bank account • Attend training and actively follow up progress • Register the club with the authorities
Household pit latrines	<ul style="list-style-type: none"> • Create awareness and provide choices of structures • Provide technical guidance • Organize training on forming groups 	<ul style="list-style-type: none"> • Provide labour • Provide materials (local and industrial) • Maintain structures
Construction of school classrooms	<ul style="list-style-type: none"> • Provide technical guidance • Support teachers' salaries • Share cost of materials 	<ul style="list-style-type: none"> • Provide labour and locally available materials • Provide funds for industrial materials

(continued)

Table 5.2 (continued)

Type of activity	Possible roles	
	Government	Villagers
Construction of clinics	<ul style="list-style-type: none"> • Provide technical guidance • Share cost of industrial materials • Support health workers' salaries • Train village health workers 	<ul style="list-style-type: none"> • Provide labour and locally available materials • Provide funds for industrial materials
Construction and maintenance of roads	<ul style="list-style-type: none"> • Provide technical guidance • Supervise construction • Provide industrial materials 	<ul style="list-style-type: none"> • Provide labour and locally available materials • Provide funds for industrial materials
Dairy production	<ul style="list-style-type: none"> • Provide extension service • Provide vaccination services for a fee • Provide bull service or artificial insemination for a fee • Link with sources of good breeds 	<ul style="list-style-type: none"> • Purchase of dairy cows • Construct cow-sheds • Produce fodder • Control diseases
Pig, sheep, goat and poultry production	<ul style="list-style-type: none"> • Provide extension and training • Advise on disease control • Link with sources of good breeds and marketing • (ULAMP) Provide seed money for improving breeds through loans and repayment in kind 	<ul style="list-style-type: none"> • Purchase parent stock • Construct sheds • Obtain feed • Handle marketing and management
Pasture establishment	<ul style="list-style-type: none"> • Sell improved seed • Provide management training 	<ul style="list-style-type: none"> • Buy seed • Adopt improved management • Provide labour and inputs • Handle marketing and management
Village veterinary workers	<ul style="list-style-type: none"> • Train and supervise • Link with resource institutions to supply basic equipment 	<ul style="list-style-type: none"> • Identify candidates for training
Vegetable and flower seed production	<ul style="list-style-type: none"> • Provide training, technical guidance and advice on seed and chemical sources 	<ul style="list-style-type: none"> • Manage production and marketing
Small-scale irrigation	<ul style="list-style-type: none"> • Assist in feasibility study • Provide technical guidance • Reinforce irrigation structures • Revise byelaws • Provide regulated water rights 	<ul style="list-style-type: none"> • Establish the irrigation system • Maintain regularly • Review and enforce byelaws

Table 5.3 *Example of schedule and responsibility chart for selected activities*

Activity	Sub-activity	Resources	Responsible party	Time schedule
Water harvesting	Training	Technician Stationery Demonstration materials	ULAMP Members ULAMP	May
	Resource mobilization	Cement, bricks, sand	Members	June
	Construction of under-ground tanks	Skilled labour (mason)	Members and ULAMP	July–Dec
Activity 2 etc.				

Objective	Justification	Expected results	Indicator	Means of verification	Activities	Schedule of activities	Inputs	Budget	Persons in charge

Figure 5.1 Form for planning matrix.

Date	Place/CIG	Scheduled activity	Inputs required			Comments
			Personnel	Locally available	External resource	

Figure 5.2 Form for activity action plan for field extension agent.

6 Extension methods

The main extension methods in approaching farmers are:

- Mass media
- Group approach
- Training
- Demonstrations
- Individual approach
- Farmer to farmer extension
- Farmer experiments.

The most appropriate extension method depends on several factors: The specific goals and circumstances, the type and purpose of message to be transmitted, and the prevailing conditions, knowledge level and capacity of the clients.

Mass media

Mass media involves the use of newspapers, magazines, radio, television and newsletters to send messages to a large number of people. The mass media most commonly used by extension staff are newsletters, posters and radio. These methods can create awareness about the existence of new technologies, or to enforce other, face-to-face extension activities.

An extension agent who intends to use the mass media should:

- Have clear goals of what he or she intends to achieve, or what problems the message will address
- Know the interests of the target group and their level of knowledge on the subject
- Use simple language that can be easily understood, and clearly explain any scientific terms that must be used
- Make arguments brief, to the point, and directed at achieving the goals
- On posters, write clearly, using colour, capital letters, underlining or bold type to highlight the main points, and make sure that pictures clearly depict the message
- Place posters where people congregate, such as at market places, sub-county and parish headquarters, trading centres, religious centres and clinics.

Group approach

The group is the most common way to deliver extension messages to the community. It is used where the goals can be determined beforehand. Group methods include training, demonstrations, village workshop, meetings and discussions.

The group approach provides good feedback and helps to reduce possible misunderstandings. It also promotes interactions among participants –important for sharing experience and obtaining new ideas.

However, the group approach costs more than mass media, as extension agents have to meet several groups to pass on the same message. Also, messages reach only the selected target groups.

Training

Training is one type of group extension approach. It can take the form of demonstrations (see below), field days, workshops or day-long courses. The objectives of training may include:

- Providing practical, technical or managerial skills
- Stimulating participants' interest in opportunities
- Allowing participants to exchange ideas about their problems and possible solutions.

Training can also be organized for community and CIG leaders to provide them with the skills needed to plan and implement community development activities.

Demonstrations

Demonstrations are a practical method for teaching new skills and to stimulate farmers to apply them. They are an effective extension tool if they are followed with complementary activities.

Two types of demonstration are commonly used in extension: methods demonstration and result demonstration.

Methods demonstrations are used mainly:

- To show how and why certain things are done
- To teach people how to perform a task

- To teach techniques people have already seen elsewhere and would like to try out.

Result demonstrations are used mainly:

- To show advantages of recommended practice under local conditions
- To show the causes of problems and possible solutions without complicated technical explanations
- To show the effects of changes in farm systems and management practices – for example, the effects of crop rotation or soil conservation on crop production
- To make people aware of the effects of innovations – for example, new varieties of maize or beans
- To convince conservative people about a recommended practice by showing them its advantages over the traditional method.

Preparing a demonstration

Preparing a demonstration involves several steps:

- 1 Prepare clear objectives for the demonstration. Have a clear idea of how it can enhance knowledge or satisfy the needs of the target group.
- 2 Inform clients in advance about the type and date of the demonstration.
- 3 Meet the clients to select a site.
- 4 Arrange the necessary inputs. Discuss clearly with the clients the materials and equipment needed.

Carrying out a demonstration

Things to remember when carrying out a demonstration:

- Carry out the demonstration in full view of the participants. Show them how to do each step.
- Give simple explanations on why it was done that way.
- Invite questions when you notice people have not understood something.
- Invite all participants to try the skills themselves.
- After people have tried the skills, repeat the principles behind the practice.
- Invite participants to discuss problems they think are associated with the practice. How could they be solved under local conditions?
- Prepare a list of farmers who are interested to try what has been demonstrated.
- Draw up a programme to work with farmers who want to test the practice.
- In a results demonstration, discuss how to maintain the demonstration sites and keep records, and when to evaluate the demonstration.

Individual approach

The individual approach refers to personal contacts and discussions between extension agents and farmers. It is used to provide information for solving specific problems and to guide individual farmers when choosing between conflicting goals.

The individual approach works well when the extension agents and farmers trust each other, and it further increases this trust. It promotes testing and integration of information from agents with the farmers' own knowledge. Successful farmers can serve as a demonstration to others.

However, working with individual farmers is costly in terms of travel and time, and the coverage is small. It may not be possible to solve certain types of problems because the farmers tend to approach the extension agents when problems are already at an advanced stage. Shy people who do not usually approach extension agents may be at a disadvantage.

Farmer-to-farmer extension

Farmer-to-farmer extension involves innovative farmers in developing and promoting improved land-management practices. Groups identify members who are interested to work closely with subject-matter specialists and research and technology institutions. These farmers take on the role of extension agents. They carry out extension activities such as training, exchange visits and demonstrations to transfer skills and experiences to other farmers.

Group members usually are in close contact among themselves. These ties can be used to promote village networking and regular contacts among groups. Village networking promotes farmer-to-farmer contact, which in turn facilitates the spread of innovations.

Farmer-to-farmer extension occurs in an environment of mutual trust and respect. Information passed on is based on the recipients' actual needs and on the farmer-extensionist's practical experience. The farmer-extensionist can reach more people and provide more timely interaction than a regular extension agent can.

A danger is that some farmer-extensionists become over-confident and venture into areas beyond their scope. The effective area of coverage and knowledge is often limited to a specific community and subject area. To cover a larger area and broader subjects means training of more agents to serve different groups and interests.

Farmer-extensionists may encounter problems with local community leaders because of their rising popularity. Some may demand payment for their services.

Farmer experiments

Running their own experiments helps farmers learn about and modify technologies to suit their local conditions. Such trials also give farmers a sense of ownership and self-determination. Farmer experiments also enable extension agents to learn about the solutions under farmers' conditions and to identify specific problems. These problems may require the attention of subject-matter specialists or researchers.

Extension staff should encourage farmers with common problems to come together and improvise solutions. Such groups could be assisted by subject-matter specialists. Links could be built with appropriate research institutions and other organizations.

7 Monitoring

This chapter describes the monitoring indicators and records to be kept. Chapter 8 describes how to analyse this information and use it to manage the project.

Among the purposes of participatory monitoring and evaluation are:

- To allow corrections adjustments to be made so the desired results and goals can be achieved
- To strengthen organizations, especially at the grassroots level
- To review a project or programme and learn what has worked well and what has failed
- To provide information at different levels
- To provide public accountability to client communities.

Figure 7.1 shows the flow of reports from the CIGs through the various levels of ULAMP committees. The Appendix provides some of the forms to be used for recording the information described below.

Basis for monitoring indicators

A monitoring and evaluation system is based on a set of indicators that the stakeholders have agreed on. The starting point is the planning process (Chapter 5), when indicators are identified for the main objectives and activities. However, the stakeholders must make the final decision on which indicators are relevant and feasible to collect and monitor. They must consider the available resources (funds and time) and the sustainability of the monitoring system.

The indicators should provide a way to measure:

- Quantity of achievements What level has to be achieved? How far towards this final level has been achieved?
- Quality of achievements How well has it been done? Are there any negative effects?
- Beneficiaries/target group Who has gained from the interventions? Are there any multiplier effects? Who are the target beneficiaries (small-scale farmers, women, youth, etc.)?
- Space What is the geographical coverage of the benefits (sub-county, parish, village, etc.)?
- Time How long will it take (or has it taken) for the gains to spread?

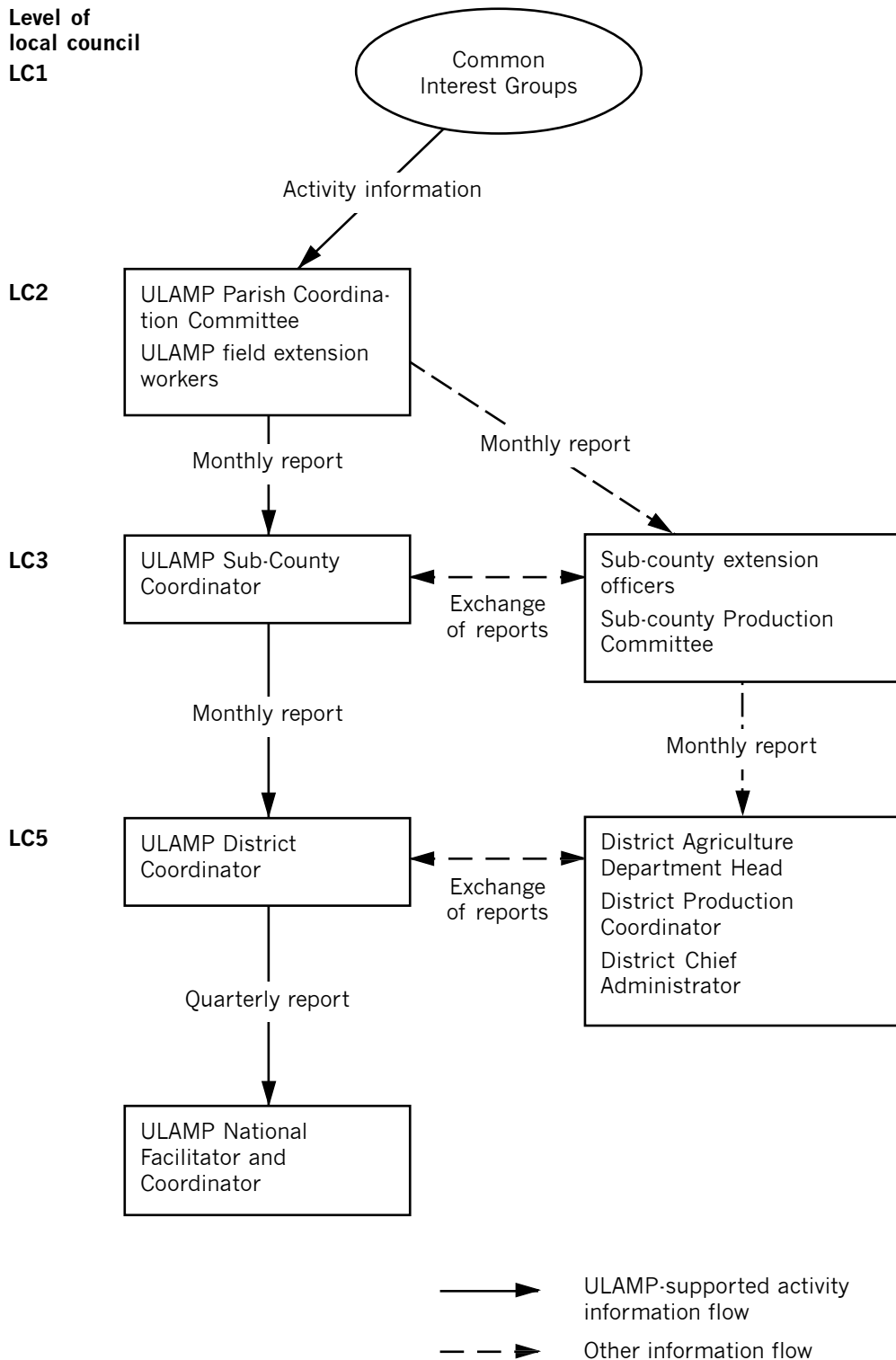


Figure 7.1 Reporting flow chart.

The indicators must be objective and verifiable. They should be:

- Specific in terms of quantity, quality, time, target group and location
- Gathered in a systematic, continuous way (perhaps on a day-to-day basis), to ensure that the work is proceeding according to plan
- Factual, avoiding subjective impressions
- Relevant to the project activities
- Easy to verify or measure, reliable, and based on accessible information.

Main actors

All stakeholders should be involved in the design and running of participatory monitoring and evaluation. This includes the beneficiaries and the people who do the work. In ULAMP, the people involved in monitoring and evaluation include:

- Grassroots individuals and organizations: CIG members, farmers, pastoralists, small-scale artisans, traders, community-based organizations, etc.
- Village leaders, CIG executives, parish and sub-county co-ordination committee members
- Frontline extension workers
- Sub-county ULAMP co-ordinators: responsible for field co-ordination
- District departmental heads
- District ULAMP co-ordinators (Mbarara, Kabarole, Arua, Kapchorwa)
- Chief administrative officers
- ULAMP National Project Facilitator (Mbarara)
- National project co-ordinator (Entebbe) (to Sida/managerial service consultant).

Information kept by ULAMP offices

The ULAMP project has to maintain a minimum set of records critical for daily management and decision-making for the project. These include:

- Workplans and budgets
- CIG membership and activity records
- Personnel field visits records
- Equipment and stores inventory
- Personnel records
- Financial expenditure and banking records
- Monthly, quarterly, semi-annual and annual project progress reports
- Surveys and special studies reports
- Records and reports by ULAMP beneficiaries and field staff
- CIG membership and activity types: training and implementation progress records.

Information at CIG or farm level

The extension agent should consult with stakeholders and reach agreement on the monitoring activities. He or she should explain the need for indicators and for keeping a record of their activities. This is important because not all the information required is directly relevant to stakeholders at the grassroots level.

The agent should facilitate the clients to plan and evaluate their activities. It is important that the clients internalize the process of gauging their performance and the benefits or problems they experience. The agent should regularly visit the CIGs and collect data to prepare monthly progress reports. He or she should involve the clients in collecting baseline data of the target areas and profiling technologies currently in use.

Records kept by CIG executives and at farm level include:

- Records of group members: name, gender, age, main interest, main enterprise, percent area under improved husbandry, innovation adoption, etc.
- Visitors books for extension agents and other visitors.
- Minutes of quarterly review meetings. These should indicate the group targets, actual achievements, constraints and suggested solutions. Ideally, each activity type should have a specifically designed format for tracing targets versus achievements.
- Record of technology adoption among members. This information should be updated at the evaluation meetings.
- Minutes of participatory planning and evaluation meetings. Details of the members' assessment of progress at these semi-annual and annual meetings.
- Details and results of on-farm trials conducted in collaboration with researchers and extension agents.
- Financial records of the group or farmer. The format for these must be tailor-made by the individual or group, advised by extension workers.

Information kept by field extension agents

The field extension agents' reports should be compiled and sent to the sub-county co-ordinator. The sub-county co-ordinator compiles the reports from the CIGs and field extension agents and sends them to the ULAMP district co-ordinator, with a copy to the head of the district technical department. The information to be reported includes:

- Summary of CIGs' information under his or her domain: new groups formed, total groups, composition of the groups, etc.
- Summary of plans and actuals in service and input delivery to the CIGs
- Summary of CIGs' achievements, problems and solutions and use of services
- Summary of CIGs' technology adoption (preferably on a quarterly basis)

- The extension agent's planned field visits for the coming month or quarter
- Records of participatory planning and evaluation sessions by CIGs
- Summary records of on-farm field trial results as given by researchers and farmers
- Summary of financial records by CIGs.

District quarterly reports

Here is a suggested outline for quarterly reports by the district ULAMP co-ordinator and facilitator.

- 1 General overview of project performance in the district(s): weather, agriculture sector, food security, personnel position
- 2 Project physical achievements compared to plans (aggregated data as provided by field extension agents and district ULAMP co-ordinator)
- 3 Financial implementation performance compared to plans
- 4 Summary of problems and suggested solutions
- 5 Work plans and requests for technical assistance, materials and funds
- 6 Any other matters.

8 Reviewing activities and re-planning

The purpose of reviewing of activities and re-planning is to:

- Analyse ongoing activities undertaken by CIGs, community organizations or the community as a whole
- Evaluate processes and impacts
- Document positive experiences and failures
- Analyse causes for failures and determine solutions
- Decide on actions to improve performance and results
- Promote mutual understanding and collaboration among stakeholders
- Promote effective organization and management.

Activities should be reviewed and re-planned towards the end of each activity or growing season. This exercise could involve the following:

- Concerned community members (members of CIGs or community organizations)
- Community leaders (local councils, administrators, opinion leaders, religious leaders)
- Project staff and other development workers in the area
- Researchers and other resource institutions.

It is important to review progress constantly to ensure success. The implementers of the activity are responsible for reviewing it and making changes if required.

If it has been gathered correctly, the monitoring information described in Chapter 7 will be invaluable for this review and re-planning.

Description and analysis of information

All important aspects of the project (or a specific activity or component) should be examined in detail. This should include the following:

- Characteristics of members involved in the project: their interests, goals, activities and roles played
- Project objectives, goals and activities
- Project activities
- Impact on solving priority problems
- Roles and performance of the core team and other stakeholders
- Perceptions, opinions, feelings, impressions and reactions of individuals and CIGs about the project.

Table 8.1 lists key questions to assist in the description and analysis processes.

Sharing lessons

Here are some reasons for sharing the lessons from the review:

- To present successful alternative development models for planning and replication based on practical experiences
- To help the community and other stakeholders learn from their mistakes and avoid similar errors
- To increase the impact of the project by influencing its design and implementation
- To promoting networking by exchanging information, so increasing co-operation among community members and with other organizations.

The information can be shared through workshops and seminars, exchange visits or publications such as pamphlets, reports and posters.

Table 8.1 *Questions for reviewing activities and re-planning*

General

- Where does the project take place?
- What are the basic social and economic conditions (e.g., health, education, income) of the community?
- What are these conditions attributed to and what are their effects?
- What are the major sources of income for people?
- What is the land-tenure situation? How does it affect the community and the project?
- How are the economic resources and social services distributed in the community? What are the reasons for this?
- What opportunities exist in the area to improve the quality of life? What are the most important traditional means of production? What are the most important alternative means of production?
- What major infrastructure (e.g., roads) exists in the community? In what condition?
- What other projects are active in the community or nearby? What positive or negative influence might these have?
- What does the community think about the project?
- What local resources exist that have not been tapped (e.g., water, labour, indigenous knowledge)?
- What is the community power structure?

Characterization of CIGs

- How, when and why were different CIGs formed?
 - Who are their members and what is their background?
 - What is the power relationship among the CIG members?
 - What is the relationship between the CIGs and the rest of the community?
 - What expectations do the CIGs have about the project?
 - What lessons have been learned about CIGs and their members, and how will this experience be used to improve the CIGs' performance?
-

(continued)

Table 8.1 (continued)

Facilitating/core team

- How does the facilitating team perceive its role in the project?
- What is the relationship between the facilitating team and its clients? With the community leadership?
- What is the relationship among the core team members (sub-county and district)?
- Do the core team perform according to the clients' expectations?
- What lessons have been learned about the core team? How will these be fed back to improve the project?

Implementation of activities

- Which planned activities were implemented? Which have not been implemented?
- Which activities should be modified to improve project performance? Why should these changes be made? How will they be made?
- What additional human, material, institutional or financial resources are needed to make this modification?
- Which factors facilitate or hinder project improvement?
- Which unplanned activities have been implemented? Why?
- What are the strengths and weaknesses of project design and implementation?
- What unexpected events have had an impact on project activities?
- What strategies have been used to overcome unexpected problems during project implementation?
- What are the main lessons learned from the implementation?

Roles played by different participants

- Who participated in the project implementation?
- What role did the different stakeholders play? What was the nature and level of participation?
- What were the roles played by the donor, consultants, project co-ordinator and facilitator?
- What role was played by other organizations?
- What was the level of collaboration among different participants? What benefits or problems resulted from this co-operation?

Achievement of goals, objectives and results

- What project goals and objectives were achieved? Which ones were not achieved?
- How appropriate are the original goals and objectives?
- Which goals and objectives need reformulation? Why?
- Which factors facilitate or hinder the achievement of goals and objectives?
- What new goals and objectives are needed to improve the project?
- What differences exist between planned objectives and achieved results? How can these differences be explained?
- What results (positive or negative) were achieved and were not achieved?
- How were the results and impact measured? What indicators were used?
- Were the planned activities appropriate to achieve the goals and objectives of the project? Were these activities socially and culturally appropriate? Why?
- Were community empowerment, organization and confidence influenced by the project activities? How?
- In which stages of the project was genuine participation achieved?
- What were the advantages and disadvantages of community participation?
- Who benefited the most from the project? Who benefited the least? Why?

(continued)

Table 8.1 (continued)

- How effectively were human, material and financial resources used?
- To what extent did CIGs build their organizational capacity to initiate, design, implement and manage new projects?
- To what extent were the activities of the project integrated into the main extension system?
- What influence have the lessons learned and fed back to the project had on the project's achievements and impact?

Solution of problems and satisfaction of needs

- What impact did the project have on solving the community's needs?
 - What impact did it have on the standard of living of individuals, families and the community?
 - How do the community and its leaders feel about these changes?
 - What impact did the CIG approach have on the structural problems of the community?
 - How did the benefits compare with original community expectations?
-

9 CIGs in Yivu: A case study

This chapter gives an example of how the ULAMP extension approach was used to organize farmers in Arua to enable them attract services and achieve their aspirations.

The area described is Yivu parish in Pajulu Sub-county, Ayivu County, on the West Nile plateau. In 1998 the parish included about 4000 people in 670 households. The population density was 350 people per square kilometre, and most land-holdings varied from 0.5 to 1.0 hectare. The rainfall is 1400 mm per year. The soils are light sandy loam with low fertility.

The main crops grown are cassava, beans, sorghum, sweet potatoes, maize, millet, pigeon peas and vegetables. Most households plant a few fruit trees and coffee bushes. The average household income is 250,000 shillings per year, earned mostly from selling farm produce. Other sources of income include the sale of local brews, brick making, stone quarrying, harvesting of sand, petty trade, and labouring.

Although ULAMP does not claim to have revolutionized the aspirations and wishes of the farmers in this area, it has stimulated further their urge to improve their lives. It has provided an enabling environment and options for farm enterprises, enabling farmers to organize according to their interests and capacity and to implement their production plans.

Project initiation and CIG formation

The first step was to organize the core team of subject-matter specialists, composed of district and sub-county staff. The members of this team agreed on an approach, used set criteria to identify which parish to work in, and contacted the area's extension agent. They then gathered reports, publications and other information about the parish.

The core staff introduced themselves to the parish leaders and community and explained the intentions of the ULAMP project. Assisted by local council members and opinion leaders, they gathered information on the history of development in the area, the condition of natural resources, formal and informal community organizations and their objectives, problems and opportunities as seen by informants, etc. The team also surveyed area using participatory appraisal methods. This exercise took four days.

Using the ULAMP extension guide, they carried out a needs assessment and made a reconnaissance to identify potentials and opportunities – both in their own eyes and in the opinion of community members.

Following this, all members of the community were invited for a general meeting at the church centre to discuss the results of the survey and the problems and opportunities identified, and to initiate the planning process. The meeting began with the facilitators community leaders and participants introducing themselves. A brief introduction of ULAMP objectives and mode of operation followed. The objectives of the exercise and its significance to the ULAMP approach were explained.

One of the facilitators briefly summarized the findings of the reconnaissance survey. Participants were then asked to comment and give more information on important issues and problems. They were asked to name all the community organizations in the villages and note their main objectives. They were also asked to identify any other problems not mentioned in the survey. These problems were recorded on flip charts fixed on the wall in view of the participants. A total of 28 problems were identified.

Participants then divided into six groups: women, youth, elders, traders, civil servants, and adult men. Their task was to prioritize the problems. The secretaries of each group presented the results of their group to the plenary. The participants then re-organized the list of problems according to their importance, resulting in a single list of main problems.

On the second day, several new people joined the meeting. The day started with a further scrutiny of the list of priority problems. This analysed causes and effects to distinguish real problems from causes and symptoms. This enabled participants to scale the list of problems down from 28 to nine.

Participants again discussed the problems in small groups, as on the previous day. The groups were asked to sort out general developmental problems from agricultural or production problems, and to rank them in order of importance. However, it was agreed that issues related to general public services and responsibilities of other line ministries were to be raised with the parish and district civic leaders and relevant institutions at a later date.

The agricultural issues were ranked by tallying scores of participants' preferences. Major disagreements on rankings were resolved by consensus. Solutions for collective problems were discussed in a plenary. The participants then again split into their groups to analyse the priority agricultural problems, identify the main causes and to suggest solutions. The results were again presented in plenary and prioritized by consensus.

On the third day, participants discussed in plenary solutions for communal problems of a public-service nature, such as water, roads and marketing. They agreed to call a meeting with sub-county leaders and district technicians.

Table 9.1 *Major problems and potential solutions in Yivu*

Problem	Cause	Effect	Suggested solution
Low production	<ul style="list-style-type: none"> • Poor soil fertility • Land shortage • Poor husbandry practices • Use of low-grade seeds • Pests and diseases • Labour shortage • Destruction of crops by animals 	<ul style="list-style-type: none"> • Frequent food shortages • Malnutrition • Poverty • Migration 	<ul style="list-style-type: none"> • Use fertilizer to improve soil fertility • Increase availability of improved seeds and chemicals • Train farmers in better husbandry skills • Strict byelaws to prevent animals being left free during dry season
Poor market	<ul style="list-style-type: none"> • Lack of organized marketing system • Lack of knowledge on marketing outlets • Dishonesty of buyers • Poor road network to Arua town 	<ul style="list-style-type: none"> • Low prices for farm produce • Low incentive to invest in farming • Poverty • Migration of young men 	<ul style="list-style-type: none"> • Farmers to form marketing groups • Farmers to be linked directly to buyers • Community to improve feeder roads and be assisted to repair broken bridges
Poor water sources	<ul style="list-style-type: none"> • Breakdown of most boreholes • Lack of materials to protect springs • Excessive drainage of valleys • Water sources soiled by animals, especially pigs 	<ul style="list-style-type: none"> • High incidence of water-borne diseases • Poor hygiene 	<ul style="list-style-type: none"> • Solicit assistance to repair boreholes and protect springs • Train people to maintain and repair bore holes and protect springs • Form water management committees
Shortage of trees	<ul style="list-style-type: none"> • Excessive cutting of trees to prepare for crop planting • Destruction of trees by fire and animals • Reluctance to plant trees due to land shortage • Lack of seeds for better tree species 	<ul style="list-style-type: none"> • Cooking of one meal in a day • Women travel long distances to collect firewood • Poor houses • Use of crop residues for cooking • Change in eating habits, as women prefer food that cooks fast 	<ul style="list-style-type: none"> • Sensitize community to plant trees • Obtain seeds of tree species that can grow well with crops • Train farmers on nursery and tree management

Participants then brainstormed solutions related to farm production. They listed possible enterprises that might improve income and minimize poverty. The subject-matter specialists made contributions, taking care not to impose their own suggestions. Participants were then asked to select enterprises they wanted to try out. Core staff facilitated members to form interest groups around these preferred enterprises. A total of 21 CIGs were formed.

The main enterprises selected were crop production (coffee, bananas, vegetables, maize, beans, soya beans, rice), tree growing, livestock raising (poultry, pigs, rabbits), fish farming, beekeeping, and income-generating activities.

The core staff then introduced a guideline for planning and implementing activities for these enterprises. The various CIGs were urged to select days in the following week to elect their executive members and begin planning.

The field extension agents compiled a list of the CIGs, the names of the members, and their planning dates, and guided the CIGs through the planning process during the following weeks.

Parish and sub-county co-ordination committees were formed during the same month, with representatives from each of the CIGs.

Response of groups

All the members were happy with the formation of the CIGs. They said the approach increased the contact among the members and enabled them to share knowledge and experiences to solve problems they faced. They also said that the approach helped them overcome labour scarcity and could help solve marketing problems and the shortage of tools and equipment. The method also helped to instil collective responsibility. It improved the contact with the extension agents, who were able to meet the CIG members as a group to provide regular training and follow up.

There were drawbacks, of course. It was difficult for individuals who had joined more than three groups to cope with the different group work schedules. For example, training exercises for different CIGs were sometimes organized on the same day. Some participants said that core staff tended to pay more attention to CIGs that focused on their field of specialization. CIGs for fish farming complained that they were not offered training, perhaps because none of the core team was a fish specialist.

The other serious problem was with groups that had selected the wrong people as leaders. Such groups did not perform well because they failed to plan. Three groups had not met since their formation.

Participants classified the CIG leaders into four categories:

- Those who had expected financial gains in the form of allowances
- Those who had expected to benefit through study tours
- Those who expected leaders to be provided with loans or bicycles
- Those who are genuine and committed to serve members.

Leaders of inactive groups fell in the first three categories. The remaining groups are performing well because they have good leadership.

The participants suggested various solutions to these problems:

- Parish co-ordination committees should hold meetings with CIG leaders at the end of every month to review progress, draw up a work plan for the next month, and co-ordinate and monitor activities.
- Fresh elections should be held to replace CIG leaders who are not performing.
- Core staff should follow up frequently with all CIGs, and invite other subject-matter specialists to assist in training so that all CIGs could benefit.
- Study tours should be organized for all CIG members, instead of for just a few people. This would ensure equitable distribution of benefits.

Example of an active CIG

One of the active CIGs focused on tree growing. This group established a nursery during the dry season when crop production work was slack.

The CIG held three meetings. The first was to identify what tree species to plant and to select a site for a nursery.

At their second meeting, the CIG chose sources for seeds and determined how to acquire them. They drew up roles and a duty roster for members, and agreed to establish rules to guide management. They agreed to pay a membership fee and make monthly contributions to establish a development fund. These funds were to buy inputs and refreshments during communal work.

The third meeting was held when the seedlings were ready for planting. This meeting planned how to allocate the seedlings to members and what to do with excess seedlings. The following agreements were made;

- Each member would plant 100 seedlings.
- Excess seedlings would be sold and the proceeds ploughed back into the group account.
- The group would meet once a month.

Members said that by working together in a group, they were able to achieve more.

The following were some of the main problems this CIG encountered:

- The source of water for the nursery dried out during an extended dry spell.
- Some members did not follow the duty roster.
- There was a poor turnout for some of the communal work.
- It was difficult for members of more than three CIGs to comply with agreements, especially because of timetable clashes.

The CIG members decided on the following solutions:

- Part of the group funds could be used to hire labour to fetch water.
- Members who failed to report for communal work would be fined 500 shillings for each day missed.
- Joint meetings should be held with other CIGs to co-ordinate activities, enabling people in more than one CIG to participate in all activities.

Conclusion

Out of 23 CIGs formed in Yivu, 17 are active. The farmers are happy working through CIGs. The performance of each group depends on the nature of benefit distribution, the commitment of members, and good leadership. Frequent meetings of CIG members can solve problems before they get serious.

It is important for extension agents to help CIGs plan properly so that they can come up with appropriate interventions to address real issues. Frequent visits by staff help build confidence among members and improve the groups' performance and stability. Because many CIGs request their attention, the field staff themselves develop more interest in their work and re-gain recognition and a sense of importance.

CIG members are more responsible and committed if their groups have proper rules for working and for managing joint resources. The response is good where respected local leaders support the project activities, or are themselves members of CIGs.

As with the tree group, CIG members can easily achieve their aspirations. This would not be possible by following normal extension methods. By themselves, the individuals involved would never be able to get a group together, mobilize human and material resources, attract services, or translate their aspirations into action.

Appendix 1

Forms for CIG reports

Form Ref. No. CIG-05 **Uganda Land Management Project – ULAMP** **Common Interest Group Quarterly Report on Technology Adoption** **Quarterly**

District:	Name of CIG:
Sub-County:	
Parish:	

Note: This is an example of a summary of the regular review by the members to assess the rate of adoption among themselves. This summary shall be updated every 3 months during the quarterly group review meetings.

Date of meeting:

Attending members: Males Females

Technology/ activity of interest	Prior adopters	Members using technology last reported	New adopters since last report	Members stopped using tehcnology since last report	Total members using technology to date	Comment
	Males Females	Males Females	Males Females	Males Females	Males Females	

Notes:

Main reasons for joining group:

Main reasons for leaving group:

Form Ref. No. DUC-01 **Uganda Land Management Project – ULAMP** **Quarterly**
Summary of CIGs in the district: District ULAMP Co-ordination Office

District name:
 No. of Sub-Counties:
 No. of Parishes:

No. of CIGs:
 No. of SCHs:
 DUC name:

No. of CIG members:
 No. of FEWs:

No.	Sub-County	SCUC name	No. of CIGs	No. of females	No. of males	Female-led households	No. of youth members	Total family members	Land owned (acres)	Cattle, donkeys owned	Goats	Sheep	Pigs	Poultry	Comments
1															
2															
3															
4															
5															
6															
7															
8															
9															
Total															

Total active members:

Form Ref. No.
DUC-01
page 2

Uganda Land Management Project – ULAMP
Summary of CIGs in the district: District ULAMP Co-ordination Office

Quarterly

Breakdown of membership by interest categories/skills in the District

No.	Sub-County	1 Crops	2 Live-stock	3 Agro-forest	4 Soil conserv.	5 Water harvest.	6 Horti-culture	7 Home econ.	8 Mar-keting	9	10	Comments
1	Males											
	Females											
	Youth											
2	Males											
	Females											
	Youth											
3	Males											
	Females											
	Youth											
4	Males											
	Females											
	Youth											
5	Males											
	Females											
	Youth											
Total	Males											
	Females											
	Youth											
Grand total												

The Swedish International Development Cooperation Agency (Sida) has supported rural development programmes in eastern Africa since the 1960s. It recognizes that conservation of soil, water and vegetation must form the basis for sustainable utilization of land and increased production of food, fuel and wood.

In January 1998, Sida inaugurated the Regional Land Management Unit (RELMA) based in Nairobi. RELMA is the successor of the Regional Soil Conservation Unit (RSCU), which had been facilitating soil conservation and agroforestry programmes in the region since 1982. RELMA's mandate is to contribute towards improved livelihoods and enhanced food security among small-scale land users in the region, and the geographical area covered remains the same as previously, namely, Eritrea, Ethiopia, Kenya, Tanzania, Uganda and Zambia. RELMA's objective is to increase technical know-how and institutional competence in the land-management field both in Sida-supported programmes and in those carried out under the auspices of other organizations.

RELMA organizes training courses, workshops and study tours, gives technical advice, facilitates exchange of expertise, and initiates pilot activities for the development of new knowledge, techniques and approaches to practical land management.

To publicize the experiences gained from its activities in the region, RELMA publishes and distributes various reports, training materials and a series of technical handbooks.

About this book:

ULAMP Extension Approach is a guide for field extension agents and development workers, from both the government and non-governmental organizations. It outlines the Uganda Land Management Project's (ULAMP) strategy for building sustainable development.

The basic principle is that the people own their development. To guide the process, self-reliance, empowerment and sustainable use of resources has to be emphasized. In particular, this book explains how to work and plan with common interest groups (CIGs) that have been formed around a common goal.

ISBN 9966-896-57-0



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