



CARE Lesotho-South Africa

**Report on Symposium
on Community-Based
Workers, Maseru, 11-14
November 2002**

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KHANYA managing rural change cc

CARE Lesotho-South Africa

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The report is available from www.caresa-lesotho.org.za and www.khanya-mrc.co.za/cbw.htm

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GLOSSARY

CBW	Community-based worker (includes CEW and CCW)
CCW	Community contact worker
CEW	Community extension worker. eg FEF or tutor farmer
CIG	Community interest group
DAO	District Agricultural Officer
DES	District Economic Strategy
FEF	Farmer extension facilitator (CARE's community-based extension worker)
FLF	Farmer learning facilitator (CARE's support worker for the FEFs)
FRC	Farmer Resource Centre
FWs	Field Workers (Teba Extension Workers)
hh	households
LHDA	Lesotho Highlands Development Authority
M	Maluti (Currency of Lesotho – equivalent to 1 South African Rand (ZAR))
MADF	Machobane Agricultural Development Foundation
MDA	Mineworkers Development Agency
MDF	Multi-disciplinary Facilitator, proposed local worker under the UES
MF	Marketing facilitator from TEAM
MFS	Machobane Field System
MoACLR	Ministry of Agriculture, Cooperatives and Land Reclamation
NGO	Non-governmental organisation
<i>Pitso</i>	gathering or meeting of people, in this case farmers/rural households
PLA	Participatory Learning and Action
RSDA	Rural Self-help Development Association
SADPMA	IFAD agricultural support project in the mountain districts
SMS	Subject matter specialist (in MoACLR)
TEAM	Training in Environmental and Agricultural Management, a CARE project
TEBA	The Employment Bureau for Africa (employment bureau for SA mines)
TOU	Tractor Operating Unit of the MoACLR
UES	Unified (agricultural) extension system for Lesotho
SWaCAP	Soil, Water and Conservation Agroforestry Programme

EXECUTIVE SUMMARY

1 Introduction

1.1 Supported by the UK's Department for International Development (DFID), Care has developed a community-based model of agricultural extension through the TEAM (Training for Environmental and Agricultural Management) project in southern Lesotho. Over the last 5 years, TEAM has piloted community-elected extension workers, known as 'Farmer Extension Facilitators' in two districts. TEAM is now entering a final lesson-learning and dissemination phase as the project winds down by December 2002. The Regional Symposium is designed to share TEAM's experiences with a wide array of community worker models of service delivery in the region, including home-based health care, agricultural extension, forestry services, privatisation of government service delivery, and the emergence of para- and barefoot professionals in the animal health, legal, literacy and business domains.

1.2 The objectives of the symposium were that participants would have a broader perspective on community-based service delivery for poor households; have developed key learnings on the use of para-professional and community-based worker models; and would have a commitment to take forward these lessons individually and collectively. The symposium was held between 11-14 November 2002, including presentations, visits to 3 examples of CBW models in Lesotho, and two days of intensive workshops.

2 Opening by Opening by Me M Malie, Principal Secretary, Ministry of Agriculture, Cooperatives and Land Reclamation (MoACLR)

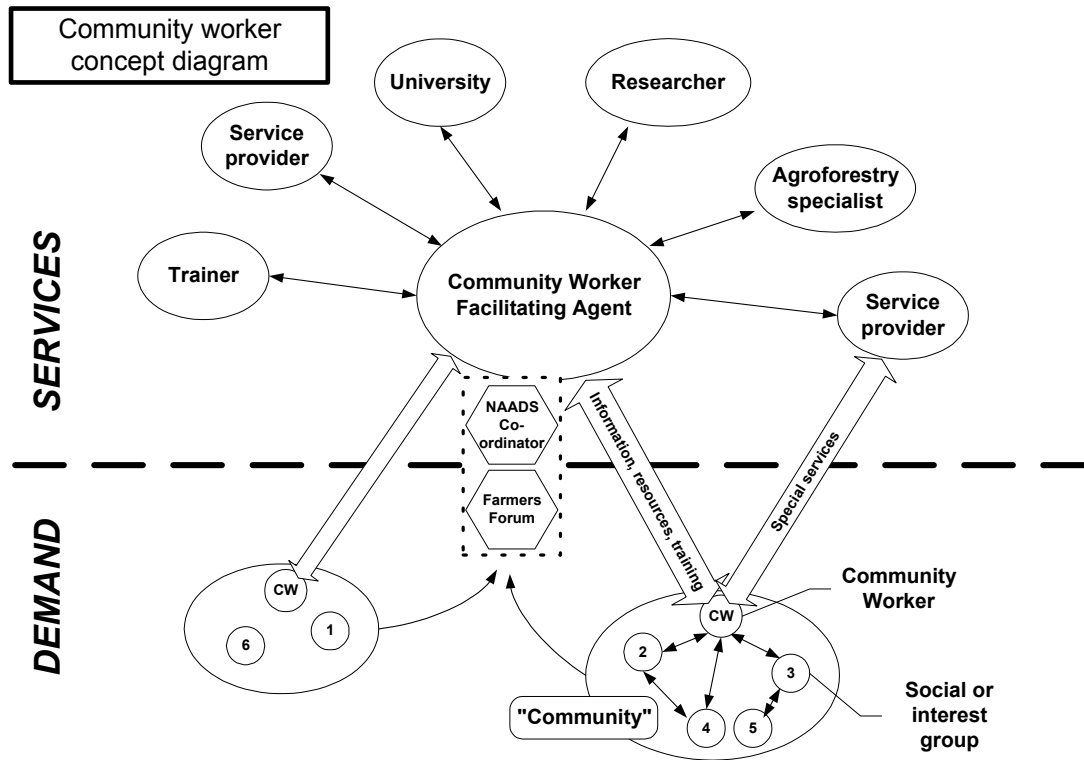
The PS's speech was read by Mrs Motselebane, Director of Planning. The PS outlined the process of transformation in the Ministry, and in particular the emergence of the Unified Extension System (UES).

3 Introduction to the Community-Based Worker Concept

James Carnegie of Khanya provided a conceptual framework for looking at community-based workers. The community-based worker system includes the community, a community-based worker, a facilitating agent (from the government or non-government sector) who supports and mentors the community worker, and other service providers. The community worker is a para-professional, is based in and is drawn from the community he/she serves and therefore understands the local context; and is accountable to the community and to a facilitating agent – maintaining a balance to ensure quality service delivery. The figure overpage summarises the components of the system. Some of the roles the CBW may play include:

- Being a conduit for information and technologies (and sometimes, inputs);
- Being a bridge/link person between the community and service providers/facilitating agent;
- Mobilising the community for learning activities and people into groups;
- Engaging in training activities with the facilitating agent, and training community members with follow up;
- Working on their own activities and providing demonstrations from their own farm or household;

- Animating the community by providing energy and enthusiasm for development activities and maintaining the momentum of development activities.



4 Examples of CBW systems

4.1 A range of initiatives were presented during the workshop. These included paralegals, home-based caregivers, agricultural facilitators, community rangers, and literacy and development workers. These work between 3 hours a week and full-time, with the former unpaid and the latter paid a salary and a variety in between.

4.2 In 1996 the Lesotho Ministry of Agriculture decided to combine elements from different approaches to create a single Extension System – the Unified Extension System (UES), based on an action learning approach. Pilots were conducted in Mafeteng, Leribe and Mokhotlong districts from June 2001 until June 2002 using the TEAM model of Farmer Extension Facilitators (FEFs). These are paraprofessionals serving a range of 80 - 150 farmers, backed up by extension workers (Agricultural Assistants). The role of the FEFs is animation, to facilitate training and they are contact persons between Agricultural Assistants and (farmers) communities. Agricultural Assistants provide support to the CBWs by providing training, organising study tours and facilitating, researching and demonstrating. After June 2002, the system was evaluated and found successful, therefore declared to be operationalised in all districts.

4.3 CARE’s TEAM project was based on a farmer-to-farmer type extension methodology aiming to increase the knowledge and practices of rural farmers, including their decision-making and problem-solving abilities. This used 210 locally selected Farmer Extension Facilitators (FEFs), 1 per village, supported by 7 CARE employed Farmer Learning Facilitators. The FEF is a farmer who is elected by the community based on criteria agreed between CARE and the community. The FEF trains other farmers in the village, and the FEF

him/herself is trained in various technology modules such as soil preparation, soil nutrition, and integrated pest management. At the initial stage of an FEF's work, they are supported by the Field Learning Facilitator to get them started. From there on, the FEFs are on their own, facilitating the training modules independently, and following up with farmers. They normally work with 10 households, spending about 5 hours a week with other farmers.

4.4 Machobane is a farming system developed in the early 1940's in Lesotho based on inter-cropping, the use of readily available organic agricultural inputs, and a plan for mass education of the poor in the use of the farming system. The Machobane Foundation has been using an extension model based on Tutor Farmers nominated by the community, who are voluntary and unpaid. Each is required to give hands-on training and to nurture new farmers thus continuing the mass education. At present the Foundation has 70 tutor farmers, who spend 3-6 hours a week with other farmers. In 2001 they had a total of 562 practising farmers, of which 300 are deemed active. These are supported by 3 trainers based in head office.

4.5 Care Ecuador's sustainable use of biological resources (SUBIR) project is an integrated conservation and development project focus on working with indigenous and traditional Afro-Ecuadorian Communities throughout the Ecuadorian territory. It includes a component called "Policies and Legal Affairs", which determine the criteria for the selection of members of the most representative Indigenous and Afro-Ecuadorian communities to be trained in the Paralegal Programme. They are trained over 6 months in community organization, collective rights, land and water tenancy, protected areas, forest resources, petroleum and mineral resources (non-renewal resources), biodiversity, community tourism, intellectual property and community mediation. This Programme is certified by the lawyer's association in Quito, that evaluates them and certifies the learning process. They work half-time and are paid around \$100 per month. The paralegals have successfully helped fifty communities to obtain legal status, a prerequisite to formal recognition of property rights. Some three dozen communities have secured title to approximately 50,000 hectares of their traditional land.

4.5 Environmental Alert (EA) is a Ugandan NGO working in Sustainable Agriculture and Natural Resource Management. In response to limited coverage of agricultural extension the organisation evolved a system in Luwero and Wakiso Districts using Community Agriculture Advisors (CAAs) to give extra support and skills to selected members of the community. The support covers soil fertility management, crop husbandry for selected crops, and organising farmers. The CAAs were given training in priority agriculture skills, group dynamics, extension and animation skills. CAAs mobilise fellow farmers for purposes of training, train through practical demonstrations, receive and pass on technical information, carry out farm visits and offer support to farmers, and liaise with local authorities. These CAAs are not paid by the project but are provided with lunch and materials whenever they come to sharing meetings. They use their own bicycles to move to other farmers where they provide technical assistance.

4.6 CHoiCe: Comprehensive Health Care was established in 1996 in the rural areas around Tzaneen in Limpop Province, South Africa. CHoiCe is a health training organisation with courses offered including: Peer Education, Basic HIV/AIDS Courses, Workplace Policy, First Aid Courses, Agri-health, Safety Representative training, as well as Voluntary Counselling and Testing. The elected CHW's are primarily women (80%) with the majority women over the age of 30 who are trained as Ancillary Health Workers (AHW) to provide care and support to fellow community members. To date, 217 CHWs from 59 villages and 50

farms have received training of 59 days. The AHW conduct house-to-house visits in the areas they serve as an introduction as well as a continuous support process. Services include counselling, education, physical care, food preparation, cleaning assistance, family support and guidance, etc. The CHWs work around 20 hours per week but do not receive any payment, although 7 have become “Co-ordinators” and thus receive a small monthly stipend. The CHWs are accountable to the Organisation’s area managers who visit monthly in their areas for a support/debriefing/in-service training meeting.

4.7 SHARP is a CARE Lesotho/South Africa HIV/AIDS programme implemented in three border towns of Lesotho - Maseru, Maputsoe and Mafeteng - with corresponding activities being implemented in Ficksburg and Ladybrand in South Africa. The project has several strategies, including peer education focusing on HIV/AIDS, gender, rights awareness and life skills development. Peer educators carry out community outreach peer education activities among their peers targeting vulnerable priority groups including commercial sex workers; migrant labourers and their partners; youth from (10-25 years old); low income women and long distance drivers (taxi and lorry drivers). The peer educators do not receive a salary but are given a transport allowance of \$8 per month during the 6 months of training only, but the programme provides incentives such as T-shirts, bags, caps. The CBWs are accountable to the committee for all their community work. On-going training is provided for the CBWs in the form of follow-up meetings, which are held every month.

4.8 Community-based animal health services were introduced in Kenya in the late 1980s as a response to the declining animal health service provision that left a wide service gap. Community Animal Health Workers (CAHWs) are livestock keepers or herders who are given elementary training in animal health for the purpose of providing basic animal health care to their communities, either on part time basis or as a full time commitment. The majority are young males but females and old persons may be selected. The various facilitating agencies have trained approximately 8,652 CAHWs and 6,000 are estimated to be active (65%). Services rendered include diagnosis and treatment, sale of veterinary drugs, mobilization of communities, assist in vaccination campaigns, disease reporting, extension work and provide useful links between livestock keepers/herders and district veterinary authorities and facilitating agents. The incentives are more or less indirect and include personal recognition by the community and district veterinary authorities, start up kits issued by the facilitating agents, new status which give openings to other windows of opportunity, occasional reward (in kind) by community members and some direct benefit from work – either cash or in kind.

4.8 IRDNC (Integrated Rural Development and Nature Conservation) started a CBNRM programme in 1990 in Caprivi, Namibia to address a dramatic decline of wildlife and negative attitudes towards conservation. Community Resource Monitors and Community Rangers have been recruited to work on natural resource management, conservancy development, awareness raising, capacity-building, training, and enterprise development for crafts and tourism. They are part-time with flexible working times and may be expected to sleep out for meetings or problem animal control. The CRs and CRMs are paid monthly, in emerging conservancy areas by IRDNC, and in conservancies they are paid by conservancies through donor grants. The CBWs are accountable to a conservancy committee and traditional authority in their areas.

5 Challenges to implementing CBW systems

5.1 A study has been undertaken by Khanya on the cost-effectiveness of some CBW systems in Lesotho, including Machobane and TEAM and the UES. The community worker models appear to be cheap per extension worker and also per active farmer, with the cost of making families self-sufficient in many of their foodstuffs apart from cereals ranging from \$200-450, a major achievement. The traditional extension process is expensive to operate considering its limited impact. The larger number of facilitators in the new version of the UES increases the cost¹, but reduces considerably the cost per farmer and is likely to increase reach and impact. The cost of the UES could probably be reduced further with higher impact if it used farmer extension facilitators as part of the model. In terms of implications for the UES a combination of these models is likely to be needed, with some basic extension for most homesteads around food security and frequently needed advice, and some added value advice requiring higher level technical skills being provided by resource centres, with some specialist back up, eg through MoACLR extension staff, NGOs, the private sector or the CCW/professional private sector model.

5.2 CARE Uganda presented a comparison of three different versions of CBW system implemented on a development through conservation project. Community Conservation Extension agents were 'generation one of CBWs', followed by Community Resource Persons, (volunteer extensionists) and lastly Community Resource Persons - Extension lead farmers, who work with local experimentation committees. There are challenges to see how the latest version can be sustained.

5.3 The National Agricultural Advisory Service (NAADS) in Uganda provides an example of a positive enabling environment for service delivery. NAADS is a semi-autonomous body formed to invigorate agricultural advisory services. NAADS is implemented by District Local Governments (DLGs) in Uganda, and sub-district local governments - the Sub-County Local Governments (SCLGs). NAADS is based on the principles of farmer empowerment; market orientation; contracting of advisory services; poverty targeting; mainstreaming gender, natural resource management and HIV/AIDS and decentralisation. Farmers groups (FGs) are the entry point, formed around specific enterprises. The sub-county procurement committee (a sub-committee of the sub-county farmers forum) procures service providers for selected enterprises whether for a single enterprise (e.g. dairy farming), or for several related enterprises (e.g. vegetables). The duration of a contract is 6-24 months; directly supervised by the farmers forum. NAADS intends to have community extension workers (CEW) to link service providers with poor and remote farmers. The CEW is a para-professional, is expected to reach the poorest and/or marginalised farmers, and is recommended by the community and contracted by SCFF. The idea of a community extension worker, under privately delivered advisory services, is starting and NAADS is keen on learning from best practices and diverse experiences in the region.

5.4 Tony Klouda of Care presented a provocative paper. He used an example from Sri Lanka to show that most deaths occur in a limited number of households (9% of households have 52% of deaths), and 71% had no deaths. This small group of vulnerable households face major problems of inequality of support and difficulties of choice. This vulnerability is only partly dependent on information or services. It is far more dependent on the supportive capacity of society. There are far fewer problems of social breakdown where community

¹ Approximately 25% more if the cost of 10 Leribe district budgets compared to the UES cost

institutions engender trust, show empathy, have a social conscience, take responsibility and have a good interaction with services. There is therefore a need to build the capacity of community institutions and organisations. We have to:

- Challenge the capacity of community institutions to review the multiplicity of external inputs and services critically and to manage them through challenge and advocacy;
- Challenge community institutions to raise public debate on deep social issues around which there is public silence (stigma, sexuality, shame);
- Challenge community institutions to deal with problems with the equitable distribution of resources and support within the community.

To do this, current models of programming using community-based workers can be an excellent starting point but, they can rarely be anything more than that. In this way, sustainability becomes not the sustainability of the community-based workers but of the ability of community institutions to act as the social conscience of their communities.

In this light what is *strategic* to do is to build the capacity of civil society to manage problems of development, as opposed to doing what is “easier”, offering services, support, advice and information.

6 Comparison between the different CBW systems

The different systems are analysed for the type of selection process and criteria, support and training, role of the CBW, incentives provided, system of accountability, role of facilitating agent, institutionalisation, external links. What comes clear from these comparisons is that there are some very different models being used, notably:

- A volunteer on based on 3-5 hours worked a week with the community;
- And a paid one, also with people selected from the community, but working part-full-time from 20-40 hours a week, usually with much longer training;

However CHOICE is an exception, with volunteers working 20 hours a week. In general the CBWs are selected by the community and are from the community. The training is very variable, ranging from 1 week for some of the volunteer models to 6 months for some of the part-full-time paid workers, with the training often spread over 1-2 years. These initiatives show a wide range of roles of the CBW, but these initiatives focus mostly on technical support, while REFLECT and TEAM are explicit about empowerment. Most are accountable to the community - but have strong links to the FA. The FAs play a variety of roles - training, advice, link to external organisations, supply of drugs/kits, monitoring. There is also the need for regular support from the FA. Some interesting ideas around accreditation have come up, and it is important to make it a win-win situation for professionals to lower resistance. There is evidence of the CBW model being adopted (Kenya and SA), or extended to other sectors (eg Uganda) and NAADS provides a nice example of how to provide a suitable enabling environment.

7 Analysing components of the CBW system

Groups worked on different elements of the CBW system. Some of the key points emerging were:

- *Entry* – avoiding going in with preconceived ideas, linking up with what is already happening in the community (strengths), and ensuring that the community has a choice;
- *Selection criteria* – being a practitioner already of the skill, good communication skills and strong social acceptability (honesty, respect etc);
- *Selection process* – community must be involved in developing the criteria, involving existing institutions, and with clear roles and responsibilities;
- *Appropriate tasks/roles* – often a more specialist technical skill means more value to the community but they may also need animation roles. They should assist with mobilisation, be a technical resource, link the community with service providers, and act as change agents. This means continuous training is very important;
- *Targetting* - need for adequate situational analysis and full participation of vulnerable groups;
- *FA role* – includes facilitation of entry process, linking communities with service providers, identifying suitable technologies, engaging policy makers and M&E;
- *External support/training* – need for continuous learning process, and hence on-going training and support process from FA;
- *Accountability* needs to be to both community and FA, and the FA is accountable to community leadership structures for support and sharing achievements & problems. Evaluation to be done by FA, community, stakeholders - to be shared broadly to have influence in existing strategies and policy;
- *Management by the community* – building on existing structures and committees, building their governance capacity and using the committee to provide support to the CBWs;
- *Incentives* – this is problematic – monetary incentives will often be needed if people are working half-time, other incentives are important to promote voluntarism;
- *Financing of CBW system* - traditional in-kind or monetary support is declining. Some fee charges may be appropriate if the service is valued, but it is important to look at mainstreaming CBW in national government budgets;
- *Appropriate enabling environment* – policies, guidelines, rules and regulations need to cater for CBW systems. The CBWs are working in isolation and may not be recognised by government institutions;
- *Links to government* – in some cases these exist (eg home-based care in SA) but often there is resistance from government to recognising CBW systems. It is important that Government provides a suitable enabling environment, plays a supervisory and monitoring role, and looks at emerging issues across sectors;
- *Sustainability and replicability* - it is important to share and demonstrate impact of work by CBWs and to influence government policies for service delivery to accommodate CBWs. Village to village sharing should be encouraged e.g. CBWs come together to share lessons, building a career path for the CBW, considering the use of peer learners and not necessarily having to use a CBW. Expansion of the model is a challenge!

7 Taking forward the CBW model in different sectors

Having gone through different elements of the CBW system in a systematic way, groups then addressed the challenge to link back to the sectors they work in, which still allows cross-fertilisation across countries. The group was asked to identify the critical issues for implementing the CBW system in the sector. The sectoral issues raised were:

- *HIV/AIDS* – importance of a multisectoral approach, building local capacity and confidence to address this;
- *Environment and forestry* – the challenge in particular is in common property resources, and the legal issues which arise;
- *Agriculture* – how to deal with potentially very large numbers of CBWs. How do we balance between spreading ourselves thinly or too broadly and synchronising efforts of various stakeholders by reconciling CBWs. There is a need to change attitudes and motivation levels of farmers to empower farmers to take responsibility for their own destiny;
- *Paravets* - Linking CBWs to national veterinary services, professional bias among vets, ensuring a reliable drug supply system, and putting in place the policy and legal framework to allow for CAHWs.

8 Way forward

Some immediate actions were suggested including to circulate press releases, discuss the learnings within our own organisations, present to wider stakeholders in each country and circulating the workshop report. In addition actions were defined relating to the Action Research on Community-Based Worker project which will happen in 2003-4 with partners in SA, Uganda, Lesotho and a 4th country. The project managers will be Khanya and CARE are a partner.

Activity	Who	When
Disseminate information using existing facilities – websites, networks, newsletters	CARE Khanya/CARE	Dec 02 End 30 Nov
Sustaining Livelihoods Newsletter highlights CBW symposium	Khanya/CARE	30/11/02
Meeting by a small-core team to develop core principles on CBW model – crystallising the workshop inputs	Khanya/CARE	Early Feb 2003
Establish database of organisations implementing CBW initiatives	Each country	End of Nov +
Assess regional networks and initiatives on CBW related themes	Participants	
Review of CSOs/donors/governments as well as communities on CBW models in CBW project	CBW Project Partners	Early 2003
National workshops on CBW in SA, Uganda, Lesotho as part of CBW project	CBW Partners	Mid 2003
CARE to review the position of CBW process within the context of strengthening of civil society and the development of community competence to manage external inputs as well as internal tensions	CARE	
CBW project newsletter disseminated regionally	Khanya	2003+
Modified CBW programmes being implemented	CBW partners	Late 2003
Regional workshop from CBW project	All	2004

PART A INTRODUCTION

1 INTRODUCTION

1.1 Background

Supported by the UK Department for International Development (DFID), Care has developed a community-based model of agricultural extension through the TEAM (Training for Environmental and Agricultural Management) project in southern Lesotho. Over the last 5 years, TEAM has piloted community-elected extension workers, known as 'Farmer Extension Facilitators' in two districts, and this approach has been adopted in the Unified Extension Strategy for Lesotho, a new policy of the Ministry of Agriculture.

TEAM is now entering a final lesson-learning and dissemination phase as the project winds down by December 2002. The Regional Symposium is designed to share TEAM's experiences with practitioners of community-based models of service delivery in the region. CARE will present TEAM's experiences but also its work in the SHARP! Programme with peer educators to improve prevention, care, support and mitigation measures for those affected and infected by HIV/AIDS in the high-risk towns bordering South Africa and Lesotho. Additionally, Care plans a keynote presentation on the use of a variety of para-professionals (legal, biologists, foresters etc) from a flagship Care project in Ecuador.

The Symposium aims to draw on a wide array of community worker models of service delivery drawing from home-based health care, agricultural extension, forestry services, privatisation of government service delivery, and the emergence of para- and barefoot professionals in the animal health, legal, literacy and business domains. The Regional symposium will combine field visits with a workshop-based learning approach to improve understanding of the incentives framework for community worker models to function effectively.

1.2 The Community-based Service Delivery model: community workers

There are many types of community based service delivery. This Symposium will focus on the community-based worker model where there are a number of roleplayers consisting of the community, a community-based worker, a facilitating agent (from the government or non-government sector) who supports and mentors the community worker, and other service providers. The community worker:

- Has particular and discrete skills - a para-professional
- Is based in and is drawn from the community he/she serves and therefore understands the local context; and
- Is accountable to the community and to a facilitating agent – maintaining a balance to ensure quality service delivery.

1.3 Objectives

By the end of the symposium participants will have:

- A broader perspective on community-based service delivery for poor households;
- Developed key learnings on the use of para-professional and community-based worker models; and
- A commitment to take forward these lessons individually and collectively.

1.4 Programme

The symposium lasted 4 days, with participants arriving on Sunday 10th November and departing on Friday 15th November 2002. Day 1 was an open workshop with a series of presentations on examples of CBWs in practice. The second day included visits to 3 examples of CBWs, a CARE HIV project using peer educators, CARE's TEAM project and the Machobane Foundation's use of agricultural CBWs. Day 3 and 4 involved a workshop with a smaller group of people, looking at the learnings from CBW models. The participants at the workshop included government staff and NGOs from Uganda, Tanzania, Kenya, Ethiopia, Mozambique, Burundi, Namibia, Malawi, South Africa, Lesotho, and Ecuador. The overall evaluation is shown in Annex 5 and was "excellent" (87%), as was the achievement of objectives (around 84%). The group sessions were enjoyed the most (90%), with the visits less so (79%) but still very good. People felt their contribution and participation was very good (79%), and the facilitation excellent (85%).

1.5 Summaries

There was not time for presentations from extension models from all of the participants. Therefore to capture some of the richness of experiences, many participants prepared a two page summary in a similar format, which form a case study file of examples. The format that has been used is shown below and the summaries are in Annex 3.

Heading	Content
1. Context	Title eg CARE TEAM's Farmer Extension Facilitators for agricultural extension in Lesotho Context and policy environment in which the initiative operates
2. Description	Brief description of the project/service – what service is provided by who and to whom, including the sector. What scale is the service in terms of area/no of CBWs, nos of clients?
3. The CBWs	What type of person is used, % female, young/old, full/part-time? Who selects them and how?
4. The CBW's Role	Is this role general/specific/technical/animation? What are the type of tasks they carry out and for who? (People who benefit or target clients)
5. Incentives	What payments/incentives are provided? How is the system financed?
6. Management	Who are the CBWs accountable to in reality, and who manages their work, how?
7. Support	What support and training is provided to the CBWs, when they start and on an on-going basis? What support is external and what is local? Is there some community structure which manages/supports them?
8. Facilitating agent	Who provides the support role to the CBWs? Is there a facilitating agent (you/your organisation?). What sort of organisation is this?
9. External links	What links are there by the CBW or Facilitation Agent to government or other structures in relation to this role? Or is your system part of government?
10. Contacts	Name, role, telephone, fax and email address for key contacts. Web address for facilitating agent if there is one

2 OPENING BY ME M MALIE, PRINCIPAL SECRETARY, MINISTRY OF AGRICULTURE, COOPERATIVES AND LAND RECLAMATION.

The Principal Secretary's speech was read by Mrs Motselebane, Director of Planning.

May I take this opportunity to welcome each and everyone of you to the regional symposium on community based extension systems.

I would like to especially welcome and thank those who have come from countries that are far from here - namely from Uganda, Tanzania, Kenya, Namibia, Malawi, South Africa, Ecuador, Ethiopia, Burundi, to share experiences from sectors other than agriculture, which is where my interest lies, but also health, literacy, legal and environmental specialisation.

Our Ministry has, after some years of thought and analysis, commenced a process of transformation in our approach to delivery of extension services. The new approach to Unified Extension System. In brief, it promotes the role of farmers in understanding and addressing problems by themselves, and reduces dependency on external analysis and solutions.

At the same time, Care Lesotho has for six years been working in two southern districts of Lesotho (Mohale's hoek & Quthing) on a project call TEAM (Training for Environmental & Agricultural Management. The TEAM project is within a few weeks of completion and this symposium is one of its important final contributions.

The purpose of this symposium is to share the community based approach to agricultural extension used by TEAM, and which has been taken into account in the development of our UES. The TEAM project - supported by DFID, used an extension approach that also promotes self-reliance and problem solving amongst farmers.

There is therefore clearly much in common between the approach taken by the TEAM Project and then principles underlying the Unified Extension System. This synergy is being explored as part of a new initiative - the Livelihoods Recovery through Agriculture Programme (also supported by DFID) which is being operated as a partnership between Care and the Ministry. It is through the Livelihoods Recovery Programme that we hope to institutionalize community based extension within our ministry and you will be hearing more about this over the next few days.

We hope and trust that this symposium, drawing as it does on related experiences elsewhere, will help us in making the most of these synergies. Although farmer centered extension and development form its core theme; the symposium covers a range of developmental issues, from literacy to HIV/AIDS. I trust therefore that all participants will find the next few days useful and interesting.

I would like thank Care for organising the symposium, the British Government through DFID for supporting it and I wish Care and all participants every success.

3 INTRODUCTION TO THE COMMUNITY-BASED WORKER CONCEPT

Conventional service provision has been of limited success in many countries in Africa, especially in resource poor environments. There are several reasons for this:

- shrinking budgets especially from the public sector
- limited outreach and coverage of public services, especially to remote areas
- inadequate poverty focus
- low client focus
- not reaching to every community

If we are to address poverty there needs to be creative thinking of how best to rethink service delivery. In work that Khanya has undertaken looking at how best to provide support to promote sustainable livelihoods (is using the sustainable livelihoods approach – SLA), 6 key governance issues were identified, including ensuring that:

- poor people are active and involved in managing their own development, claiming their rights and exercising their responsibilities;
- the presence of an active and dispersed network of local service providers (whether community based, private sector or government) (micro);
- at local government level/service delivery level, services managed and coordinated effectively and responsively and held accountable.

Many existing service delivery systems are characterised by “top-down” management systems and information flows where natural resource users and farmers were passive recipients of all too often, inappropriate information and technologies. The CW concept attempt to reverse some of these negative systems and implications in its design.

One way that is being proposed to address this is through promoting community-based service delivery (CBSD). CBSD refers to services that have community (client) involvement in message development, the manner in which it is delivered and the management of the delivery system in general. How CBSD can apply to the principles which underly the SLA² are:

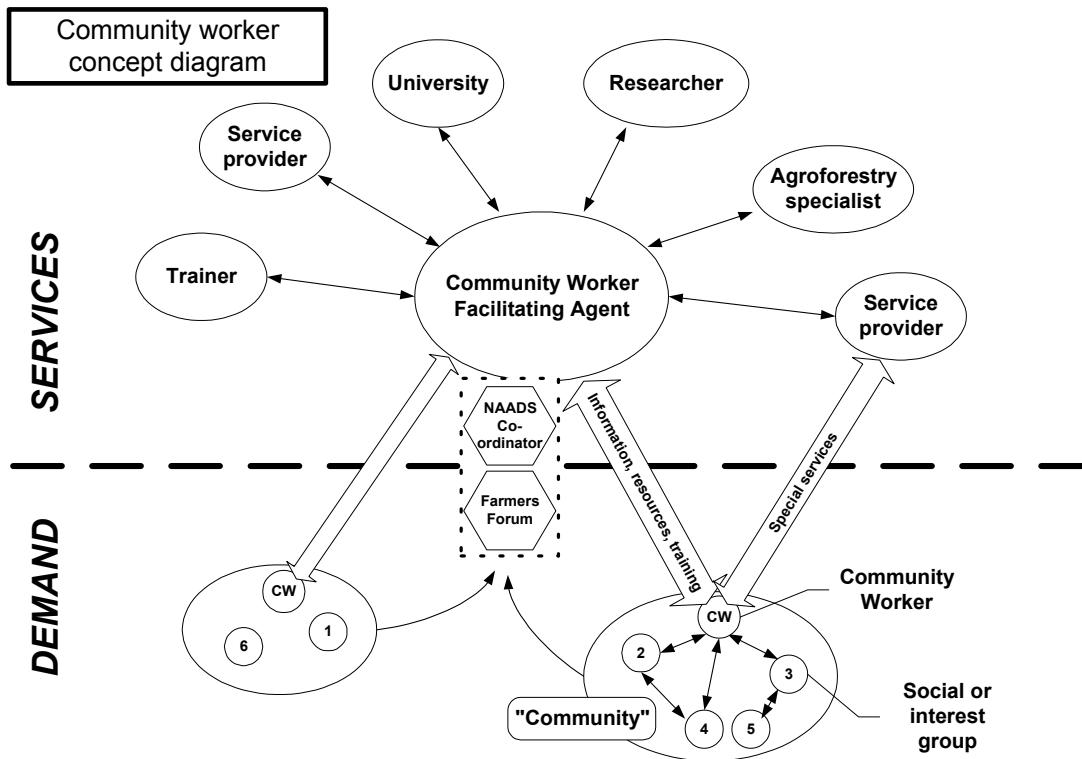
- *people-focused/participatory/responsive/strengths-based* - workers come from community and so know local situation - relevant, appropriate, timely. If locally accountable more “bottom up”
- *holistic* - as local, understand complexity of people’s lives
- *partnership* - should be community involvement; select and manage, often supported by NGOs or government, and with involvement of a range of stakeholders and service providers
- *micro-macro links* - focus is at micro level, linked to meso support, and macro enabling environment
- *sustainability* - community ownership, services in communities, cost sharing (volunteerism) - but do need support

² The principles are in italics

- *commitment to poverty reduction* - community level of understanding, able to work with the poor

The main elements of the community worker concept proposed and discussed in this document are outlined in the diagram in Figure 3.1. The basic concept is made up of the community, the community workers, the community worker facilitating agent and other service providers:

Figure 3.1 Community-based worker concept



The *community* refers to the direct and indirect beneficiaries or clients of the system, recognizing the diverse and complex nature of communities. The *community worker* is the main actor and is part of the community. He or she lives and works in the community, and therefore has an inherent understanding of the community. CWs are able to speak the same language and are accepted by the community. They ‘practice what they preach’, and are therefore able to demonstrate by practical example, and share results of their experimentation at little cost. They provide both technical information and advice, as well as being able to organise and animate community members.

The *Community Worker Facilitating Agent* is the organisation (NGO, government or private sector) that supports CWs through the provision of resources, training, and management. This organisation is Important as it should promote the CWs and community and the functioning of the system, and not itself, and therefore needs to be true to the ideology of participation and empowerment. The Facilitating Agent facilitates information flows between and among the different role-players, and linkages between and among a network of responsive *service providers*. These include the many organisations from a micro- to macro-level, formal and

informal, government, private sector and NGOs that provide a range of services to natural resource users.

Depending on the needs of the community and the type of services being provided, the CBW will engage in different activities with communities. These include:

- Being a conduit for information and technologies (and sometimes, inputs),
- Being a bridge/link person between the community and service providers/facilitating agent
- Mobilising the community for learning activities and people into groups,
- Engaging in training activities with the facilitating agent, and training community members with follow up,
- Working on their own activities and providing demonstrations from their own farm
- Animating the community by providing energy and enthusiasm for development activities and maintaining the momentum of development activities.

There are a whole set of variables where we need to learn from experience:

- *Sector* – what type of service are appropriate for a CBW;
- *Roles* – is it better for people to be a generalist or have specific skills, should they be technical or organisational;
- *Selection* - what type of person is appropriate, should they be full/part time, who should select them – the community or facilitating agent;
- *Payments/incentives* and financial system – should they be paid/not
- *Accountability* and management -
- *Support and training* -
- *Linkages* with govt & other structures

4 EXAMPLES OF CBW SYSTEMS

4.1 Overview of the case studies

This section includes a range of case studies which are summarised in table 4.1 and include the case studies presented during the workshop or visited. Participants were asked to complete summaries of their projects and all of these, including those of the case studies presented, are included in Annex 3.

Table 4.1 Comparison of key characteristics of case study CBW systems

System	Focus	CBW	FA	Paid/vol	% of time
UES (Lesotho)	Agriculture	FEF	MoACLR	Volunteers	10% 1d/2w
Ecuador	Legal/land	Paralegal	Community Association supported by CARE	Paid \$100/m	50%, 2 weeks/month
Env Alert - Uganda	Agriculture and now forestry	Community Agric Assistants-(CAA) Also CFA	Environmental Alert	Voluntary	20%
REFLECT	Literacy and development/empowerment	REFLECT facilitators	NGOs	Paid honoraria \$5-20	20-40% - 2-4 afternoons/wk
Kenya paravets	Animal health	Community Animal Health Workers (CAHW)	NGOs, DVS	Make margin on drugs	
IRDNC (Namibia)	Natural resources	Community Resource Monitors (CRMs), Community rangers (CR)	IRDNC, conservancies	Paid	50%
CHOICE (SA)	HIV	Ancillary Health Workers (AHWs)	CHOICE	Volunteers	50%
TEAM (Lesotho)	Agric/empowerment	Farmer Extension Facilitators (FEFs)	TEAM	Volunteers	10%, 3-4 hours/week
Machobane	Agriculture	Tutor Farmer	Machobane	Volunteers	10%
SHARP	HIV	Peer Educator	CARE	Volunteers	5%, 1.5h/week

Table 4.2 summarises key features of all the CBW systems represented at the workshop.

Table 4.2 Summary of key features of all CBW systems represented at the workshop

Organisation	Sector	Country	CBO involvement
SHARP Project - Care Lesotho	Sexual health & Rights Promotion	Lesotho	Peer educators working 1.5-5 hours a week on voluntary basis
Choice	Health worker -	South Africa	CBW-health workers working 4 hours /day on voluntary basis
Concern worldwide	HIV	Uganda	CBWs work 45 hours per day and paid.
Mogabiri farm extension centre	Livestock Extension	Tanzania	Community Animal Health Workers who spent 5 hours/week they are not paid
CARE Ethiopia		Ethopia	Working with TBAs, CAHWs, CHWs who work 2 hours per day/margin from drugs
CARE Ecuador	Paralegal in Conservation & development	Ecuador	CBWs works 3 days per week and paid \$100 monthly
Forestry Secretariat	Advisory Service support specialist	Uganda	No CBWs but under process to develop the system
IRDNC	Rural Dev & Nature conservation	Namibia	Resource monitors and community rangers are paid part-time.
National Community Based Paralegal Association	Paralegal	South Africa	Working 30 hours/week on full time employment (\$100) per month
Inhambane Livelihood Recovery Project		Mozambique	Contact farmers

4.2 The Lesotho Ministry of Agriculture, Cooperatives and Land Reclamation

In 1996 the Ministry of Agriculture decided to combine elements from different approaches to create a single Extension System – the Unified Extension System (UES), which was officially approved in March 2001 with the Action Learning Cycle as the backbone of the new extension system. Mafeteng, Leribe and Mokhotlong districts were selected for piloting, which started in June 2001 until June 2002. The pilot incorporated the TEAM model of Farmer Extension Facilitators (FEFs) as paraprofessionals serving a range of 80 - 150 farmers, backed up by extension workers (Agricultural Assistants). The role of the Community Based Workers role is animation, to facilitate training and they are contact persons between Agricultural Assistants and (farmers) communities. There are targeted clients but they serve the whole communities. to whom they are answerable. Each FEF manages his work but they plan collectively as they have scheduled meetings. Agricultural Assistants provide support to the CBWs by providing training, organising study tours and facilitating, researching and demonstrating. After June 2002, the system was evaluated and found successful, therefore declared to be operationalised in all districts. Mafeteng piloting staff started to facilitate training of staff in two districts.

4.3 TEAM

CARE's TEAM project was based on a farmer-to-farmer type extension methodology aiming to increase the knowledge and practices of rural farmers, including their decision-making and problem-solving abilities. This used 210 locally selected Farmer Extension Facilitators (FEFs), 1 per village, supported by 7 CARE employed Farmer Learning Facilitators.

The FEF is a farmer who is elected by the community based on criteria agreed between CARE and the community. The work of an FEF is to train other farmers in the village, and the FEF him/herself is trained in various technology modules such as soil preparation, soil nutrition, and integrated pest management. After the training, the FEF goes back to his/her village to do the training. At the initial stage of an FEF's work, they are supported by the Field Learning Facilitator to get them started. From there on, the FEFs are on their own, facilitating the training modules independently, and following up with farmers. The FEF is responsible for the training of other farmers in their own village only, but will often combine forces with other FEFs and carry out module facilitation jointly. They normally work with 10 households, spending about 5 hours a week with other farmers.

4.4 Machobane

Machobane is a farming system developed in the early 1940's and perfected in Lesotho in the 1950's by JJ Machobane, a farmer in the area of Nqechane, Leribe, in northern Lesotho. The Machobane farming system is based on inter-cropping, the use of readily available organic agricultural inputs, and a plan for mass education of the poor in the use of the farming system. The Foundation has been operational since August 1997 and uses an extension model based on Tutor Farmers nominated by the community, who are voluntary and unpaid. Each is required to give hands-on training and to nurture new farmers thus continuing the mass education. At present the Foundation has 70 tutor farmers, who seem to spend 3-6 hours a week with other farmers. In 2001 they had a total of 562 practising farmers, of which 300 are deemed active.

These are supported by 3 trainers based in head office who recruit new farmers, introduce the farming system and how it works, and register those farmers who would like to join, provide intensive training on the system for tutor farmers and members of the farming groups. Due to shortage of transport they only visit the tutor farmers three times in a quarter, ie once a month.

4.5 Examples from Ecuador – Sustainable use of biological resources – SUBIR

Cultural diversity and conflict over land tenure and many other social and environmental issues are neither adequately nor clearly regulated in the Ecuadorian legal system. Faced with this reality, the promotion of legal and policy reform becomes indispensable for those seeking to address such conflicts. Care Ecuador's sustainable use of biological resources SUBIR project is an integrated conservation and development project focus on working with indigenous and traditional Afro-Ecuadorian Communities throughout the Ecuadorian territory. It includes a component called "Policies and Legal Affairs", which determine the criteria for the selection of members of the most representative Indigenous and Afro-Ecuadorian communities to be trained in the Paralegal Program. They are trained over 6 months in community organization, collective rights, land and water tenancy, protected areas, forest resources, petroleum and mineral resources (non-renewal resources), biodiversity, community tourism, intellectual property and community mediation. This Program is Certified by the lawyer's association in Quito, that evaluates them and certifies the learning process.

The communities' capacity to claim their RIGHTS has been enhanced through paralegal-workers based within the community. The Paralegals have successfully helped form and joined higher-level organizations and fifty Communities have obtain Legal Status, a prerequisite to formal recognition of property rights. Some three dozen communities have secured title to approximately 50,000 hectares of their traditional land.

4.5 Environmental Alert in Uganda

Environmental Alert, EA, is a Ugandan NGO that carries out programmes in Sustainable Agriculture and Natural Resource Management. In response to limited coverage of agricultural extension the organization evolved a community – based service delivery system using Community Agriculture Advisors (CAAs) that was based on giving extra support and skills to selected members of the community to undertake the service delivery in aspects of soil fertility management, crop husbandry for selected crops, and organizing farmers. This project has been undertaken in Luwero and Wakiso Districts. EA has over the years facilitated farmer groups, to identify and select among themselves two members that the project goes ahead to train in animation and technical skills.

The CAAs were given training in priority agriculture aspects especially to do with soil management, banana, vegetable and clonal coffee production and also aspects of monitoring and evaluation. They were further trained in group dynamics issues, extension approaches and animation skills. On completion of the trainings, the project does not provide certificates for fear that they could be misconstrued to mean the CAAs are experts. Besides the training sessions, CAAs have been exposed to other experiences in different parts of the country to learn and share best practices and challenges. CAAs mobilise fellow farmers for purposes of training, train through practical demonstrations, receive and pass on technical information, carry out farm visits and offer support to farmers, and liase with local authorities. These CAAs are not paid by the project but are provided with lunch and materials whenever they

come to sharing meetings. They use their own bicycles to move to other farmers where they provide technical assistance.

4.6 CHOICE

CHoiCe: Comprehensive Health Care was established in 1996 in response to the identified health problems in the rural areas around Tzaneen in Limpop Province, South Africa. Various strategies have been used with Home Based Care provision by Community Health Workers (CHW) in rural communities now having the major project focus. The project is run as a joint partnership between the district Department of Health and CHoiCE, an NGO. CHoiCe is a health training organisation with courses offered including: Peer Education, Basic HIV/AIDS Courses, Workplace Policy, First Aid Courses, Agri-health, Safety Representative training, as well as Voluntary Counselling and Testing. The elected CHW's are primarily women (80%) with the majority women over the age of 30 who are trained as Ancillary Health Workers (AHW) to provide care and support to fellow community members. To date, 217 CHWs from 59 villages and 50 farms have received training of 59 days. In one month during 2002, over 6 000 families were visited with a health message, with on average 200 people needing daily care in their homes.

The AHW conduct house-to-house visits in the areas they serve as an introduction as well as a continuous support process. Services include counselling, education, physical care, food preparation, cleaning assistance, family support and guidance, etc. Assistance is given with the accessing of support grants, making of wills, and funeral preparations. Pre and post test counseling to assist with the VCT process is planned. The CHWs work around 20 hours per week but do not receive any payment, although 7 have become "Co-ordinators" and thus receive a small monthly stipend. Incentives given depend on donor funding and include record-keeping books and stationary, T-shirts, Caps, tackies, Golf-shirts, jeans/skirts, umbrellas. Identity cards are given to serve as a security measure and assists with community acceptance. Certificates are presented annually at a ceremony for each module completed. Home Based Care kits (a small stocked toolbox) are given to assist with physical care.

The CHWs are accountable to the Organisation's area managers who visit monthly in their areas for a support/debriefing/in-service training meeting. During this time, the area managers will either randomly select patients to visit or, on request assist a CHW with a patient needing care. The CHW are however, also supported and assisted by the Co-ordinators whom they elect who visits them regularly, collects their reports monthly (as part of monitoring and evaluation) and assists with distribution of donated goods. The Area Managers meet monthly to compile their 5 reports for submission to the organisation to fulfil donor requirements.

4.7 SHARP

SHARP is a CARE Lesotho/South Africa HIV/AIDS programme intended to support the implementation of prevention and care programmes in Lesotho and the Free State Province in the Republic of South Africa. The programme is implemented in three border towns of Lesotho, Maseru, Maputsoe and Mafeteng; with corresponding activities being implemented in Ficksburg and Ladybrand. The project has several strategies, including Peer Education focusing on HIV/AIDS, Gender, Rights Awareness and Life skills Development, strengthening CBOs, promotion of improved awareness and linkages between bio-medical, traditional healers, legal and welfare service providers and the users of these services; Home Based Care – through piloting of community focused home based care strategies, and establishment of Resource Centres in Maseru and Maputsoe.

The peer educators carry out community outreach peer education activities among their peers. The programme targets vulnerable priority groups identified in the three selected border sites, which are: commercial sex workers; migrant labourers and their partners; youth (10-14 years old, and 15-25 years old); low income women and long distance drivers (taxi and lorry drivers). The peer educators do not receive a salary but are given a transport allowance of \$8 per month during the 6 months of training only, but the programme provides incentives such as T-shirts, bags, caps.

The CBWs are accountable to the committee for all their community work. On-going training is provided for the CBWs in the form of follow-up meetings, which are held every month. They are also supported in the form of observations, as project staff members visit the peer educators to observe them during their outreach activities. The community committee also supports them as they report everything to the committee as well. For instance, if they have problems or conflicts among themselves, the community committees intervene.

4.8 Kenya paravets

Community-based animal health services were introduced in Kenya in the late 1980s as a response to the declining animal health service provision that left a wide service gap. Initially, the CAHW service delivery system was appreciated and accepted by local communities but not at the policy level. In the course of time however, and through a process of consensus building, the community-based animal health service delivery system became increasingly acceptable and appreciated. At the moment many stakeholders have accepted the concept and indeed there has been a shift of policy in favor of this service delivery system. However some resistance still exists particularly by the Kenya Veterinary Association.

Community Animal health workers (CAHWs) are livestock keepers or herders who are given elementary training in animal health for the purpose of providing basic animal health care to their communities, either on part time basis or as a full time commitment. The majority are young males but females and old persons may be selected. The various facilitating agencies have trained approximately 8,652 CAHWs and 6,000 are estimated to be active (65%).

Services rendered include diagnosis and treatment, sale of veterinary drugs, mobilization of communities, assist in vaccination campaigns, disease reporting, extension work and provide useful links between livestock keepers/herders and district veterinary authorities and facilitating agents. The incentives are more or less indirect and include personal recognition by the community and district veterinary authorities, start up kits issued by the facilitating agents, new status which give openings to other windows of opportunity, occasional reward (in kind) by community members and some direct benefit from work – either cash or in kind.

4.8 IRDNC

Caprivi CBNRM programme started in 1990, with the appointment of Community Rangers (CRs) and Community Resource Monitors (CRMs) against the background of a dramatic decline of wildlife and negative attitudes towards conservation. The enabling policy is the Conservancy legislation of 1996 which allowed for communal area residents rights to manage and benefit from wildlife. The local institutions are conservancies, and conservancy committees progressively take on more management of CBWs. The goal of the partners (conservancies, support organisations, Ministry of Environment and Tourism) is to link

sustainable social and economic development with conservation and management of natural resources in Caprivi. IRDNC provides support to conservancies in natural resource management, conservancy development, (awareness raising, capacity-building, training), enterprise development (crafts and tourism). The role is flexible – based on the needs of the conservancy. The beneficiaries are 30 000 residents of conservancies and emerging conservancies. There are 51 CRs, all male, and 20 CRMs, all female. These are a mixture of young and old combining bush and natural resource management skills of older generation with literacy and awareness of younger generation. They are part-time with flexible working times and may be expected to sleep out for meetings or problem animal control. The CRs and CRMs are paid monthly, in emerging conservancy areas by IRDNC, and in conservancies they are paid by conservancies through donor grants. Qualitative incentives include respect from the community. The CBWs are accountable to a conservancy committee and traditional authority in their areas.

5 CHALLENGES TO IMPLEMENTING CBW SYSTEMS

5.1 Cost effectiveness of different CBW systems in Lesotho

Over the past five years, CARE has been working in two districts (Mohale's Hoek and Quthing) through a DFID-supported project called TEAM (Training in Environmental and Agricultural Management) using an extension approach that promotes self-reliance and problem solving amongst poor farmers. The project ended in June 2002 but has a 6 month no-cost extension focused on documentation and communication, including the development of a paper on the cost-effectiveness of the TEAM approach. It was decided to undertake this as a comparative study, including other agencies in Lesotho using related approaches, and also where possible to relate this to the extension undertaken by the Ministry of Agriculture, Cooperatives and Land Reclamation (MoACLR).

The objective was to give indicative cost ranges for the different types of extension systems and some idea of cost-effectiveness, although effectiveness was very difficult to assess. The sample included TEAM itself, Machobane Farming System (both of which use a community-based worker approach), Teba, the old MoACLR extension system using the example of Leribe district, and an estimation of costs and impacts of the Unified Extension System (UES), a new extension approach currently being adopted in Lesotho. A range of extension system staff, managers and clients were interviewed and secondary data used for the MoACLR comparison.

Table 5.1 compares the estimated impacts of the different systems, in terms of the numbers of farmers on whom there is a significant benefit.

Table 5.1 Comparison of estimated effectiveness of different extension systems

Factor	TEAM	Machobane	Teba	MoACLR current – example from Leribe	UES – most decentralised – all districts
No of EWs	210	70	3	20	548
No of farmers reached	2310	562	1800	17924	122273
% active	45%	53%	100%	8%	15%
Nos of active farmers reached	1039.5	300	1800	1434	18341
% of active farmers with sig benefits	50%	40%	80%	30%	40%
No of active farmers/EW	5.0	4.3	600	71.7	33.5
No of farmers with significant benefits/EW	2.5	1.7	480	21.5	13.4

Table 5.2 summarises the cost effectiveness of the different models.

Table 5.2 Summary of cost-effectiveness of the different extension models

	TEAM	Machobane	Teba	MoACLR current as in Leribe³	UES
Total Cost (M)	1,085,072	538,287	1,506,512	4,131,086	50,779,751
Total cost M/EW	5,167	7,690	502,171	206,554	92,664
Total cost M/active participant	1,044	1,794	837	2,881	2,769
Total cost M/participant with sig impact	2,088	4,486	1046	9,603	6,922

The models can be grouped as:

- Community extension worker models (CEW) – TEAM and Machobane
- Community contact worker with professional extension (CCW) – Teba
- Professional extension based on problem solving – UES
- Traditional professional extension model – MoACLR

Some of the differences between these systems are:

- government has a responsibility to reach all, others can reach a smaller target population;
- Machobane and TEAM rely on extension workers in each village, unlike TEBA and MoACLR;
- The focus in the case of TEAM, the UES, and to some extent Machobane, is about developing problem-solving skills and not just technology transfer;
- Location of support systems varies, with Machobane's the farthest away, TEAM and MoACLR close, and Teba brought in at regular intervals;
- Teba and government depend on local organisations such as farmers associations or interest groups, to reach the population and use employed intermediaries to reach them.

Some findings are:

1. The community worker models appear to be cheap per extension worker and also per active farmer. The cost to make a significant impact ranges from M2000-4500. This represents the cost of making families self-sufficient in most of their foodstuffs apart from cereals – a major achievement;
2. The community contact worker model is very cheap to operate per farmer, and may well be the most cost-effective for simple and infrequent tasks, where professional support workers are brought in to assist – eg for shearing, dosing⁴. While the Teba extension supports the learning cycle throughout the year with two weekly visits, it is not clear how it deals with a whole farming system, as MFS does;
3. The traditional extension process is expensive to operate considering its limited impact;
4. The larger number of facilitators in the UES increases the cost⁵, but reduces considerably the cost per farmer and is likely to increase reach and impact;

³ Costs for both support included in the above. Footnote not clear – both support??

⁴ Unfortunately the team did not visit the homestead extension process and so cannot compare this

⁵ Approximately 25% more if the cost of 10 Leribe district budgets compared to the UES cost

5. The cost of the UES could probably be reduced further with higher impact if it used farmer extension facilitators as part of the model.

In terms of lessons around the community worker systems, some issues are:

- The supervision span would seem to need to be 1:15, not the current 1:30 of TEAM and it would seem to be advantageous to place these close to the FEFs rather than the distance of Machobane trainers;
- A large number of volunteers are required if this were to be extended district-wide (potentially 1000 per district). It would be a major challenge to implement on a wide scale, and would need a scaling up process over time.
- What about the lesson about perception, ie perhaps seen as a low class system.

In terms of implications for the UES and MoACLR a combination of these models is likely to be needed, with some basic extension for most homesteads around food security, and some added value advice requiring higher level technical skills. These can be considered in a spectrum of need:

- The skills required frequently being supplied locally through a CEW model, eg for homestead production, and based around food and livelihood security;
- Less frequent skills being provided by resource centres, with some specialist back up, eg through MoACLR extension staff, NGOs, the private sector or the CCW/professional private sector model.

It would be useful to test the combination of these extension services in the funding through the Livelihoods Recovery through Agriculture Programme, and also in follow-up work through the Action-Research on Community-Based Workers Project. These services should also include significant M&E of benefits of extension so that a more thorough picture of costs and benefits can be obtained.

5.2 Different types of selection process – examples from CARE Uganda

DTC project and context

Development through Conservation was an integrated conservation and development (ICD) project which ran from around 1988 to June 2002 in 3phases. It has been contributing to biodiversity conservation of two protected area management through a range of strategies aimed at conflict mitigation and people's livelihood security improvement, working with remote communities adjacent to the protected areas.

The three categories of Community Based Workers in DTC project over time were:

- | | |
|-----------------|---|
| 1991- 1995 | Community Conservation Extension agents 'generation one of CBWs' |
| 1995- 1997 | Community Resource Persons, (volunteer extensionists) - 'Generation Two of CBWs' |
| 1997- June 2002 | Community Resource Persons - Extension lead farmers, '3 rd generation of CBWs' |

A description of each are shown in Table 5.2.1

Category	Description
1991- 1995 – Community Conservation Extension agents	<ul style="list-style-type: none"> Recruited, continuously trained and moderately facilitated by CARE's project On basis of residing and farming in the area of operation, moderately learned (in most cases secondary/ ordinary level education) Charged with grass root extension duties Supervised and accountable to the project field officers
1995- 1997 Community Resource Persons (volunteer extensionists)	<ul style="list-style-type: none"> -Community elected / nominated persons basing on criteria agreed upon by community but with a lot of input from project staff Not paid assumed to work on a purely voluntary basis trained on agricultural interventions according to community priorities agreed on during the community planning process charged with grass root extension duties in principle supervised by communities but in practice by project staff
1997- June 2002 Community Resource Persons Extension lead farmers	<ul style="list-style-type: none"> Nominated by and from farmer experimentation groups after a couple of years of experimentation to perform roles identified by these groups themselves. Criteria developed by group members basing on perceived needs and roles identified Reward forms negotiated between groups and Community resource Persons, varies from group to group and community to community- The work is largely not voluntary but based on traditional forms of incentives organisation into local networks and umbrella for a (called Local Experimentation Committees) Individual extension lead farmers are accountable to the groups that nominated them and the local experimentation committees. Funding committees? CARE's key role- facilitating collaborative local learning organising and funding learning events

Outcomes / results of the three generations of Community Based Workers of DTC project

Generation one CBWs (CEAs)

There was an increase in number of beneficiaries reached / trained during project life. The CEA currently deployed their skills playing in different ways. Most extension work stopped with voluntary / conditional retirement However the contribution to sustainable agricultural development is unclear.

Generation two CBWs (Volunteer extensionists)

This worked very well for a short time. However communities did not continue selection. For communities this is a forgotten case. The CBWs of this generation regard CARE as an irresponsible parent that produced and abandoned them. There is a question of what benefits there were for CBWs.

Generation three of CBWs (Lead extension farmers + local experimentation committees)

This revolved around functional local experimentation committees (LECs). This involved:

- Organising experimentation meetings;
- Assisting experimenting groups to access experimental material and information;
- Gathering agricultural information;
- Linking experimenting groups to sources of information;

- Linking experimenting groups to production and environment committees at village and parish levels;
- Organising exchange visits among groups;
- Teaching other farmers.

Criteria for the CBWs

The criteria were:

- They should be ‘Real farmers,’ who are a good example in experimentation;
- Interested and active in meetings;
- Able to communicate well with others;
- In possession of a good memory and with the ability to explain what they have observed or heard;
- Friendly and showing hospitality to neighbours;
- A generous and honest person who will not hide information from others.

Group strategies for financially supporting their LECs

The strategies included:

- Regular payment of a small fee by all member groups;
- Voluntary donations from groups for specific purchases, e.g. stationary;
- Initiating committee-level agricultural IGAs.

‘Rewards’ from the groups and individual farmers to individual committee members included:

- Labour to dig in their representative’s garden;
- Cash payments from the group;
- Provision of lunch by groups hosting visitors;
- Being especially respected as an advisor by farmers ;
- Being exempt from fines for not attending group work.

The big unanswered questions & unfulfilled conditions

The most important of these are:

1. Do a sufficient number of high quality farmer experimenters exist to provide knowledge services on a scale capable of impacting on agriculture-based food security?
2. What is the nature of the relationship between Local Experimentation Committees and external service providers?
3. How can the Local Experimentation Committees obtain sufficient funding to allow them to fulfil all their roles?
4. How can the Local Experimentation Committees achieve a sufficient level of institutionalisation?
5. Can the approach be applied elsewhere in the country?

The five basic principles of “people centred agricultural development” (from Roland Bunch)

- Motivate and teach farmers to experiment so they can adopt, adapt and even develop new technologies themselves

- Utilise rapid, recognisable success to motivate people and avoid external incentives
- Use appropriate technologies - those that are inexpensive, simple and based on locally available resources
- Initiate the process with a limited number of technologies
- Train the best motivated villager farmers to become extensionists.

5.3 Example of a positive enabling environment – the National Agricultural Advisory Service (NAADS) in Uganda

Vision and Mission of NAADS

NAADS is a semi-autonomous body formed under an Act of Parliament (June 2001), to invigorate agricultural advisory services. Its Vision is: To provide a farmer-owned and private sector led agricultural extension services. Its Mission is : To increase farmer access to information, knowledge and technology for profitable agricultural production

NAADS: a decentralised service

NAADS is implemented by District Local Governments (DLGs) in Uganda, and sub-district local governments - the Sub-County Local Governments (SCLGs). There are 56 DLGs, each with an average of 10-25 SCLGs, depending on district size. Each local governments is responsible for planning, approval of plans, and management of NAADS funds.

Key Principles of NAADS

- Farmer empowerment
- Market orientation
- Contracting of advisory services
- Poverty targeting
- Mainstreaming gender, natural resource management & HIV/AIDS
- Decentralisation

Farmer Empowerment

Farmers groups (FGs) are the entry point. Groups form around specific enterprises. Each FG selects 2 members to the Sub-County Farmers Forum (SCFF). FGs identify their needs; SCFF prioritises them using criteria: profitability, markets, etc. The SCFF procures advisory service providers. The FGs & SCFF receive training in participatory planning, monitoring, procurement, etc.

Market Orientation

NAADS targets poor farmers. Farmers obtain information on markets and profitability of enterprises to select enterprises that are marketable. Technology development is aimed at promoting the above enterprises and the emphasis is on linking farmers to markets.

Contracting Service Providers

The sub-county procurement committee (a sub-committee of the sub-county farmers forum) procures service providers for selected enterprises. A contract can be for a single enterprise (e.g. dairy farming), or for several related enterprises (e.g. vegetables). The duration of a contract is 6-24 months; directly supervised by the farmers forum. NAADS intends to have community extension workers (CEW) to link Service Providers with poor and remote farmers. A CEW is a para-professional, is expected to reach the poorest and/or marginalised farmers, and is recommended by the community and contracted by SCFF.

Poverty targeting

Overall training/orientation is directed to farmer groups at village level. Farmers fora members are selected directly from primary farmers groups. The SPs are selected and contracted by farmers. The CEW worker is selected from the community. The SPs are contracted to offer services for enterprises selected by farmers. The CEW must access remote and poor farmers and there needs to be continuous monitoring to assess impact on the poor, and improve targeting .

Mainstreaming gender and natural resource management

The emphasis is on inclusiveness of farmers groups. Gender issues are included in training of farmers, local governments and service providers. Advisory services for selected enterprises embrace all aspects of sustainable natural resource management.

Decentralisation

NAADS is a government initiative to deepen decentralisation, far beyond the district. Over 75% of NAADS funds are managed by sub-county local governments under overall supervision by farmers for a. NAADS supports capacity development of local governments, grassroots NGOs and local service providers. Procurement of service providers is done at sub-county.

Lessons learnt & experiences

- Parameters that govern cohesiveness of farmer groups appear to vary from district to district; and there is a need to clearly identify and understand these parameters;
- NGOs contracted to guide the development of farmer groups have used different approaches; this is likely to affect the outcomes;
- Reaching poorer farmers will take time - innovators and early adopters are the first to engage in NAADS;
- Multi-dimensional & locally-specific aspects of poverty need a diverse and flexible approach by NAADS;
- More baseline information and monitoring to evaluate impact on poverty issues is needed;
- Resource allocation to districts and sub-counties should take account of poverty levels;
- Mainstreaming of gender concerns in advisory services appears to vary among societies; getting a good understanding of this variation is important;
- Women are generally well represented in farmer groups and fora, but they are poorly represented in leadership positions - positive action and incentives may be required;
- Gender issues are included in training sessions, but more measures needed to increase attitude and behaviour change;
- HIV/AIDS has significant impacts on agricultural advisory service provision; NAADS needs to develop and implement a clear strategy to make use of its potential;
- The idea of a community extension worker, under privately delivered advisory services, is just in the making; NAADS is keen on learning from best practices and diverse experiences in the region.

5.4 What you can't do and why you should be happy that you can't do it

Tony Klouda⁶ presented a provocative paper focusing on what one should or should not be aiming to achieve. We should start by being clear about a distinction between what is *strategic* to do e.g.

- reduce disease incidence,
- reduce poverty
- increase safety of sex

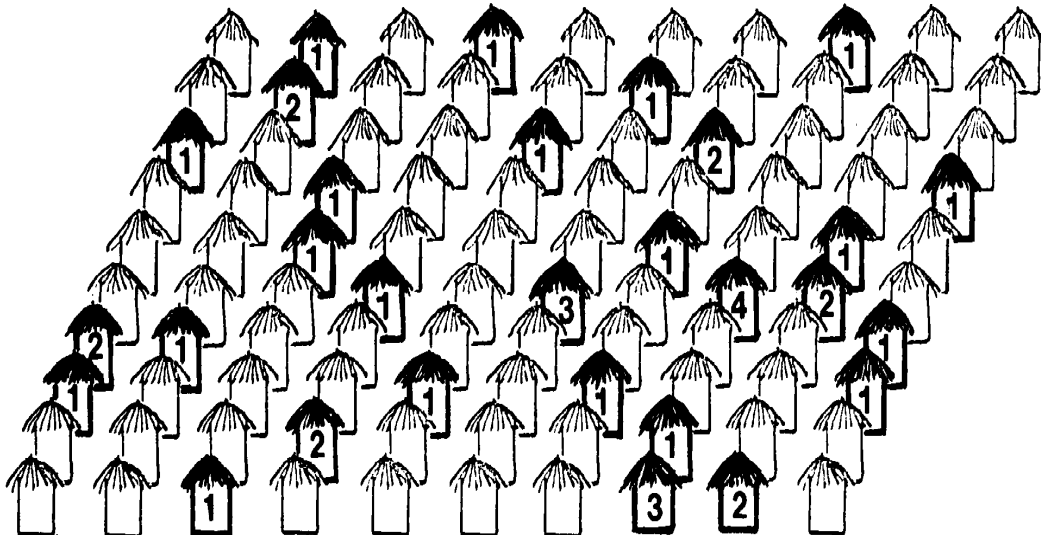
Versus

What is *nice* to offer

- Services
- Support
- Advice
- Information

We often fool ourselves that we are working with strategic directions, but the reality is that most of us are embedded in programmes and projects that merely deliver what is nice to offer. How can we look at the evidence for this? The following examples are all from the health sector, but the ideas are equally applicable to a wide range of other projects that have been carried out in the last 50 years, whether they are in education, agriculture, water, small economic development, rights, or resource management.

The first example is from Sri Lanka in a study of 5,107 mothers, over 26 years, amongst whom there were 2,160 infant deaths. Of course, it wasn't 2,160 mothers who suffered. The distribution was heavily skewed, as illustrated below,



1 house has 4 deaths = 4

2 houses have 3 deaths = 6

6 houses have 2 deaths = 12

20 houses have 1 death = 20

⁶ Regional Adviser Reproductive Health (Africa), CARE International, email klouda@care.org

Thus 9% of houses have 22 of the 42 deaths, or 52% of all the deaths over that period. And this is in an area where trained midwives are available (less so on the estates). And it is less than 30% of all the houses that have deaths in the 26 years.

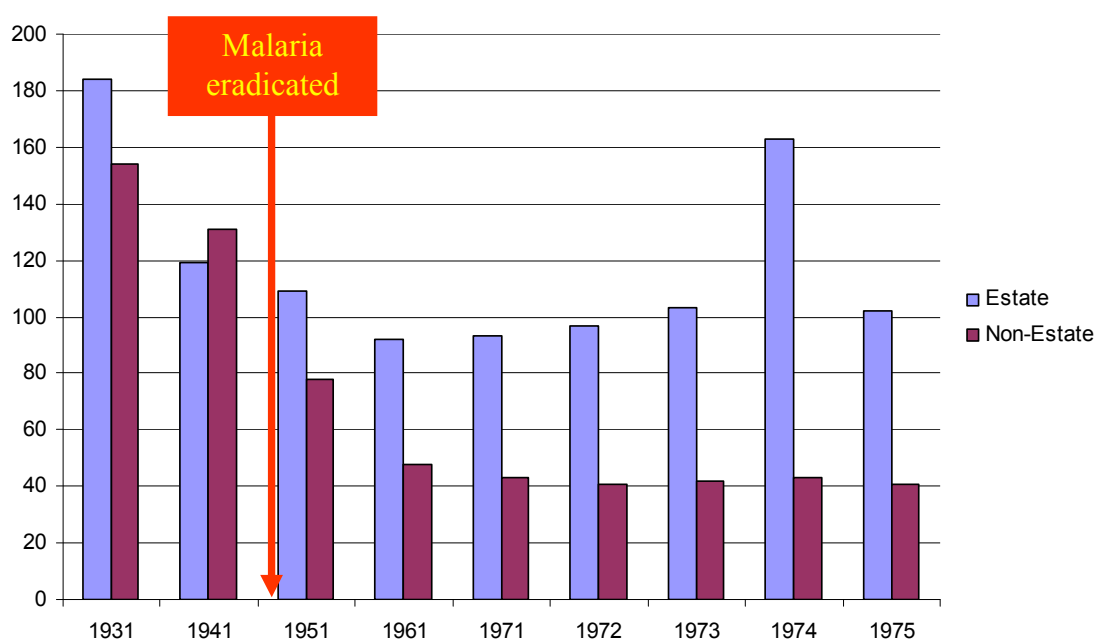
The important point is that 71% of houses had no deaths. What tends to happen is that the services benefit those who have the fewer problems. Look at the following graph. Note that although infant mortality is high both for estate workers and for people who are not from the estates, the difference between them is large, both reached a plateau – with the situation on the estates in fact slightly worsening over time.

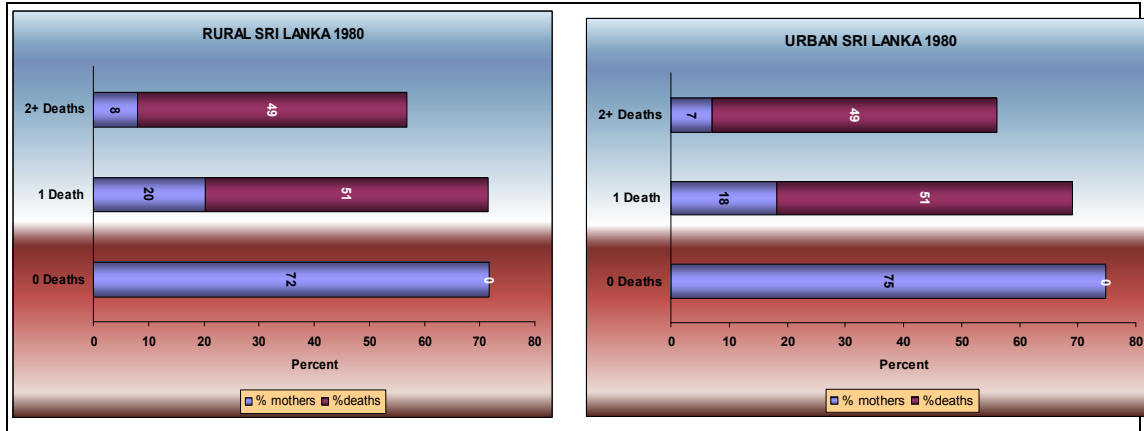
Community PHC workers

Note that the urban situation reflects the same terrible skew of the distribution of mortality – in other words, even in the towns where services are more abundant, the differentials are the same.

Take the situation with reproductive health volunteers who were promoting the uptake of contraceptives. Of course, over time, they felt very happy with the fact that contraceptive use had increased. However, over the same passage of time the levels of poor child spacing remained the same, and, as was quoted by the UN in Uganda on 14th October 2002:” Uganda is leading in teenage pregnancies in sub-Saharan Africa. Uganda's average fertility rate in terms of age stands at 17 years. The rate of teenage pregnancy could even be as low as 11 years. ... Uganda's annual growth rate currently is 3.3%, one of the highest in Africa”. In other words, you can increase contraceptive prevalence for decades and still only reach those who would have spaced their pregnancies well anyway.

Infant mortality Sri Lanka 1931-75

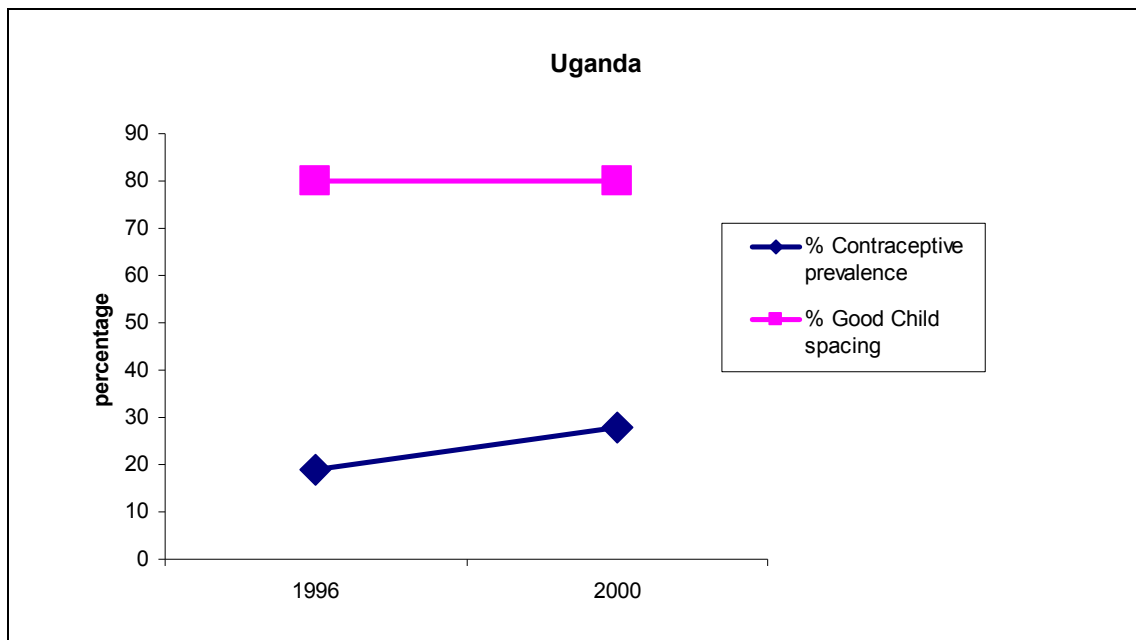


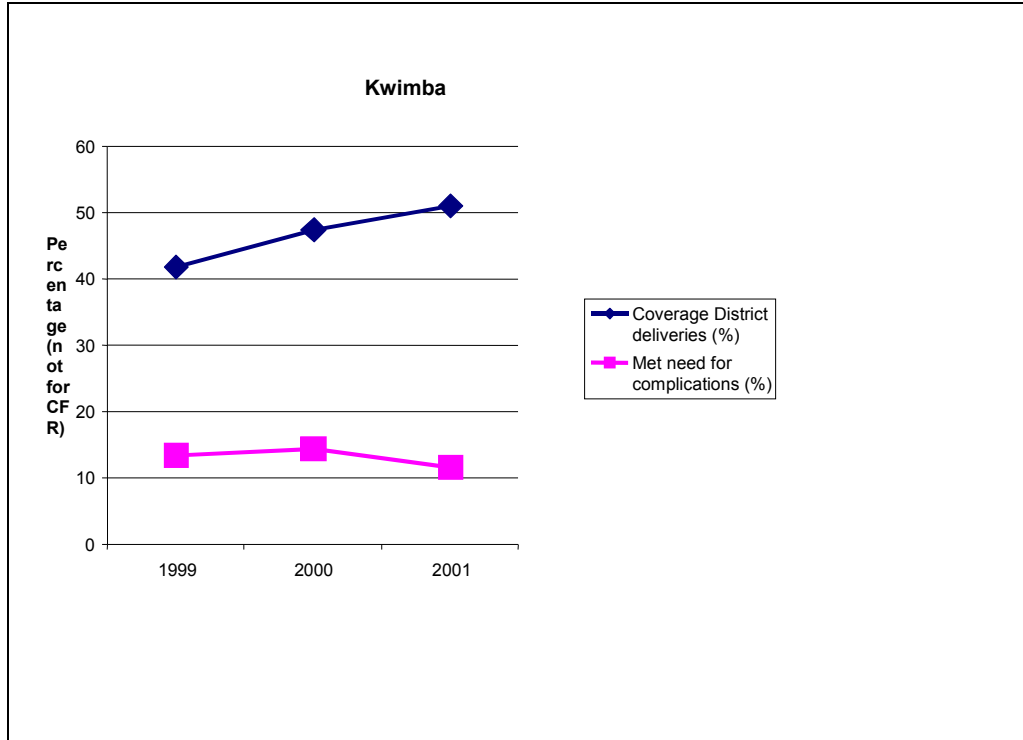


Community Reproductive Health workers

Take a similar situation in Tanzania, this time with reproductive health volunteers who wanted to increase the numbers of deliveries in hospitals in the rather vain belief that this would reduce maternal mortality as a result of more complications being treated at the hospitals. The reverse in fact occurred – deliveries increased in hospitals by a large amount (from 42% to 52% in Kwimba district) but the number of complications treated at hospital was either untouched or decreased slightly. In other words, the people who would have had normal deliveries at home now have them at the hospital.

What is going wrong?





In addition to the problems of sustainability, ownership there are deep societal issues at play. It is not just that there are inequalities between people nor that our programmes fail to benefit those who have the most problems.

Even if our services were within everyone's walking distance and were of wonderful quality and friendliness there would still be many people who would not benefit from them

The *majority* of people are relatively safe the problems lie with the *minority* who have the least capacity to cope or respond

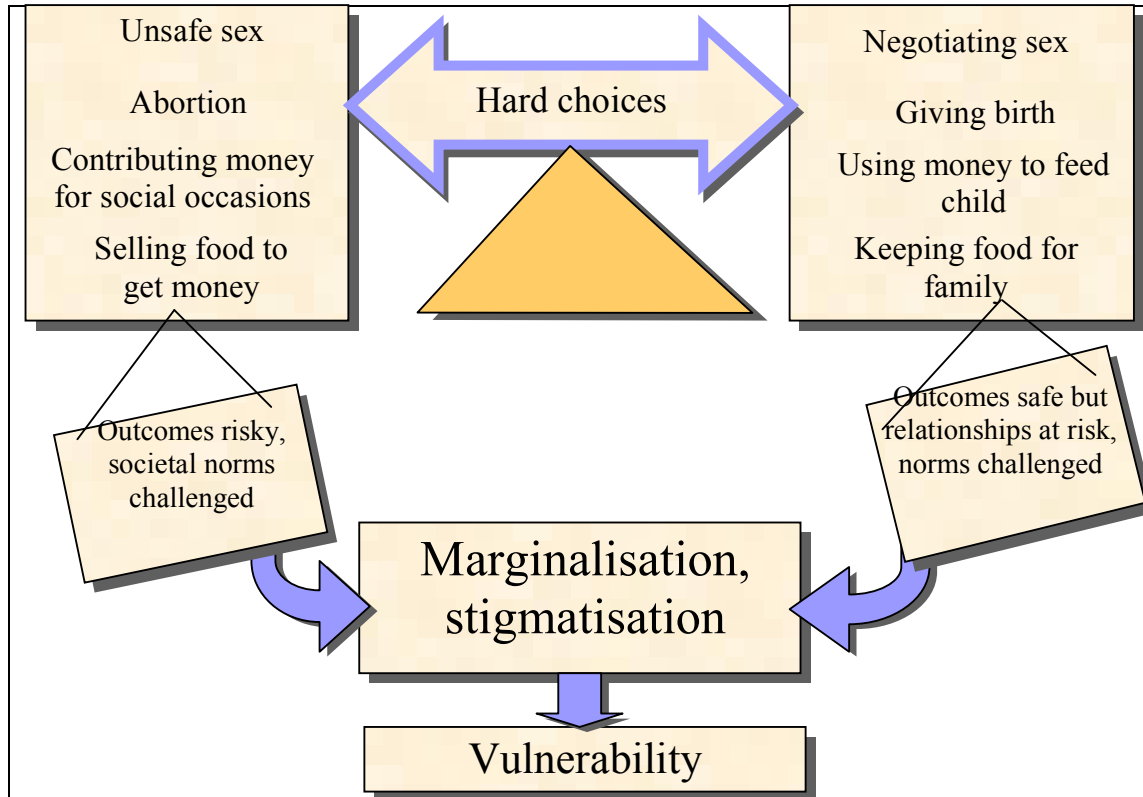
These are the people who have the least support in society, have the least trust in the institutions that serve them, and have the least resources. Take an example of some choices facing a young girl who:

- is poor, or
- feels herself to be relatively powerless in her family/ society/ sexual relationship

Thus in each of these choices there is a risk attached – and the most important risk is your situation in a group or a relationship or a society.

These are situations around which there is silence. Challenging the norms challenges your membership.

But the norms represent values or fears. They ensure cohesion and reduce vulnerability. The norms that advocate to “stick to one partner”, or “never have an abortion” or “it is vital to contribute to community occasions as a member of the community” are there because people try to build safety and cohesion.



It is in this function of norms that lies the paradox for society or a family. When people come up against difficult situations they are difficult because often they challenge one norm or another. In general, it is the poorest people who have the most need for protection in society, yet who are most likely to be in the difficult situations that cause them to go against norms.

In order to benefit from the rights accorded to individuals within a society, individuals have to adopt the norms of the society. If they are found to challenge the norms, they are excluded from the rights. As a result, most girls in the kind of situation above will decide according to whether their choice will be supported by others:

- Family;
- Friends;
- Boy friend;
- Community.

And some girls, no matter what their status, will decide independently of these factors. This aspect of choice is not restricted to the apparently extreme situation described above. Similar difficulties of choice face many people in a wide variety of situations, as we have seen in this workshop:

- Home care;
- Challenging the legal system;
- Getting more benefits than neighbours;
- Seeking care or support.

So, whether or not we have in place systems of community-based workers there will still be problems of inequality of support and of difficulties of choice due to the norms of the society.

CARE's general experience, as that of other organizations, has been that:

- Community institutions ignore superficial messages and programmes that fail to help them acknowledge, understand or resolve the complex societal issues they face
- Sustainability is low when ownership is low – at regional, national and local levels
- High community competence is linked to low levels of most societal problems—including those related to HIV

Thus, vulnerability is only partly dependent on information or on services. It is far more dependent on the supportive capacity of society.

There are far fewer problems of social breakdown where community institutions:

- engender trust, show empathy
- have a social conscience
- take responsibility
- have a good interaction with services

There is therefore a need to build the capacity of community institutions and organisations. But are we in fact doing this when we arrive with our projects and our requests for volunteers?

What can be done

To enter into this area, we need to learn that we or our services or our volunteers, or our so-called 'facilitators' have only an extremely limited capacity to work in relation to the protective mechanisms of society that create norms, or to the ways in which society treats different people differently. Instead, we have a duty to explain this weakness on our behalf, but also to:

- Challenge the capacity of community institutions to review the multiplicity of external inputs and services critically and to manage them through challenge and advocacy
- Challenge community institutions to raise public debate on deep social issues around which there is public silence (stigma, sexuality, shame)
- Challenge community institutions to deal with problems with the equitable distribution of resources and support within the community

In other words, whatever our programme, whilst we maintain its own objectives, we are simultaneously involved in an active stimulation of societal institutions to deal with the issues that will determine the context and relative value of whatever nice idea we care to bring.

To do this, current models of programming using community-based workers can be an excellent starting point.

But, they can rarely be anything more than that.

In this way, sustainability becomes not the sustainability of the community-based workers but of the ability of community institutions to act as the social conscience of their communities.

Let us return to the distinction made at the beginning of this presentation. However, note that it is now slightly changed in that the strategic direction takes new meaning.

What is *strategic* to do

- Build the capacity of civil society to manage problems of development

Versus

What is *nice* to offer

- Services
- Support,
- Advice
- Information

Perhaps you can now appreciate the title of the presentation: What you can't do ...
... and why you should be happy that you can't do it

6 COMPARISON BETWEEN THE DIFFERENT CBW SYSTEMS

This section compares the key features of each of the case studies against the key themes covered by the workshop. A summary of the terms used is in section 4.1.

6.1 Selection process and criteria

- **UES** – the farmer extension facilitator (FEF) is chosen by the community as a practising farmer;
- **Ecuador paralegals** – criteria include learning abilities and commitment, and the ability to reading and write in Spanish;
- **Environmental Alert (EA)** – the Community Agricultural Assistants (CAA) are selected from/by their groups of 20-30 people, based on criteria agreed between EA and groups, including that they should be a practising farmer;
- **REFLECT** – the FA facilitates introductory processes, choosing criteria, and facilitators are then selected by community. Sometimes they are interviewed together, with the type of project requiring different skills. They should not be leaders such as Kgosi nor necessarily be educators of from the same community;
- **IRDNC** – the CBWs must be respected and know the area, with NRM, management and communication skills. The Community Resource Monitors (CRMs) are women, the Community Rangers (CRs) men. CRs are voted on in a community meeting, while the CRMs are advertised and interviewed with IRDNC;
- **Kenya paravets** - the community animal health worker (CAHW) is selected from a livestock herder or owner from community who is fit, respected, and age, education and gender are taken into account;
- **CHOICE** – the caregivers are predominantly women, and ex-CHWs. Selection follows a household livelihood survey (HLS) in the village. The criteria are discussed together but the community selects.

In general these are selected by the community and from the community.

6.2 Support/training

- **UES** – the FEFs are trained and supported by MoACLR;
- **Ecuador paralegals** – they are trained in organisation skills, rights, land tenancy, protected assets, bioversity, and they are certificated by Lawyers Association. The training if of 6 months of at least 2w/month costing \$1500;
- **Environmental Alert (EA)** – the CAAs are trained by EA, with exposure peer visits to other communities. The group defines their needs. The CAA receives 1 weeks training;
- **REFLECT** – there is an initial 2 week training but this is not enough. Depending on the skills needed that may also get some technical training. There is usually a refresher at 8 months. They encourage peer support and exchange visits between RFs;
- **IRDNC** - initial training for CRs is in problem animal control, law enforcement, patrolling, GPS, Cybertracker. For CRMs the initial training is in communication skills, resource data collection, PRA, facilitation skills. In addition they are trained in craft grading and pricing techniques. There is ongoing training in crafts, tree monitoring, palm monitoring, HIV/AIDS;

- **Kenya paravets** – the CAHWs are trained for 1-2 months. FA area managers have monthly meetings – with random visits between time. These are supported by Coordinators who visit regularly, collect reports and assist with donated goods;
- **CHOICE** – they are trained for 59 days run over 2 years, with monthly support meetings with in-service training.

In conclusion the training is very variable, ranging from 1 week - 6 months, often spread over 1-2 years. There is also the need for regular support from the FA.

6.3 Role of the CBW

- **UES** – the FEF provides advice and training;
- **Ecuador paralegals** provide advice and mediation on land tenancy/titling, on organisation, collective rights, access to protected assets, IPR with biodiversity, technical support for title inc GPS ;
- **Env Alert** – the CAAs provide extension on sustainable agriculture. They mobilise group members, conduct demonstrations/training, links groups to other organisations, and undertake M&E;
- **Reflect** - the REFLECT facilitators work with groups/circles. They recruit participants, undertake a baseline, record a critical assessment of peoples' lives, plan actions forward, in the process enhancing literacy and numeracy skills. They also have to record discussions, admin, networking – linked to rural development, microprojects, or NRM. Sometimes there are too many initiatives. It is important to adopt a facilitation rather than teaching role, but technical training is also important;
- **IRDNC** – the CRs undertake anti-poaching patrols, wildlife monitoring, management of fire/water/fences, and organising of community meeting. CRMs promote women's involvement, organising meetings, conservancy awareness/info, monitoring of NR, HIV awareness;
- **Kenya paravets** – these provide diagnosis, treatment, sale of vet drugs, disease reporting, vaccinations, community mobilisation/extension. They are a link between livestock keepers and vet authorities;
- **CHOICE** – the caregivers provide an extension of local clinics. They make house to house visits to all members of community, providing counselling, education, physical care, food preparation, assistance with cleaning, family support, accessing of support grants, wills and funerals. Plan for VCT pre/post testing

These initiatives show a wide range of roles, but these initiatives focus mostly on technical support, while REFLECT and TEAM are explicit about empowerment.

6.4 Incentives

- **Env Alert** – the CAAs are volunteers, but sometimes get paid by communities outside the project. The group provides lunch during training. There are no certificates, but people get recognition by community, and a chance to try new technologies. Sometimes the CAAs start from an expectation of payment;
- **Ecuador** – the paralegals are paid \$100/month but also get motivation from improved community life;
- **UES** - the FEFs are volunteers, getting empowered eg through training and study tours;

- **REFLECT** – the facilitators get paid an honorarium depending on culture and expectations. They also get support from exchange visits, training opportunities, support from circle participants, income-generating projects, cooperatives, and funding.
- **IRDNC** – they are paid monthly, paid by IRDNC in emerging conservancies, and by the conservancy if already existing. They also get training and exposure, transport assistance, and respect;
- **Kenya paravets** – these are not paid but get recognition, start-up kits, status, occasional rewards in kind, and a margin on drug sales;
- **CHOICE** – no payment is made unless they become coordinators. They do get certificates, badged clothes, and home based care kits.

There seem to be two models of CBWs existing here - volunteers working 10-20% of the time, or paid staff paid up to 50% of a full-time fee. However CHOICE is an exception.

6.5 Accountability/management

- **Env Alert** – the group evaluates the performance of the CAA. The CAA sets standards in an area. The CAA does not hold a management position in group;
- **Ecuador**
- **REFLECT** – based on circles of 15-20 people. REFLECT group around the circle helps a lot;
- **IRDNC** - have conservancy committees and the CBWs are accountable to the conservancy committee and traditional authorities. They use an event book system to log their work;
- **Kenya paravets** – the CAHWs are selected by communities who oversee them, and also buy drugs and pay for some services. FA plays strong role;
- **CHOICE** – the caregivers are accountable to the FA's area managers who visit monthly.

Most are accountable to the community - but have strong links to the FA.

6.6 Role of facilitating agent/support

- **EA** trains/supports/mentors the CAA, but communicates with group management eg around training, not the CAA directly. Support is mostly training, plus assistance with transport;
- **UES** - the MoACLR trains and support the FEFs;
- **REFLECT** – there are a variety of organisations as FAs, mostly NGOs, who help to recruit participants, manage the baseline study, and develop the manual. They visit the RF once a month. They need a lot of support as empowerment is sophisticated;
- **IRDNC** – there is joint planning by IRDNC with line ministries/NGOs, they train the CRMs and CRs and they disseminate information;
- **Kenya paravets** are supported by vet professionals. These provide strong control, facilitate training, supply drugs and start-up kits. District vet authorities provide supervision, monitoring, policy advocacy and guidance and training. The FAs are mostly NGOs, plus Department of Veterinary Services, and ABAR.
- **CHOICE** – provides training, and there are monthly support meetings with in-service training.

The FAs play a variety of roles - training, advice, link to external organisations, supply of drugs/kits, monitoring.

6.7 Institutionalisation

- **Ecuador** – there is a problem of professional title – the paralegals have been accredited by a Lawyers Association – and this is now being replicated nationally. There is also an issue of communities obtaining legal status which is critical for them to have property rights;
- **EA** - also applying approach for communal forest areas;
- **REFLECT** –
- **IRDNC** - the salaries are taken over by the conservancy committees once they are established;
- **Kenya paravets** – there is a need for more enabling policy;
- **CHOICE** – Ministry of Health will replace the kits.

The institutional structures are critical. There is evidence of the CBW model being adopted (Kenya and SA), or extended to other sectors (eg Uganda). Some interesting ideas around accreditation have come up, and it is important to make it a win-win situation for professionals to lower resistance.

6.8 External links

- **Ecuador** – the paralegals are linking communities to the legal system and enabling a dialogue. It is also helping communities to form and join higher-level community associations;
- **EA** links the CAAs with local government and other organisations. If large external organisations want to use the CAAs, then they have to pay a fee;
- **REFLECT** - there are links with external structures to help with activities outside local capacity eg in Malawi there are good links between circles and government around agriculture;
- **IRDNC** – the conservancy committees are linked to outside organisations such as NACSO, LIFE.....
- **Kenya paravets** – DVS plays a regulatory and supervision role. There are other linking forums such as the District Development Committees or Pastoral Steering Committees;
- **CHOICE** – works with the MoH and there are multisectoral quarterly meetings which have become AIDS Council.

6.9 Conclusions

What comes clear from these comparisons is that there are some very different models being used, notably:

- A volunteer on based on 3-5 hours worked a week with the community;
- And a paid one, also with people selected from the community, but working part-full-time from 20-40 hours a week, usually with much longer training;

They are selected by community, with some involvement of the FA with criteria, and perhaps interviews. The support from the FA critical, and seems to need to be at least monthly. The training is highly variable - up to 6 months. We can also see examples of how the CBW system can be institutionalised and NAADS provides a nice example of how to provide a suitable enabling environment.

7 ANALYSING COMPONENTS OF THE CBW SYSTEM

Groups worked on different elements of the CBW system.

7.1 Selection

Initiation

The group was asked to consider how to enter the community, how to discuss their needs and open the idea of a CBW, for what etc, and how this links to traditional / existing institutions.

Learnings About Issues - Pre entry Points	Critical Issues
<ol style="list-style-type: none"> 1. Do not go with preconceived ideas; 2. Psychology of the approach - language, humbleness, tact, empathy, dress code, personality, feel as equals; 3. Cultural aspects - respect of local cultures and norms. Avoiding arrogance; 4. Finding the best entry point - information searching. 	<ol style="list-style-type: none"> 1. Contextualising objectives with community priorities; 2. Linking up with what is already available and building on it; 3. Community ability to say no; being open to challenges; 4. Define / roles and expectations from the beginning; 5. Understanding community dynamics; 6. Engaging other stakeholders from the beginning.

The CBW themselves - What sort of people?

Learnings - CBW themselves	Critical Issues
<ol style="list-style-type: none"> 1. FA needs to have an understanding of the social dynamics before initiation; 2. Each project is individual, with unique criteria for CWB, with similarities; 3. Community selection is vital; 4. Economic status of the CBW is debatable! Poor or rich doesn't matter; 5. Community development projects are time consuming - needs investment into project introduction & community preparation; 6. Selection criteria & qualities of CBW is just one step in the process. 	<ol style="list-style-type: none"> 1. Gender:! Either 2. Age: Not too young ... not too old 3. Skills: <ul style="list-style-type: none"> - Practicing already / innovation - Basic literacy (though not always) - Good communication skills - Good interpersonal relationships - Leadership qualities (influential, facilitator ...) 4. Social acceptability <ul style="list-style-type: none"> - Honesty - Respectability - social position - Willingness - Trustworthy - Flexibility - Acceptability - Respect - Confidentiality 5. Community Based (from within) 6. Receptive to training 7. Ability to understand social dynamics 8. Consider people with disabilities 9. How to be attractive to young people

7.2 Selection process for CBWs

Selection Process	Critical Issues
<ol style="list-style-type: none"> 1. When the criteria are developed by the facilitating agent, there is lack of ownership from the community; 2. The community should be given ample time to understand the project so as to be able to develop appropriate criteria / suitable (sufficient awareness campaigns); 3. External influential powers (chief, CBOs, NGOs) must be limited during selection of individuals. 	<ol style="list-style-type: none"> 1. The existing structures/institutions should be recognised to make them own/support the system; 2. The FA should play a guiding role and let the community drive the process; 3. Before selection, the objectives of the project should be clearly defined; 4. The reward / incentive negotiation should be done at community level as part of the selection process; 5. The roles and responsibilities should be negotiated and stipulated to community before selection; 6. Exit strategy should be spelt out; 7. A support mechanism should be stipulated and should look beyond the facilitating agent; 8. Be careful about selection only by "whole community" as poor may be excluded.

7.3 External support / training

Learnings	Critical Issues
<ol style="list-style-type: none"> 1. Based on continuous learning process by community and CBWs; 2. Initiation of critical debate versus selling of "FA"s ideas; 3. Need for on-going M&E system for establishing the needed support; 4. Research and exploitation of the existing wisdom; 5. Parallel systems of needs assessment i.e. from both the community & CBWs. 	<ol style="list-style-type: none"> 1. Financial support source(s); 2. Support should cover training needs assessment; 3. Community management structures; 4. Actual training of CBWs; 5. Institutional support (other stakeholders); 6. Monitoring & Evaluation (accountability);

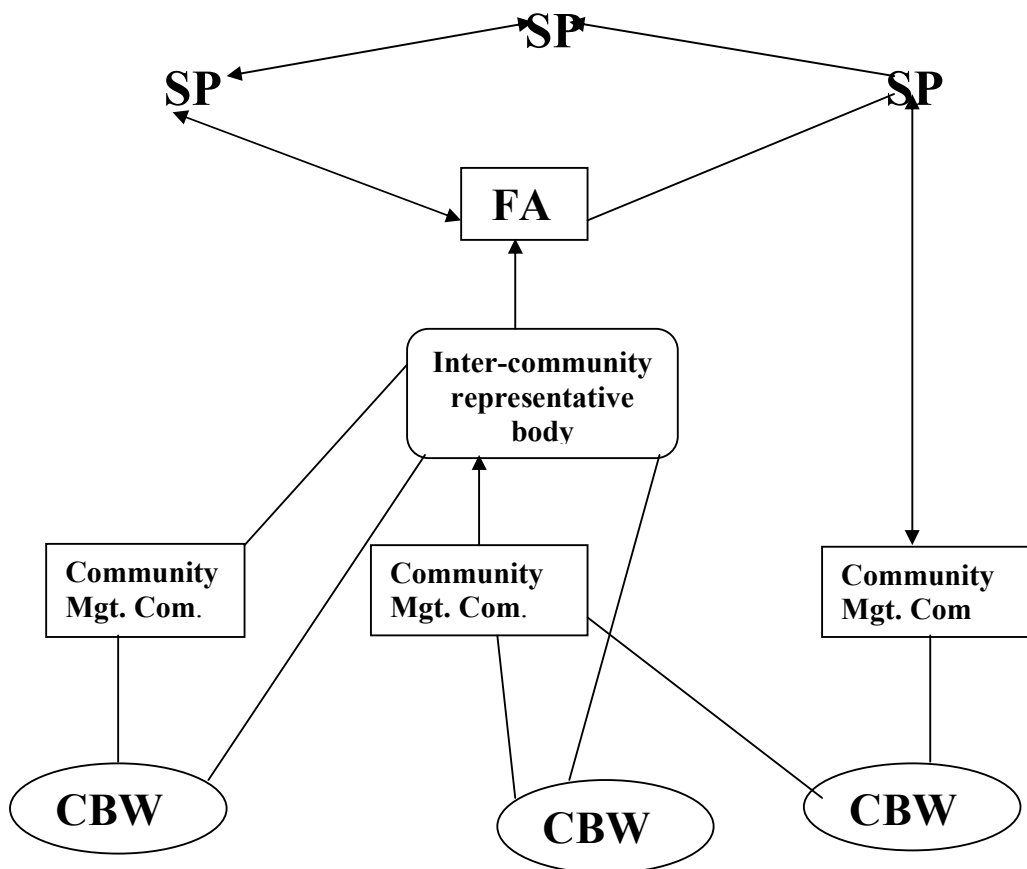
7.4 Accountability to who & how (by the CBW, includes M&E)

Learning	Critical Issues
<ol style="list-style-type: none"> 1. Two phased accountability: <ol style="list-style-type: none"> a) CBW to community structures / committee; b) CBW to FA which accounts to funder; 2. The FA is responsible for M&E of CBW. The community is responsible for M&E; 3. FA is accountable to community leadership structures for support & sharing achievements & problems. 	<ul style="list-style-type: none"> • CBW to report to line ministries (technical accountability in line with govt. policy especially with regulations such as with drugs); • Appropriate timing of reporting (in writing) to community structures and relevant line ministry, and a forum of service providers; • Report format to be well structured / qualitative; • Evaluation to be done by FA, community, stakeholders - to be shared broadly to have influence in existing strategies and policy • Accountability through structured community forum

	<ul style="list-style-type: none"> M&E from CBW & FAs to be given to community structures for support and sharing.
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7.5 Management by the community - structures, link to existing institutions, coping with different sectors / programmes

Learnings	Critical Issues
<ol style="list-style-type: none"> Ideally, there needs to be initial existence of a committee built from bottom-up; A clear exit strategy by the FA should be drawn and clarified with the committees right from the start; Co-ordination between the various SPs and FAs is vital; Should be by the community through the local committee/structures, not the FA who should be responsible for the CBWs 	<ol style="list-style-type: none"> Existence of a committee structure/ committee for management & accountability; Capacity building & governance training for the committee; CBWs should be accountable to the committee; Support to CBWs as much as possible should be through the committee and there should be mechanisms for sustaining such support; Linkages of committee to other institutions /agencies : Gov., CBOs NGOs SPs.



7.6 Incentives

The group was asked to consider the implications of payments and other incentives, whether it is external or local, monetary or other, and the relationship to hours worked.

Lessons Learnt	Critical Issues
<ol style="list-style-type: none"> 1. Sometimes incentives create jealousy; 2. Most communities are not willing to contribute; 3. Most FAs provide incentives leading to dependency and hijacking of community initiatives – they need to put in place replicable mechanisms for providing incentives; 4. Communities to decide on the type of incentives and should contribute, so ensuring accountability, ownership and sustainability; 5. CBW to be productive enough for the community to value their initiatives, hence they will contribute positively; 6. Knowledge and skills acquired from training give CBWs some leadership qualities; 7. Incentives can be provided in relation to hours worked to compensate for CBWs time and sometimes sacrifice; 8. If incentives are provided in relation to hours worked, they might be seen as remuneration; 9. Incentives should be based on the value / quality of service provided, rather than on time. 	<ol style="list-style-type: none"> 1. Source of incentive (local or external) - terms should be clearly stipulated and agreed by both CBWs & FAs. 2. Monetary incentives sometimes promote dependency

7.7 Targetting

This group was asked to look at how to ensure that CBW systems are addressing the needs of the poor and marginalised.

Learning	Critical Issues
<ol style="list-style-type: none"> 1. Inadequate participation by target beneficiaries; 2. Identification of communities not based on adequate information; 3. This system of CBWs has been piloted (workable); 4. Relevance of traditional leadership; 5. Influence of donors, govt., and opinion leaders; 6. Demand driven by community. 	<ol style="list-style-type: none"> 1. Capacity building; 2. Information empowerment; 3. Flexibility in financial arrangements / application; 4. Gender, age and generation; 5. Full participation and involvement of the targeted group; 6. Need for situational / analysis.

7.8 Tasks/roles that are appropriate for CBWs

This includes how specialised they should be, whether they should play a technical or animation role etc.

Lessons Learnt	Critical Issues
<ol style="list-style-type: none"> 1. Community needs mobilisation for new initiatives; 2. CBWs must be seen as resource persons; 3. CBWs must be seen and act as link between community and service providers; 4. They are agents of change. 	<ol style="list-style-type: none"> 1. CBW should stay focused on a specialised field; 2. Quality control of services should be rendered by the CBWs; 3. Advanced and continuous training in a specialised field is important for CBWs; 4. How do we facilitate process of understanding the roles of the CBWs by community? 5. How do we practically institutionalise CBW model in learning institutions? 6. Need for a general facilitator who can link the community with other service providers .

7.9 FA's role

Role needed - Lessons Learnt	Critical Issues
<ol style="list-style-type: none"> 1. Facilitation of entry into the community; 2. Linking communities with service providers (seed supplies, markets); 3. Linking stakeholders right from the start & recognition of other sectors; 4. Identify technologies and transfer them to and from communities /SP; 5. Build the capacities of CBWs and communities; 6. Engage policy makers from beginning and continue influencing; 7. Harmonising and complementing each other (FAs) & SPs for synergy and better impact; 8. Exit strategy must be part of the initial plan; 9. Put monitoring & evaluation system of assessing achievements in terms of output and impact. 	<ol style="list-style-type: none"> 1. Ensure training given to CBWs gains recognition through an accreditation system; 2. Play an advocacy role to bring changes to the system; 3. Respect local / community's norms values /institutions /structures; 4. Definition of the role of FAs and service provider needs to be clarified.

7.10 Financing of CBWs system

It is important to look at the financing of the CBW as part of a system, and so it is important to secure funding for the FA role as well

Learnings	Critical Issues
<ol style="list-style-type: none"> 1. An assumption that community can finance the CBW through traditional ways i.e. contribution in kind or money is changing with time. In some cases, e.g. condoms must start providing free and then can charge when they are valued; 2. Where community service is valued, a fee can be charged; 3. FA can be a catalyst for IGA; 4. Committees can mobilise their own resource for the CBW; 5. Mainstreaming CBW in National Government budgets is beneficial, but requires lobbying, especially where government has a mandate; 6. A generalist may not be effective, however it may be cost effective; 7. Private sector / community partnerships can be effective when related to service provision (such as a store); 8. Some services may be delivered privately in future. 	<ol style="list-style-type: none"> 1. Volunteerism is not sustainable in some cases; 2. Local government commitment is vital; 3. Private sector & community partnerships; 4. CBW training has cost implications; 5. Balancing volunteer's time with their need for income generation; 6. There needs to be a perceived value by the client for the service by the CBW; 7. FA needs to diversify their income sources, including IGA, micro-enterprise, etc; 8. Capacity building of FA & CBW on resource mobilisation is vital.

7.11 Appropriate enabling environment for CBW system

This includes issues such as policies, approaches to volunteerism and CSOs

Lessons Learnt	Critical Issues
<ol style="list-style-type: none"> 1. Restrictive policies in place are limiting; 2. The CBWs are working in isolation & may not be recognised by govt. institutions; 3. There is a multiplicity of service providers coming to work through CBWs; 4. CBWs are working in isolation under the FAs hence not recognised - umbrella organisation is necessary. However there is a danger of seeing themselves as employees, e.g. example of CHWs in PPHC in SA; 5. No opportunities for peer learning and sharing experiences; 6. CBWs are recognised & accepted by communities & local leadership 	<ol style="list-style-type: none"> 1. Organisation for CBWs be encouraged & supported 2. Capacity building for CBWs especially on rights and policy formulations 3. Enabling policies cater for CBWs: <ul style="list-style-type: none"> - guidelines - rules - regulations

7.12 Links to government

Learnings	Critical Issues
<ol style="list-style-type: none"> 1. There are no significant direct links between CBWs and government; 2. "CBW system" has some links with government <ul style="list-style-type: none"> - policy guidance from govt; enabling environment; advisory role of govt; supervision and monitoring. 3. Rigidity of government system to adopt proven results from CBW system; 4. Information flow/ management; 5. CBW system - feed into government strategy system; 6. Limited collaboration links; 7. In some cases such as HIV in SA, paid by government but causes tension in terms of control; 8. In some cases government is being more flexible to use NGOs e.g. Uganda – but also needs NGOs opening up. 	<ol style="list-style-type: none"> 1. Government's ability and willing-ness to manage a CBW system; 2. Government support: How can it be enhanced? 3. How to enhance policy environment for CBWs and similar initiatives? 4. To what extent should government be involved in the management and control of CBW systems (what are the limits/); 5. Integration of CBWs into government strategy systems; 6. Government. needs to play a supervisory & monitoring role rather than control; 7. Need to ensure communication between CBWs in different sectors - need for national approach.

7.13 Sustainability & replicability/expansion

Lessons Learnt	Critical Issues
<ol style="list-style-type: none"> 1. Objectives/expected outputs should be clarified from the onset; 2. The exit strategy should be discussed & implemented in time; 3. Lessons/best practice should be documented, publicised and disseminated; 4. Capacitate & empower CBWs and the community to take active ownership of the project & to make independent decisions including: demand for services / and contribution, innovation & experimentation, problem solving skills; 5. Sharing and demonstrating impact of work by CBWs; 6. Strong linkage between CBWs' work & existing community structures; 7. Influencing government policies for service delivery to accommodate CBWs; 8. Privatization could be one way of ensuring sustainability eg In Limpopo, now people charging others for the services, & keeping a proportion for association of groups in the community; 9. Example of phase out in Botshabelo, SA with govt. taking over funding from NGO 	<ul style="list-style-type: none"> • Community support for CBWs is critical for maintaining motivation & commitment; • Involvement of community leadership structures at all stages; • It is important to bring government and its agencies on board to support the model and its implementation; • The CBW model should be implemented in a flexible manner, being sensitive to existing circumstances and seen as a learning process; • Put in place a regulatory mechanism in the community; • Encourage village to village sharing e.g. CBWs come together to share lessons ; • Need for career path so CBW builds skills towards a career; • Use of peer learners not necessarily having to use a CBW may be one of way of expanding to scale; • Expansion of the model is a challenge!

7 TAKING FORWARD THE CBW MODEL IN DIFFERENT SECTORS

Having gone through different elements of the CBW system in a systematic way, taking some 15 topics, groups then addressed the challenge to link back to the sectors they work in, which still allows cross-fertilisation across countries. The group was asked to identify the critical issues for implementing the CBW system in the sector.

7.1 HIV/AIDS

Challenges	Critical Issues
<ol style="list-style-type: none"> 1. HIV/AIDS stigma and fear; 2. Incentives affect sustainability; 3. Mobilizing and community empowerment; 4. Government buy-in; 5. Support and mentorship needs to be ongoing for the CBWs; 6. Impact measurement/M&E by FA with community; 7. Duplication of services. 	<ol style="list-style-type: none"> 1. A multi-sectoral approach is needed to support CBWs to strengthen links which benefit community. 2. Capacity building training and community empowerment to ensure use of strategies e.g. herbs 3. Education and training should be scaled up at all sectors to address issues of stigma and fear. 4. CBWs need to be involved from community level and in initial phase with FA and stakeholders with clear objectives and exit strategy.

7.2 Environment & Forestry

Challenge	Implication for CBW	Implications for FA
1. "Community" benefit versus individuals	Service delivery is broad based and diverse	Capacitating the CBW
2. Diverse interests	Multidisciplinary or specialisation of the CBW?	Provision of technical training
3. Provision of incentives by FAs	Unclear sustainability mechanism	Unclear sustainability mechanisms when FA withdraws
4. Membership of community	Be paid or not? What level of participation?	Clarity and utilisation of local arrangements
5. No. of CBWs per resource eg park, dam, forest etc	Distribution of CBW over a shared natural resource between admin units/ communities	Coordination and support
6. Leverage between local/central authority	Interpretation of laws and regulations	Advocacy and influencing policy
7. No. of laws in sector	Link/relate the laws	Coordinate the sectors and link with SPs
8. Ownership of resources	"language" to ensure ownership by community e.g. individuals, state, communally owned.	Determine methodology to get to this level to avoid conflicts
9. Need for an organised community		Presence in the community to offer support

7.3 Agricultural sector

Challenge	Implication to CBW	Implications to FA
1. Increased agric production (linkage with environment sector)	Integrate CBW model into platforming processes whereby different stakeholders come together for purposes of integrated development	Develop a more user-friendly policy document which will be refined into guidelines within which CBW model can operate and also be open for improvements and additions by CBWs
2. How to contain large numbers of CBWs <ul style="list-style-type: none"> • How do we balance between spreading ourselves thinly or too broadly • Synchronising efforts of various stakeholders by reconciling CBWs 	CBWs should mobilise communities where they are no continuing CBW projects and add value to existing ones / ongoing	
3. Demand side not well organised (ie communities) through service providers e.g. government want to render services. How do we fill this gap between demand and response (SPs)	CBWs must mobilise the community & mentor it into being more empowered to be able to demand services and also assist to source SPs needed by the community, not wait for SPs to come to the community	
4. Incorporating CBWs into integrated development plans	CBWs should be part of the planning process e.g. in the IDPs	
5. CBWs be trained in a way that they will be able to identify their shortfalls and be able to address them.		
6. Antagonism & resistance from existing SPs. They are likely to be intimidated by the introduction of CBW model		
7. How do we sustain CBWs – a retention strategy and ensuring continuity if they leave		
8. There's a need to change attitudes and motivation levels of farmers to empower farmers to take responsibility for their own destiny		

CRITICAL ISSUES

1. Linkages must be developed between CBWs, government departments, NGOs, academic institutions etc;
2. Guidelines for CBWs must be documented for developing roles and responsibilities of CBWs;
3. A strategy for financial support be formulated and structured for that to be put in place;
4. Development of reporting formats to enable appropriate M&E;
5. Ensure that CBW models address needs of the community.

The CBWs

Limitations	The impact
1. Resources;	1. Legislative recognition of the CBWs;
2. Lack of support within the communities;	2. Fully participation of all the stakeholders to CBWs activities (FA, community, etc) ;
3. Communication breakdown between the community committees;	3. Transparency within the activities
4. No transparency within the activities of the FA ;	4. The training for the community structures to understand the roles of the CBWs;
5. Distribution of resources down to CBW not clearly defined by the FA;	5. Creation of a better way of remunerating the CBWs.
6. Sustainability of the project is not guaranteed.	

7.4 Paravets

Challenges	Implics for CBW	Implications for FA
1. Linking CBWs to national veterinary services	Sense of insecurity	Advocacy and influence change
2. Professional bias among vets	Low output	Standardize curriculum
3. Achievement of quality services	Lack of technical back up	Establish network with other FA,CBWs, and SPs
4. Developing sustainable model of service delivery		
5. Enhance literacy levels	Limited reporting capacity	Strengthen resource man't capacity among CBWs
6. Harmonization and coordination of training and delivery		Lobby for more resources in particular for advocacy
7. Management of resources in CBW systems		Sensitisation/mobilisation for communities to pay
8. Reliable drug supply system		Strengthen community structures to give them a better role for M&E
9. Initial financial support		
10. Monitoring and supervision of CBWs		
11. Standardization of curriculum		
12. Limited ability of communities to pay for services		
13. Integration of AH programme with livestock marketing initiatives		

Challenges	Implics for CBW	Implications for FA
14. Put in place policy and legal framework		

CRITICAL ISSUES

1. Define area of operation for CBWs - focus on areas with inadequate animal health staff
2. Number of CBWs - establish criteria and coordination
3. Further support after initial training, refresher & business skills training and linkage to SPs;
4. Unchecked sources of drugs - community awareness and advocacy.

8 WAY FORWARD

8.1 Documenting the workshop and dissemination

Activity	Who	When
Compile workshop report (in full)	Khanya/CARE	29 Nov 2002
Produce synthesis report (exec summary)	Khanya/CARE	29 Nov 2002

8.2 In our organisations/countries

Activity	Who	When
Each organisations develops circulation list for workshop reports	Each org	29 Nov 2002
Circulate and then adapt press release and feature article to relevant local media	Each country to agree who does	18 th Nov +
Convene a meeting/workshop within our organisations to share information on CBWs	Each org	
Convene a meeting/workshop with our organisations to share information on CBWs	Each org	
Presentation to wider group of stakeholders/roleplayers in country	Countries	
Organise visits to experience CBW approaches	Orgs	
Disseminate information using existing facilities – websites, networks, newsletters	CARE Khanya/CARE	Dec 02 End 30 Nov
Meeting by a small-core team to develop core principles on CBW model – crystallising the workshop inputs	Khanya/CARE	Early Feb 2003

8.3 CBW project (will start February for 2.5 years)

Activity	Who	When
Review of CSOs/donors/governments as well as communities on CBW models	Partners	Early 2003
National workshops on CBW in SA, Uganda, Lesotho	Partners	Mid 2003
CARE to review the position of CBW process within the context of strengthening of civil society and the development of community competence to manage external inputs as well as internal tensions		
Regional workshop (see above)	Region	
Modified CBW programmes being implemented		Late 2003

8.4 Regional network

Activity	Who	When
Newsletter from CBW project disseminated regionally with inputs from the region	Khanya/CARE	30/11/02
Establish database of organisations implementing CBW initiatives	Each country	End of Nov +
Assess regional networks and initiatives on CBW related themes	Participants	
Regional workshop from CBW project		2004

Annex 1 Workshop objectives and programme

Objectives

By the end of the symposium participants will have:

- A broader perspective on community-based service delivery for poor households;
- Developed key learnings on the use of para-professional and community-based worker models; and
- A commitment to take forward these lessons individually and collectively.

Programme

The symposium will last a week, with participants arriving on Sunday 10th November and departing on Friday 15th November 2002. A maximum of 50 participants will be involved in the Symposium, with additional local participants attending the Seminar on Day 1.

Time	Session	Objective
Monday 11th November		
8.00	Registration	
8.30	Opening	<i>Welcome</i>
8.45	Objectives and programme	
9.00	What is CBW	Participants have a theoretical framework and understanding of the types of CBW models
9.30	The Ministries new approach to extension - the UES	Participants understood the new approach implied in the UES
9.50	A variety of applications in Ecuador	Participants understand the range of CBW models being used in Ecuador, including key elements of the approach
10.10	Community environmental/forestry workers in Uganda	Participants understand the CBW models being used, including key elements of the approach
10.30	Discussion	Participants have a chance to question the presenters
10.50	<i>Tea</i>	
11.10	An overview of experience with REFLECT	Participants understand the CBW models being used, including key elements of the approach
11.30	IRDNC	Participants understand the CBW models being used, including key elements of the approach
11.50	Discussion	Participants have a chance to question the presenters
12.10	Buzz groups	For participants to have moved into active and participating mode and to have
12.30	Lunch	
13.30	Paper 5/6 – parallel sessions (HIV, Paravets - Kenya)	For participants to have interrogated in some detail a successful example demonstrating many of the issues
14.00	Discussion	
14.40	<i>Tea</i>	
15.00	NAADS	For participants to understand the interesting institutional arrangements being used under NAADS
15.15	Institutionalising – benefits	Pulling together the learnings from the different groups relating to the model
15.30	Final plenary	Opportunity for people to raise issues
15.50	Way forward	For people to understand the 4 days, LRAP, the CBW project
16.00	Closing	
Tuesday 12th November		
am	Visits	

13.30	Arrival at Melesi Lodge and check in	
14.00	Groups meet to brainstorm findings	<i>Groups have identified and organised the key observations from the visits by theme</i>
15.15	Tea	
15.30	Report backs	
16.30-17.00	Discussion	Overall issues emerging identified
Wednesday 13th November		
8.30	Objectives for the 2 days	The objectives for the second part have been clarified
8.45	Presentation on selection	Participants have been “fed” with the results of Beda’s paper on alternative selection processes
9.05	Questions	Questions addressed
9.15	Group session on themes	Issues around the CBW and what they do discussed
10.40	Tea	
11.00	Continue	
11.30	Report backs	
13.00	Lunch	
14.00	Group session on themes	Issues around the overall system discussed - how they are supported and linked
15.30	Tea	
15.50	Report backs	
Eve	Talk on Thaba Bosiu and its role in Basotho culture Braai	
Thursday 14th November		
8.00	Presentation on cost-effectiveness	Participants aware of comparative costs of systems in Lesotho
8.30	Questions	
8.40	Group work on integrating issues	
10.00	Report backs	
10.30	Tea	
10.50	Report backs	
11.20	Sector groups	For people working in different sectors such as HIV to be able to integrated the learnings relevant to their sector, and in a form which makes it easier for them to apply back home
13.00	Lunch	
14.00	Report backs	
15.15	Discussion	
15.30	Way forward	
15.45	Tea and depart	
16.00	Walk up Thaba Bosiu/depart	

Annex 2 Participants

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Annex 3 Summary Papers on Different Models and Approaches Used in Southern and East Africa

Country	Sector	Organisation	Page
South Africa	Legal	Eastern Cape Community Based Paralegal Association	54
South Africa	Health	KwaZulu Natal Progressive Primary Health Care, Department of Health	57
South Africa	Health	CHoiCe: Comprehensive Health Care	61
Uganda	Health	Concern Uganda	64
Africa general	Health	CARE – a critical review of experiences	67
Kenya	Veterinary	Community-based animal health service delivery in Kenya	69
Tanzania	Veterinary	Mogabiri Farm Extension Centre	72
Tanzania	Veterinary	VetAid	74
Namibia	Natural resources management	Integrated Rural Development and Nature Conservation (IRDNC)	77
Uganda	Agriculture	CARE Uganda - agricultural extension service provision through local experimentation committees	80
Uganda	Agriculture	Environmental Alert - community agriculture advisors, Uganda	83
Lesotho	Agriculture	Ministry of Agriculture, Cooperatives and Land Reclamation	85
Ecuador	Paralegals	Care Ecuador – sustainable use of biological resources	87
Southern Africa	Literacy and development	The Reflect approach to adult literacy, development and empowerment:	90
Lesotho/South Africa	Health	CARE SHARP! (Sexual Health and Rights Promotion Project)	94
Lesotho	Agriculture	CARE TEAM (Training for Environmental and Agricultural Management)	96
Lesotho	Agriculture	CARE HCLP (Highlands Community Livelihoods Project)	98
Lesotho	Agriculture	Machobane Agricultural Development Foundation	100
Malawi	Literacy	ICEIDA support to national adult literacy programme (malawi)	101
Uganda	Agriculture	National Agriculture Advisory Services (NAADs)	

Eastern Cape Community-based Paralegal Association

1 Context

The National Community Based Paralegal Association is based in Braamfontein, Johannesburg. The NCBPA was established in October 1996 to bear its office whereas the history of the paralegal in South Africa goes back as far as the 1950s. It was a reaction of the community to the apartheid regime. NCBPA offers a free service to the community and the association has about 400 advice offices in South Africa.

2 Description

The organisation developed a National Paralegal Institute as a training component of paralegals in 1999. The courses that are offered to paralegals range from the basic training through to a Certified Training Course and a Paralegal Diploma course; Access to Justice, Constitution and Bill of Rights; Gender; Children's Rights; HIV/AIDs; Labour Rights. These trainings are done to assist the clientele that come day to day in our offices to seek help on the various issues.

If we talk about Eastern Cape province, it's a very scattered province with deep rural areas, so these communities needs help from the 86 advice offices spread across the province. The trainings help the paralegals to be able to handle the variety of issues that are brought to advice offices. Additionally, networking is done with other legal service providers that we refer cases to e.g. Lawyer for Human Rights, Legal Aid Clinics, Human Rights Commission.

3 The Community Based Worker

Each advice office is composed of 2 or 3 paralegals. Each office has its own management committee who employ the paralegals, who are full time, although there are also volunteers. The minimum age is 25 and the paralegals are gender balanced.

People apply to become paralegals and are interviewed. Characteristics include the ability to communicate well both inside as well as outside the office, as well as an ability to deal with people who are illiterate. Because the problems are very diverse, the client is referred to the most appropriate paralegal.

4 Roles

The role of the paralegal is to assist the clientele in the office, and the role of the fieldworker is to visit the community and do awareness raising through workshops and training. Training is carried out through a cascade model, where paralegals are trained nationally, and then return to the province to train the paralegals based in the province, and then the paralegals run training workshops in their area of operation in the province.

The target group is the community at large, including schools. Schools are important as emerging issues like HIV/AIDs can be brought in, and awareness can be raised at a young age to help reduce rights abuse.

5 Incentives

There are limited budgets for advice offices. Volunteers are given transport money and that is all. The national office provides bridging funds to the provincial office.

6 Management

Each and every office has got a Coordinator, and the community advice office is accountable to the provincial office, and the provincial office is accountable to the national office. Each office has a management committee.

7 Support

The support comes from our national office which fundraises for specific programmes eg children's rights projects, the constitution and bill of rights, the basic training for the paralegals to certified training and the paralegal diploma course and also the ad hoc trainings.

8 Linkages

The National Paralegal Institute together with the Lawyers for Human Rights are facilitating, and there are referrals for specific fields. For example, on HIV/AIDs, referral is made to Legal AIDs Network (Durban) and for gender to the Human Rights Commission (Pretoria) etc. The paralegals work closely with the Legal Aid Clinic, Human Rights Commisison, Community Policing Forum, Aids Council Municipality, Safety and Security National Crime Prevention Strategy, Commission for Gender Equality, Welfare Department, and Department of Justice. Meetings are held and joint awareness raising is done.

Contacts

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	still fulfills the community needs.
	<p>Training of CHWs</p> <ul style="list-style-type: none"> • The Community Health Facilitator (CHF), who is the employee of the department of health, trained to train CHW, provides training to a group of CHW 10 to 24 sized units. The theory is given for two weeks in a month. • This process takes an average of one year. <p>The curriculum entails the following aspects in a modular form:</p> <ol style="list-style-type: none"> 1. Orientation into CHW 2. Understanding Health 3. Environmental Health 4. Nutrition, Food and gardening 5. Introduction to body systems 6. T.B. and DOTs 7. HIV/AIDS 8. Home Based Care 9. Mother and Child 10. Basic First aid and life support 11. Common and Chronic Illnesses 12. Common medications, Traditional and home remedies 13. Mental Health 14. Disability 15. Disaster Management 16. (IMCI) Integrated Management of Childhood Illnesses.
	<p>Monitoring</p> <ul style="list-style-type: none"> • The CHF monitors and supports the CHW while on training and after finishing training • Examination has been changed to continuous assessment tool based on each module is used as evaluation of theory and practical. Only when the module has been understood and applied, the CHW then moves to next module.
	<p>Control Measures</p> <ul style="list-style-type: none"> • Once the CHW is in the field, a community bases supervisor monitors the movement of CHW using time sheets. • Signs on in the morning and declarers her work plans and signs out in the afternoon. • The community supervisor is the member of the community health committees who resides within an area serviced by the CHW. • He/she is a volunteer without incentive • The CHF collects time sheets monthly from the CHWs' supervisors and submit them to NPO paymaster • Any deviations from the norm warrant the disciplinary measure, which is part of the contractual obligations.
The C.H.W Services	<p>Definition</p> <ul style="list-style-type: none"> • A volunteer with a stipend, selected by the community, he/she lives in to provide services that will address the needs of the community. The person is an adult less than 50 years, working five days a week with vacation leave of 21 working days, sick leave of 10 days,

	maternity leave of four months which three months is partly paid. Majority of CHWs are females and few males.
Role of CHW	<p>Basic Role</p> <ul style="list-style-type: none"> • To make Primary Health Care fully available to all communities in the following aspects: <ul style="list-style-type: none"> • Link communities with resources and services • Distribution and capturing of health information. • Mobilising communities to determine health needs and take greater responsibility for their own health and advocating for appropriate health resources and services. • Raising awareness on diseases, epidemics, and render essential health promotion. • Render essential first aid • Identify acute and chronic diseases and facilitate proper referrals. • Act as change agents for developments • Carry out health driven activities based on needs.
Incentives	<p>A Monthly Incentives</p> <ul style="list-style-type: none"> • R1488.00 for 21 days worked in a month • Vacation leave of 21 days • 3 days responsibility leave • Contribution to UIF <p>Sources of Financing</p> <ul style="list-style-type: none"> • The department finances the services of NPOs towards the CHWP and determines the incentives. • The NPOs get 30% of the funding and 2% towards the payroll.
Management and Accountability of CHW	<p>3 Phased</p> <ul style="list-style-type: none"> • Accounts to the D.O.H Supervisor –CHF • Accounts to community based supervisor by time sheets who informs the community structures • Accounts to the NPOs who hold the contractual agreement who inform the D.O.H.

Support	<p>Modules as mentioned</p> <p>In-service education</p> <ul style="list-style-type: none"> • Ongoing in-service update is given to CHWs at districts by Programme Coordinators and PHC coordinators e.g. <ul style="list-style-type: none"> • Change in immunization scheduled • Change in T.B. drugs • Outbreak of Cholera and Malaria • The NPOs provide support of training material, training venues if need payment and accommodation payments if training is centralised and catering during training, in-services, and training of governance structures.
Facilitation	<ul style="list-style-type: none"> • Facilitation is done by D.O.H. employees (CHF) and where there is non, it is done by NPOs Community Health Facilitators because of the capacity of CHF, some of modules e.g. Mental Health, requires professional expertise the NPOs or the Programme Coordinators facilitate. • The original CHF is at the level of enrolled nurse but due to nursing staff shortages, lower categories are being used e.g. enrolled auxiliary nurses, specialised auxiliary service officers (Previously called health educators)
External Links	<p>Community Based Organisation (CBO)</p> <ul style="list-style-type: none"> • Presently the contracted NPOs are identifying and training local NPOs and CBOs with an intention to develop the programme to local organisation as a contractual obligation <p>Local Municipalities</p> <ul style="list-style-type: none"> • Because of local government elections, the health role is the responsibility of the local government; processes demand participation of local municipality politically and financially. <p>Traditional Leaders</p> <ul style="list-style-type: none"> • The programme has been for long time in the traditional leaders. A process of introducing transformation is embarked on slowly as to let go is not easy.
10. Contacts	<ul style="list-style-type: none"> • Ms. L. R. Bonga Email: pphckzn@wn.apc.org

Choice: Home-based Care in Limpopo Province - SA

1 Context

CHoiCe: Comprehensive Health Care was established in 1996 in response to the identified health problems in the rural areas around Tzaneen. Various strategies have been used with Home Based Care provision by Community Health Workers (CHW) in rural communities now having the major project focus. The project is run as a joint partnership between the district Department of Health and CHoiCE, an NGO. Most activities being conducted together to ensure future sustainability of the project while building positive relationships between sectors.

2 Description

CHoiCe is a health training organisation with courses offered including: Peer Education, Basic HIV/AIDS Courses, Workplace Policy, First Aid Courses, Agri-health, Safety Representative training, as well as Voluntary Counselling and Testing. Selected CHW's are trained as Ancillary Health Workers (AHW) to provide care and support to fellow community members. Emphasis is on poverty alleviation projects as well as the empowerment of women. The Greater Tzaneen Municipal area (Mopani District of Limpopo Province) has a population of 448 000 in primarily rural areas. There are 26 clinics and 4 health centers that act as the base for the village projects. To date, 217 CHW from 59 villages and 50 farms have received training. In one month during 2002, over 6 000 families were visited with a health message, with on average 200 people needing daily care in their homes.

3 The CBWs

The elected CHW's are primarily women (80%) with the majority women over the age of 30. In most instances there is a breadwinner in the home that enables the volunteer process. Most of the CHW's are literate, although this is not necessarily a criterion. However, should the CHW see the AHW training as a career path a certain level of literacy is required.

The selection of CHW's takes place following a situational analysis or Household Livelihoods survey in the village. Meetings, both individual and mass take place with all stakeholders in the community, including traditional healers, leaders, religious sector, teachers, and the community at large. The details of the project and the criteria for the selection of the volunteers for the provision of HBC are discussed at this time. The support of the project by all role-players from the initiation of the project is vital. The community members make the final choice regarding the selection of the CHW, although decisions on the time spent on the program is left to the individual and the needs of the community.

4 The CBW'S role

The CHW become the extension of the local clinics into the communities. Health professionals refer clients needing on-going care and support, with the CHW referring patients back to the clinics for further care when necessary.

The CHW conduct house-to-house visits in the areas they serve as an introduction as well as a continuous support process. The identification of needs of families and children are a priority, with the appropriate care given or referrals done. This assists with destigmatization of the HIV epidemic as all members of the community are visited and care is provided to all, not necessarily only HIV related illnesses. Services include counseling, education, physical care, food preparation, cleaning assistance, family support and guidance, etc. Assistance is given with the accessing of support grants, making of wills, and funeral preparations. Pre and post test counseling to assist with the VCT process is planned.

The trained CHW become leaders in their communities and form support groups where community development and poverty alleviation projects are initiated.

5 Incentives

The CHW do not receive any payment, although 7 have become “Co-ordinators” and thus receive a small monthly stipend. Volunteerism is not ideal in impoverished communities and great care is taken to ensure that the CHW do not incur any personal costs. Training is thus carried out in or close to their villages, or transport costs paid. Nutritious meals are provided daily during training, which are prepared by local community members as an income-generating project. Incentives given depend on donor funding and include record-keeping books and stationary, T-shirts, Caps, tackies, Golf-shirts, jeans/skirts, umbrellas. Identity cards are given to serve as a security measure and assists with community acceptance. Certificates are presented annually at a ceremony for each module completed. Home Based Care kits (a small stocked toolbox) are given to assist with physical care. The Department of Health has made a commitment to replenish these kits in future.

The system is financed by various donors through the organisation.

6 Management

The CHW are accountable to the Organisation’s area managers who visit monthly in their areas for a support/debriefing/in-service training meeting. During this time, the area managers will either randomly select patients to visit or, on request assist a CHW with a patient needing care. The CHW are however, also supported and assisted by the Co-ordinators whom they elect who visits them regularly, collects their reports monthly (as part of monitoring and evaluation) and assists with distribution of donated goods. The Area Managers meet monthly to compile their 5 reports for submission to the organisation to fulfil donor requirements.

7 Support

The Ancillary Health Worker Course is a 59-day curriculum, (in the process of being accredited) which is run over a period of 2 years. Courses are not run concurrently in order to give the CHW an opportunity to practice their new skills and internalise their new learnings before the next course is run. Funding also determines the pace of the training. A generic approach is taken in the training, in that all ailments are dealt with, not only HIV/AIDS.

Monthly support group meetings are held with each group at the central formal health facility. This ensures that the Professional staff/social workers are also involved with the program continually. Guest speakers attend these meetings, and in-service training is also given. However, the main focus is on care of the caregiver as an opportunity to de-brief and share.

8 Facilitation

CHoiCe is a non-profit making Trust that was initiated in 1997 as a FA. It is funded to carry out health related projects sponsored by various donors for specified periods. The staff at CHoiCe comprises of 8 women and 1 man, 7 of whom are nurses. All the staff has extensive experience in the Community Health and Development Field. Although a variety of training is carried out by the organisation, the project with the most support by all the staff is the Home Based Care project.

9 External Links

Choice works hard on the partnership with the Department of Health in the provision of the Home Based care program. Multi-sectoral meetings are held quarterly together to include stakeholders such as the police, churches, business, other NGO’s and CBO’s, etc in the successful planning and co-ordination of various facets of the program. This forum has been

functional since 1999 and has just become the Greater Tzaneen Aids Council under the auspices of the Municipality.

CHoiCe: Comprehensive Health Care Trust

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Community Based Home Care: Best Practice, A Concern Uganda Model

1. Context

Concern Worldwide is a voluntary, non-denominational organisation which was founded in 1968 and is devoted to relief assistance and advancement of people in need in less developed areas of the world. Concern is currently working in 30 countries and has its head office in Dublin, Ireland. Concern Uganda has been working on behalf of the poorest and most vulnerable groups in Uganda society since 1990. Concern's project in Uganda are located in four districts: Rakai, Mpigi, Kampala, and Katakwi.

This summary paper explains Concern's experience in supporting the establishment of two community based home care programmes in Buwama and Kammengo sub-counties, Mawokota County, Mpigi District. The initiative is closely linked up with the Ugandan Government's decentralised Local Council (LC)⁷ system from LC I-III (village, parish and sub-county level). Although the initiative only involves people at LC I-III the programmes has a linkage further up to the LC IV and V levels.

2. Description

Buwama and Kammengo Sub-county Home Care Associations (SCA) were established in 1998 by indigenous people trained by Concern Worldwide to address the social and economic challenges affecting people living with HIV/AIDS and their families.

The SCAs cover two sub-counties (LC III) and 18 parishes (LC II) with an estimated population of 62,639. The target group:

- People infected/affected by HIV/AIDS in particular:
- Those infected with no extended family support
- Care givers of people infected.

The SCA consists of 387 trained volunteers represented in committees at parish and sub-county level. Up to June 2002 a total of 4,003 people living with AIDS have been supported.

3. The community volunteers

The volunteers are selected by their respective Local Council leaders and other opinion leaders.

Some selection criteria would include the following qualities:

- Kindness and willingness to help
- Confidentiality, given the sensitivity of HIV/AIDS problems
- Command of respect from community members
- Maturity
- Resident in the respective community

The volunteers represent both male and females although a slightly higher representation of females is seen.

4. The community volunteers' roles

Services provided by the volunteers:

- Home visits through which counselling is provided
- Training carers in patient care, nutrition and home hygiene

⁷ The Local Councils (LCs) are the lower levels of the Ugandan Government as provided for in the Local Government Act of 1997 based on a system from LC I- V where LC I is the Village level, LC II Parish Level, LC III sub county, LC IV County and LC V district level

- Provision of material assistance to the clients' families, such as food, firewood, etc
- Assisting in household chores such as washing, cultivation etc
- Provision of herbal medicine to treat some of the common opportunistic infections like diarrhoeas, cough (not TB), fever, skin lesions etc
- Dissemination of information on HIV/AIDS/STI and on home care system to the wider community members including the clients' families
- Training of new volunteers
- Referral to nearest health units.

5. Incentives

Many of the incentives are through training where volunteers gain a lot of recognition and respect within their community.

The associations are also supported by the LCIII on sub-county level and receive some money on special occasions such as World AIDS Day, Candle Light Commemoration

The associations do receive funding from different organisations such as Concern, Ireland Aid which has enabled the associations to establish income generating activities for the volunteers.

The executive committees write proposals to enable them to obtain different funds.

All parish volunteer groups pay an annual membership fee to the sub-county association.

6. Management

At parish level the volunteers are accountable to the parish executive committee, which further reports to the sub-county executive committee.

Each volunteer has to present a monthly report to the parish committee. The parish committee submits a monthly report to the sub-county executive committee. The sub-county association carries out supervision at parish level on a quarterly basis using a monitoring form. The sub-county association submits quarterly report to Concern and other stakeholders including Sub-county and district authorities.

7. Support

Each parish association has 5 trainers of trainees (TOT) who are responsible for training of new volunteers

When new volunteers are appointed they undergo a training program which involves :

- How to approach the affected family and infected person
- Practical handling of people with illnesses and provision of patient/nursing care
- Basic counselling skills
- Facts and updates on HIV/AIDS
- Nutrition
- Home hygiene/sanitation
- Herbal medicines for opportunistic infections
- Referral systems to health units

On-going refresher training is conducted for old volunteers according to their gaps this is all done locally. Both the LC, churches and other local stakeholders are supporting the volunteers.

8. Facilitation

Although Concern formally has withdrawn its technical support, we keep a close link and will often bring visitors interested in community based home care.

9. External links

The two associations are registered Community Based Organisations at District level. Submit quarterly reports to sub-county, sub health district and district level

They are members of UNASO (Uganda Network of AIDS Service Organisations) a National networking organisation for improved HIV/AIDS Prevention and care for all.

Member of DENIVA (Development Network of Indigenous Voluntary Associations) a National NGO.

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Experience of CBWs in the Health Sector – A Critical look

The following is a highly condensed summary of experience with and changes to the CBW model in the health sector over the last 70 years in the Africa Region.

Where is the focus?

Community workers have been promoted as an idea for at least the last 70 years in order to get round the fundamental problem of bringing costly services to under-served populations. However, only in extremely few conditions have they been able both to continue work without either costly supervision or external resources or inputs and to be effective for the poorest, most vulnerable, most marginalised. This general failure is certainly seen in a whole variety of health programmes in CARE currently working in the Africa region. Thus for malaria programmes, the use of bednets has increased but morbidity from malaria remains much the same; child survival programmes increase use of medicines, but child mortality remains much the same; AIDS programmes increase condom use, but prevalence of HIV remains much the same; contraceptive programmes increase contraceptive use but do not have much impact on child spacing; maternal health programmes can increase deliveries at a health facility, but the level of maternal deaths remains the same; home care programmes can increase resources to those with specified diseases, but still the poorest homes and those without the necessary disease continue to struggle; communication programmes oppose stigma, but stigma continues. In other words, the programmes do have an impact, but not on the people with the most problems. This is not surprising, as it has long been recognised that the provision of services and information has only very limited impact on the conditions of the poorest or most vulnerable.

Recent work

Recent work in strengthening of Civil Society has an implicit recognition that continuing to target a 'community' in general (i.e. externally selected groups of individuals) fails to address inequalities or to develop a social conscience concerning inequalities or rights. Many community leaders in Africa are weary of superficial messages and solutions that fail to help them address the deep and complex societal problems they face which continue to cause continued suffering. It is in fact impossible to continue to behave as though external agents can be surrogate parents or leaders for a community. It has also long been recognised that in societies with better community competence there are fewer problems related to social inequity. Finally, it is clear that the majority of development problems lie not only in knowledge and availability of resources, but also in active social accessibility to the resources and support in social terms by other members of the community.

For these reasons there has been considerable effort devoted to developing skills amongst a variety of community institutions (religious, cooperative, informal, governmental) to improve their capabilities in ensuring equity of support, full community discussion of sensitive issues around which there is silence, and a critical attitude to the providers of external inputs such as programmes and services.

Role of CBWs

CBWs can function, but they can function much better in parallel with the development of capable community institutions. Thus they can continue to provide services as per the model provided for the seminar, as long as they have the full involvement of key institutions, and as long as they are given sufficient backup. A variety of models have achieved this, and the

current model is but one. Similarly, it is possible that community institutions do ask people in the community to act as facilitators for social change.

It is equally possible to help existing workers to stimulate debate internally about social change. However, in all cases, it is next to impossible to achieve this without the full ownership by the institutions responsible in communities for social management.

Incentives

If an idea is only owned by those who introduce it, then it is their responsibility to maintain that idea. Thus without ownership, there can be no sustainability. Ownership cannot be forced except in the short term.

Management

CBWs are accountable to those who own them. If they are indeed service providers, they will be supported locally as long as they are seen to fulfil some useful function – e.g. delivering drugs.

Support

Many evaluations have shown that the CBW model is as sustainable by good supportive supervision as it is by the provision of finance or other resources. Both are costly. Unfortunately, due to the flagrant abuse of this system by an enormous variety of programmes in all sectors, most communities are now able to hold projects to ransom to achieve a kind of salary for those who are so employed.

Facilitating agent

A variety of facilitating agents have proved effective, including churches, service delivery programmes, government or NGO bodies. Almost none have dealt with the deep social issues that maintain vulnerability, although in general churches have done better than others at social change.

Conclusion

If programmes can develop a model in which it is open to community institutions to experiment with, monitor and assess the value of CBW models, with the option of dismissing the idea if it is not answering fundamental problems, there may still be life in the idea – especially if linked to the development of mechanisms of social review. If, however, the model is seen merely as a convenient way to ensure programme goals that are determined from outside are reached then of course it will work, but only as long as the programme pays for it.

Contacts

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Community-Based Animal Health Service Delivery in Kenya

1 Context

Community-based animal health service was introduced in Kenya in the late 1980s as a response to the declining animal health service provision that left a wide service gap. Contributing factors to this scenario included government's dwindling resources (declining economy), liberalization and privatization policies forced by the Structural Adjustment Programmes among others. Initially, CAHW service delivery system was appreciated and accepted by local communities but not at the policy level. In the course of time however, and through a process of consensus building, the community-based animal health service delivery system became increasingly acceptable and appreciated. At the moment many stakeholders have accepted the concept and indeed there has been a shift of policy in favor of this service delivery system. However some resistance still exists particularly by the Kenya Veterinary Association.

2 Description

CAHWs offer basic animal health services to livestock keepers mainly in arid and semi-arid areas (ASAL) which cover close to 80% of the country and carry approximately 70% of national livestock herd. CAHWs are part of the community, understand the local values and challenges, and their services are easily available and accessible, a factor that makes CAHW service delivery system appropriate and of critical importance especially to nomadic pastoral communities.

In most ASAL areas conventional animal health service providers are not available or are inadequate. Various facilitating agencies have trained approximately 8,652 CAHWs and 6,000 are estimated to be active (65%). Reasons for drop out are varied and include wrong selection, inadequate motivation and incentives, lack of follow up, other opportunities and inadequate institutional support among others.

3 The community-based animal health workers (CAHWs)

Are basically livestock keepers or herders who are given elementary training in animal health for the purpose of providing basic animal health care to their communities, either on part time basis or as a full time commitment. The majority are young males but females and old persons may be selected.

The concerned community selects persons to be trained in a participatory manner following an awareness creation session by facilitating agent(s). The selection criteria include community member who is a livestock herder or owner, committed and willing to serve the community on voluntary basis, respected and physically fit. Age, education and gender are considered as well.

4 The CAHW's role

The principal role is provision of basic animal health services to their communities but may have other miscellaneous responsibilities and functions as befit the respective communities. Services rendered include diagnosis and treatment, sale of veterinary drugs, mobilization of communities, assist in vaccination campaigns, disease reporting, extension work and provide useful links between livestock keepers/herders and district veterinary authorities and facilitating agents. The areas of responsibility for CAHWs in animal health care are limited to

their level of training and knowledge. The target clients are the livestock owners/herders but with trickle effect to the community as a whole

5 Incentives

Are more or less indirect and include personal recognition by the community and district veterinary authorities, start up kits issued by the facilitating agents, new status which give openings to other windows of opportunity, occasional reward (in kind) by community members and some direct benefit from work – either cash or in kind.

The CAHW system is largely financed by facilitating agents who bear the cost of training and also give initial/start-up kits to CAHWs. Once drugs in the start-up kit are exhausted, replenishments are made mainly from revolving funds through the facilitating agent. The system operates on cost recovery basis.

6 Management

The CAHWs are accountable to the community, the facilitating agent and the district veterinary authorities. In reality they have strong allegiance to the facilitating agent to whom they report directory. In practice CAHWs are largely managed by facilitating agents. Communities play an overseeing role while the district veterinary authorities are becoming increasingly involved in supervision, monitoring and coordination. Other institutions with some interest in one way or another include the Kenya Veterinary Association and the Kenya Veterinary Board.

7 Support

The facilitating agents bear the cost of initial training (2-4 wks) as well as the cost for refresher training. The community occasionally contributes in kind and in majority of cases the facilitating agents and community or CAHWs contribute to the purchase of start up kit, with facilitating agent contributing the bigger share. Local support by communities is through utilization of CAHWs' service and purchase of drugs from them. The district veterinary authorities participate in the training as trainers and also give technical and policy guidance. Follow up responsibility lies with the facilitating agents and district veterinary authorities. Communities are not directly involved. Community decision-making structures exist but are mainly useful during the introduction of the concept and during selection of trainees.

8 Facilitating

There are many parties giving support to CAHWs. Facilitating agents, majority being NGOs, provide training, some logistical support and advocate for policy and legal support. The NGOs involved include ITDG, CLIP, Farm- Africa, COOPI, SNV, OXFAM, NORDA, VSF Suisse and WASDA among others. Other supporting institutions include AU/IBAR, the Department of Veterinary Services, Arid Land Resource Management project in the Office of the President and some bilateral agencies.

9 External links

The CAHWs and facilitating agents are invariably interlinked to the Department of Veterinary Services by virtue of its regulatory role. Besides the regulatory linkage, the supervisory and the monitoring role of the Veterinary Department provides another linking point with CAHWs and NGOs or facilitating agents. There are also district-based forums that provide some links. They include District Development Committees, Livestock Service Providers forums and Pastoral Steering Committees.

10 Challenges

- Sustainability

- Strengthening supervision, monitoring and coordination
- Need for improved institutional support including enabling policy
- Improvement of the service quality/minimum level of training
- Demonstration of impact
- Some resistance to the establishment of CAHW service delivery system, mainly by the professional association.

Key contact on CAHW service delivery system:

Intermediate technology development group (East Africa)
P.O Box 39493
Nairobi. Kenya.

OR

Community-based Livestock Initiative Programme (CLIP)
P.O Box 1249,
00606, Sarit Centre,
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Mogabiri Farm Extension Centre's Community-Based Worker Model

1 Context

Mogabiri Farm Extension Centre (MFEC) is an agricultural extension-implementing agent, which offers lessons in the use of trained farmers called farmers motivators (FaMos) in lieu of government extension staff.

MFEC is a local non-governmental organization implementing rural development programme in Tarime, Mara region (north-west part of Tanzania). MFEC currently work in 30 villages in Tarime district and her objectives focus on strengthening and supporting initiatives of farmers in agricultural and livestock production. MFEC provides training and extension services to subsistence farmers in the project area.

2 Description

MFEC works in collaboration with 18 government extension workers and 72 community based workers (CBWs) in executing the programme. In each project village there are three CBWs distributed evenly to cater for many beneficiaries and number of households range from 236 to 899 in each village.

3 Community based workers

CBWs involved in the programme are mostly middle-aged persons and 20 out of 72 are females (27.8%). Involved CBWs are part time practitioners as they divide time between attending their families and do the community based work.

Selection of CBWs is done soon after the village joining the programme. Village meeting is held on that very day and all villagers are invited to attend the meeting. Criteria for selection of CBWs is set by villagers and MFEC facilitate the process. Some of the criteria include permanent residence in the village, must be acceptable to the society, understand cultural values and taboos of the community, hard working, literate and ability to do simple calculations, demonstrated ability to organize people, ownership of a farm plot to be used for demonstration purposes and must be belonging to farmers group. Open voting is the most common means of choosing the CBWs. One of the three chosen CBWs must be a female of afore mentioned qualities.

4 Roles of community based workers

CBWs roles are specific to agricultural and livestock production. They organize and conduct training sessions in the village, facilitate group formation, do simple appropriate technologies for farmers, attend treatment procedures to animals in the village. Farmers pay for such services like contour measurements, animal cowshed construction, treatment of animals and routine simple veterinary cases. One of the CBWs is a member of the village livestock development committee, which oversees and manages all the livestock loaned to farmers in the village.

5 Incentives

Incentives offered to CBWs include bicycle loan, attend free quarterly training sessions, do excursions within and outside the country and soft loan conditions from the implementing agent. External donor funds the system but CBWs work is purely on sustainable basis.

6 Management

CBWs are accountable to the implementing agent and the government extension worker manages their work at the village level. This is by giving them guidance when deemed necessary; hold monthly evaluation sessions and collection of the monthly reports to be submitted to the implementing agent and the government. Evaluation is done against already set indicators and in case of any discrepancy the CBWs has to explain.

7 Support

CBWs receive basic agricultural and livestock production training soon after joining the programme and continue attend quarterly on centre training sessions plus on farm training sessions. Donor support is primarily directed to the on centre training sessions and partly to on farm training sessions. Venue for training and food contribution is a part of local contribution. The village government recognizes CBWs and their selection is endorsed by the village government. They are a part of village development committee.

8 Linkages

MFEC is a local non-government organization working in collaborating and under jurisdiction of the district agricultural and livestock development office. Both MFEC and the government support the roles of CBWs. They are a primary structure of the livestock and agricultural information system.

The Tanzania government appreciates the role of MFEC in implementing the “farmer to farmer” extension approach and it is through the World Bank funding it decided to use MFEC as a pilot project to evaluate efficiency of such approach. This was imperative, as the number of government workers has been reduced due to budgetary constraints and other reasons.

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Participatory Animal Health Programme in Simanjiro District, Tanzania

1 Context

Simanjiro is a pastoralist district in Northern Tanzania inhabited mainly by the Maasai. The Maasai are trans-humance pastoralists relying heavily on livestock. Their herds comprise of cattle, goat, sheep and a significant number of donkeys. The major problems in the area are water availability in the dry season, animal diseases, and land encroachment for non-grazing purposes and poor marketing of livestock and their products. Animal health service delivery is very poor due to both environmental and policy factors. Policy wise, veterinary service delivery in Tanzania was subsidised by the government until the nineties when they were privatised under the structural adjustment programmes. Due to the harsh remote environment of Simanjiro, the private sector has not been able to take up service provision. This has negatively impacted animal health and contributed to high poverty and low food security of the pastoralists.

2 Description

Since 1997, Vetaid has piloted the establishment of community based animal health service delivery in the district. This was done through the participatory animal health project from 1997 to 2000. It aimed at making basic animal health services available to communities in a system run and managed by the community. The main activities included: selection of community animal health workers (CAHWs) in each of the 12 pilot villages, training of selected CAHWs, provision of a starter pack consisting of drugs and equipment to CAHWs, field training of CAHWs during the project life, linking CAHWs to the government veterinary services and extension.

3 The Community based worker

Selection of CAHWs was done through PRAs conducted in each village, using criteria agreeable between communities and the project. Basic training lasted for two weeks with a one-week refresher course. Participative training techniques were used with a high practical training content. A total of 30 CAHWs were trained. Initially each village selected 2 CAHWs, however later on some villages, which had larger area, and livestock herd increased the number of CAHWs with 7 being the maximum.

The criteria set for CAHW selection was that the candidate must be a livestock owner resident in the village, must be honest and trusted by community and be able to read or write. The village community was given these criteria before selecting the CAHWs. A public meeting including all livestock keepers was held to discuss the role of a CAHW and the various attributes necessary for successful operation of a CAHW.

When the project started, villages were advised to select a male and female CAHWs. In subsequent selections, after the villages had experienced CAHW work, selection was done more on individual merit than gender. Of the 30 CAHWs, 9 were female and 21 male. The average age of CAHWs ranged between the twenties to the forties. Experience has since shown that younger CAHWs drop out easily and migrate to urban areas to seek greener pastures. CAHWs are livestock keepers; they provide animal health services in addition to their other activities.

4 The CBW's Role

The role played by CAHWs in service delivery is as follows: treatment of sick livestock both their own and that of other livestock keepers, provide extension advise on animal health

management to other livestock owners as well as advise and train others how to use veterinary drugs properly, especially those who prefer to treat own animals. They also assist the district veterinary department in control of diseases by participating in vaccination campaigns for diseases like CBPP and FMD. Currently, CAHWs are used as a primary source of disease incidence information. There is a project aimed at integrating this information into the national disease surveillance database. The project is also piloting the use of CAHWs as research assistants collecting robust samples for laboratory analysis and providing set information for disease research in their area.

The main beneficiaries of CAHW work are livestock keepers in the communities who benefit from improved disease control. Even those pastoralists who prefer to treat their own animals do consult CAHWs on how to use drugs, dosage and administration routes. The veterinary department in the district also benefits by getting disease information from areas, which have no personnel.

5 Incentives

CAHWs do get paid for the drugs sold. There is a small mark up over the drug-purchasing price, which CAHWs get from sale of drugs. However, the main incentives for CAHWs come from the esteem they get from the community on their role in controlling diseases. The project financed the training of CAHWs and the starter pack as well as the supervision. CAHWs upon selling drugs used to restock by buying from the project. After the project ended, CAHW had to get drug supplies directly from urban-based commercial stockists at their own expense.

6 Management

CAHWs are accountable to the community through the village leadership. The village chairman and executive officer are the main supervisors of all development work within the village; including that done by CAHWs. In villages where government extension officers are posted, they form the first line of technical supervision for CAHWs. Where there are none, technical supervision is provided by the district veterinary officer. Supervision is done through visits, and participative field training.

7 Support

During project life regular field training was conducted to assist CAHWs solve the problems which they encountered. After the formal end of the project CAHWs were given further training to assist them in coping with any further role they may play, for example research assistance and disease surveillance. At community level, there are no formal support structures, however, Vetaid in another participatory community development project is in the process of facilitating the formation of livestock keepers co-operatives. This aims to assist CAHWs in obtaining a drug supply within the villages.

8 Facilitating Agent

Vetaid, the facilitating NGO is a UK based international NGO. It has been involved in community based animal health services delivery in Simanjiro district since 1997.

9 External Links

Vetaid has a memorandum of understanding with both the ministry of water and livestock development as well as the Simanjiro district council. The participatory animal health programme is implemented in collaboration with the District veterinary officer. At community level, implementation is done in collaboration with a CBO known as Inyuat E Moipo.

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Community-Based Workers and Community-based Natural Resource Management (CBNRM) in the Caprivi Region, Namibia

1 Background and context

Caprivi CBNRM programme started in 1990, with strong support from the Traditional Authority. Community Rangers (CRs) and Community Resource Monitors (CRMs) were appointed against the background of a dramatic decline of wildlife and negative attitudes towards conservation. The enabling policy is the Conservancy legislation of 1996 which allowed for communal area residents rights to manage and benefit from wildlife. The local institutions are conservancies, and conservancy committees progressively take on more management of CBWs.

The goal of the partners (conservancies, support organisations, Ministry of Environment and Tourism) is to link sustainable social and economic development with conservation and management of natural resources in Caprivi.

The objectives of the facilitating agent (IRDNC) are:

- To assist communities to form and manage conservancies in order to achieve the following:
- To build up the natural resource base
- To strengthen the capacity of rural communities
- To facilitate the return of social and economic benefits

2 Role of facilitating agent (IRDNC)

IRDNC provides support to conservancies in natural resource management, conservancy development, (awareness raising, capacity-building, training), enterprise development (crafts and tourism). The role is flexible – based on the needs of the conservancy.

The approach of the facilitating agent (IRDNC) is:

- Build trust
- Active participation
- Capacity building
- Disseminating information
- Close working relationship with traditional authorities
- Joint planning and partnerships
- Gender sensitive
- long term investment

3 Results – quantitative

Wildlife numbers outside parks have increased

Registration of 4 conservancies and imminent registration of 3 others (30, 000 people covering 20, 000 km²)

Significant earnings from hunting, lodges, campsites, traditional villages and crafts (1997-2002)

4 Results – qualitative

- Changing attitudes towards wildlife and conservation

- Growth in awareness, skills and development of institutional structures
- Increasing experience and confidence in interaction with outsiders
- Taking control of own destiny – empowerment

The beneficiaries are 30 000 residents of conservancies and emerging conservancies.

5 The CBWs

The two types of CBWs are Community Rangers (CRs) and Community Resource Monitors (CRMs). The qualities sought in the CRs are bush experience, knowledge of their area, respected by their communities (CRs). For CRMs it is knowledge of natural resources used for crafts, know people with whom they reside, and that they are able to transmit information effectively. There are 51 CRs, all male, and 20 CRMs, all female. In addition there are Community Campsite Staff = 6 (4 men, 2 women) at 3 community campsites and 3 female salespersons at community craft shops.

These are a mixture of young and old combining bush and natural resource management skills of older generation with literacy and awareness of younger generation. They are part-time leaving time for household responsibilities (livestock, ploughing etc.). They operate from their own villages and remain directly involved in the community, participating in community activities. They have flexible working times and may be expected to sleep out for meetings or problem animal control.

6 Selection procedures

CRs are voted in at community meetings. For CRMs the post is advertised through indunas and radio, applicants are interviewed and chosen by a panel consisting conservancy committee and IRDNC Caprivan staff. Community campsite staff are chosen by community and khuta (traditional authority). For salespersons at craft shops the posts were advertised, interviewed and chosen by community shop management.

7 The CBWs role

Role of CRs include: Problem animal control, anti-poaching, wildlife monitoring, predator monitoring, management (fire breaks, waterpoints, trophy hunter, fence), fish net patrols, rainfall measures, mortality, community meetings.

Role of CRMs include: Promote women's involvement in CBNRM, craft development, meetings, conservancy awareness and information dissemination, support conservancy development, monitoring of natural resources, coordination of conservancy (meetings and report backs), promote HIV/AIDS awareness.

8 Incentives

The CRs and CRMs are paid monthly, in emerging conservancy areas by IRDNC, and in conservancies they are paid by conservancies through donor grants. Qualitative incentives include respect from the community.

9 Training and exposure

CRs: cybertracker training (combine technology with local knowledge), 'event book' (information sharing mechanism)

CRMs: craft development (pricing, grading, new product development), facilitation skills (conservancy development and meetings)

Transport assistance is provided from IRDNC field staff (also CB, working for IRDNC) or from conservancy committee.

The long term vision is a gradual hand-over of responsibilities to conservancies, when conservancies generate enough income they will pay own salaries.

10 Management

CBWs are accountable to conservancy committee and traditional authority in their areas. An 'Event book system' is used by CRs to ensure information flow and effective management between CRs and conservancy committees who manage their work

11 Support and training

CRs:

- initial training: Problem animal control, law enforcement, patrolling, GPS, Cybertracker, feedback.
- ongoing training: 'Event book' follow up

CRMs:

- initial training: Communication skills, resource data collection, PRA, facilitation skills,
- crafts grading and pricing techniques
- ongoing training: Crafts, tree monitoring, palm monitoring, HIV/AIDS

The local management structure is a conservancy committee, with support of traditional authority, requests technical assistance when necessary from:

- Local support: Ministry of Environment and Tourism (CBNRM Support Division), Integrated Rural Development and Nature Conservation (IRDNC)
- External support: partner organisations (Namibian Association of Conservancy Support Organisations – NACSO, Rossing Foundation, Namibia Nature Foundation – NNF, Namibian Community-Based Tourism Association - NACOBTA, Living in a Finite Environment Programme – LIFE, Legal Assistance Centre – LAC)

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Agricultural Extension Services Provision through Local Experimentation Committees

CARE'S EXPERIENCE WITH FARMERS AROUND BWINDI NATIONAL PARK IN SOUTH WEST UGANDA

1. Context

During the period July 1997 to June 2002, CARE Uganda implemented third phase of Development Through Conservation (DTC) project with support from DANIDA through CARE Denmark. DTC was an integrated conservation and development project that aimed to improve the management of natural resources within two National Parks in south west Uganda (Bwindi Impenetrable Forest and Mgahinga) and the communities of the 24 parishes that border the two parks. The project focused on the poorer section of this population who lost most from the establishment of the two parks and thus left with the fewest livelihood options. The activities of the project were broadly divided into three components, namely: Park Management and Community Conservation, Institutional Development, and Agricultural Development. Under the latter, the project works with local communities to develop sustainable livelihoods, through the introduction of improved agricultural practices and technologies. The project area is characterised by a large population of subsistence farmers, with limited access to agricultural innovations and information due to weak agricultural extension system faced with poor funding in the public sector.

2. Description

After several years using traditional extension methods, staff of the CARE's Development Through Conservation (DTC) project realised that a new approach was needed, if they wished to catalyse and sustain vibrant agricultural development. Of particular concern to the project was the marginal and passive role played by farmers in technology transfer approaches, which was seen as a critical factor underlying low adoption rates. Thus project embarked on a process to help farmers gain the skills and confidence to occupy the central role in agricultural technology development, adaptation and dissemination. It was anticipated that by doing this, the technologies developed would be more appropriate, and agricultural development more widespread and sustained. Ultimately, the project supported process for evolution of an alternative system of agricultural research and extension – one directed and controlled by farmers and based on a tradition of innovation and information sharing.

Beginning with simple but focused agricultural experiments and gradually progressing to more complex experiments, farmers and staff together learnt how to experiment and discuss results, and how to generate insights, conclusions and useful technologies. As farmers gained confidence in their expertise and began to see benefits from their work, their enthusiasm for experimentation grew. Then through organised information sharing events like farmer field days, experimenting farmers workshops, project staff facilitated experimenting farmers to explore alternative ways to ensure that unfulfilled roles and other challenges in experimentation are overcome. The key question for the experimenting farmers was how to sustain experimentation activities.

3. The community workers selection

Initially, sixty -one farmers (27 men and 34 women) were selected as Community Resource Persons from 42 experimenting groups (having a total membership of 750 farmers –662 females & 188 men) in 32 villages of 2 Districts. Experimenting group members did the selection using the criteria that they were facilitated to develop themselves. Being a 'Real farmers,' who are a good example in experimentation; interested and active in meetings; able

to communicate well with others; in possession of a good memory and with the ability to explain what they have observed or heard; friendly and showing hospitality to neighbours and a generous and honest person who will not hide information from others were some of the qualities specified. The selected members formed their own umbrella organisation at parish level, the Local Experimentation Committees.

4. Community worker roles

Most of the committees hold regular meetings to discuss their work, and plan new experiments in a co-ordinated manner. They have organised local exchange visits, gathered and shared locally generated agricultural information, trained other farmers on request, and are increasingly hosting farmers working with other projects. They do not only offer agricultural advice, but also support the organisational development of their constituent groups. There are instances where local experimentation committees have helped groups to resolve internal conflicts and update their rules and regulations in order to improve group governance.

5. Support

To support these activities, groups and committees have evolved their own funding schemes, including regular collection of a small fee from the groups they represent, voluntary donations from groups for the committee to purchase stationary, and initiating committee-level agricultural micro projects to generate income. Individual committee members also receive various 'rewards' from the groups and individual farmers they represent, as a token of appreciation for their work. These include provision of labour by group members to dig in their representatives garden; cash payment from the group; provision of lunch by groups hosting local experimentation committee members; and being exempted from fines for not attending group work. Farmers serving on local experimentation committees also derive a lot of satisfaction from being specially respected as advisors by other farmers.

6. Accountability

The accountability system is mainly "down ward". The members serving on the committees are accountable to the farmer groups that nominated them. The group may at any one time substitute a non- performer or any one that voluntarily retires for one reason or another. The committees in their visits to groups monitor the performance of the group representative for example by finding out whether the representative provides feedback to the group. The same visit provides opportunity for the group to find out whether their representative actually attends committee meetings and presents their views or concerns.

7. Facilitation

The project invested considerable time supporting the organisational development of these committees. Over time the training to local experimentation Committees covered planning, conducting and evaluating agricultural experiments, planning agricultural training events like crossing visits and field days, facilitating group planing and reviewing meetings and group dynamics.

The committees are currently forging horizontal linkages among themselves and trying to strengthen and formalise vertical linkages with a variety of service providers, in order to access new technologies and other developmental support. However, they are finding it difficult to form effective linkages independently of the project, which threatens their ability to access new technologies. This is partially because they lack the resources to regularly visit distant locations, but also perhaps because national level researchers have not yet fully internalised the potential of their relationship with the Local Experimentation Committees.

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Community Agriculture Advisors, Environment Alert – Uganda

1. Context

Environmental Alert, EA, is a Ugandan NGO that carries out programmes in Sustainable Agriculture and Natural Resource Management. In response to limited coverage of agricultural extension project by the Organisation Staff and Government Extension Workers, the organization evolved a community – based service delivery system that was based on giving extra support and skills to selected members of the community to undertake the service delivery in aspects of soil fertility management, crop husbandry for selected crops, and organizing farmers.

2. Description

This project has been undertaken in Luwero and Wakiso Districts. EA has over the years facilitated farmer groups, to identify and select among themselves two members that the project goes ahead to train in animation and technical skills.

3. Selection of community workers

The farmer groups and EA together develop a criteria that is used for the selected of the Community Agriculture Advisors (CAAs). This criteria among other things looks at:

- The innovativeness or creativity of the farmer
- The respectability among fellow farmers
- Availability to undertake activities on his/her farm and also provide support to fellow group members
- Trustworthiness of the person

There isn't any attachment on age and sex of a CFA but during selection men tend to dominate. The CAA approach was developed almost two years into the implementation of project activities with the community. This enabled EA to understand the community better and appreciate their needs and interest and also identify key innovators that could be banked on to support and maintain the system.

4. Training

The CAAs were then given training in priority agriculture aspects especially to do with Soils management, banana, vegetable and clonal coffee production and also aspects of monitoring and evaluation. They were further trained in Group dynamics issues, extension approaches and animation skills. On completion of the trainings, the project does not provide certificates for fear that they could be misconstrued to mean the CAAs are experts. Besides the training sessions, CAAs have been exposed to other experiences in different parts of the country to learn and share best practices and challenges.

5. Community worker roles

CAAs undertake the following activities: -

- Mobilise fellow farmers for purposes of training, whether the training is being offered by EA, external service providers or the CAAs themselves.
- Train through practical demonstrations, fellow farmers either on their farms or at a particular farmer's place.
- Receive information (technical) for passing over to the farming communities they represent.
- Carry out farm visits and offer support to farmers.

- Liase with local authorities.

6. Incentives

These CAAs are not paid by the project but are provided with lunch and materials whenever they come to sharing meetings. They use their own bicycles to move to other farmers where they provide technical assistance. In order to ensure continuity of the CAAs, effort was put into identifying opportunities that could motivate them. The farmers from far off communities who demand for services facilitate the CAAs at modest costs as agreed between them.

7. External linkages

The CAAs have formed themselves into a team of facilitators in the sub-counties they come from as well as far off places where there is still high quest for the knowledge which they possess. The CAAs have been introduced and linked to the Local Government Authorities by the project. The purpose of doing this was such that they obtain the necessary political support for eventual inclusion into the sub-country production and marketing committee budgets. On some occasions CAAs have been used by local authorities to conduct agricultural campaigns and they are paid day out allowances.

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Case Study of Ministry of Agriculture, Cooperatives and Land Reclamation in Lesotho

The policy of the Ministry of agriculture in Lesotho is to assist farmers to attain Household food security, to alleviate poverty and creation of employment by empowering clients with the knowledge having access to technology, information and appropriate farming practices for sustainable natural resources.

In 1996 the Ministry of Agriculture decided to combine elements from different approaches to create a single Extension System - Unified Extension System. The Unified Extension System. The Unified Extension system was officially rectified in March 2001 and was agreed that the Action Learning Cycle would form the backbone of the new extension system. Mafeteng, Leribe and Mokhotlong districts were selected for piloting. Ha-sekoati village was identified as the piloting village within the Piloting Area 2 which is now termed as the Resource Centre. Piloting started in June 2001 until June 2002 to validate the data and performance of farmers in Ha-sekoati.

Ha- Mphasa villages within the pilot Resource Centre was clustered with 10 villages. Clustering was done to capture many villages within a short space of time, and effective use of resources. The other main point was to create sharing of experiences by villagers.

After June 2002, the system was evaluated and found successful, therefore declared to be operationalised in all districts. Mafeteng piloting staff started to facilitate training of staff in two districts. Farmers extension Facilitators paraprofessionals serve a range of 80 - 150 farmers.

Extension service is provided by Agricultural Assistants to farmers in communities by facilitating their programmes.

Agricultural Assistants are government employees.

Community Based Workers are composed of males and females including youth. They are selected in a traditional manner. Majority of CBWs are at the moment males. Community Based Workers role is animation. Their roles are to facilitate training; they are contact persons between Agricultural Assistants and (farmers) communities. They are coordinators in the communities.

There are targeted clients but serves the whole communities. No payments are made. There is no financing made. Technical support is provided.

Community Based Workers are answerable to their communities. They are a supreme body. Each farmer manages his work but they plan collectively as they have scheduled meetings.

Agricultural Assistants provide support to CBWs by providing training, organising study tours and facilitating, researching and demonstrating.

CBWs are supported in facilitation by Agricultural Assistants and other Agricultural staff from various departments.

The Unified extension system/approach is part of the national organisation systems/approaches.

The link is the legal Unified extension System document of March 2001.

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CARE Ecuador – Sustainable use of Biological Resources – Subir Project

1 Background

Cultural diversity and conflict over land tenure and many other social and environmental issues are neither adequately nor clearly regulated in the Ecuadorian legal system. Faced with this reality, the promotion of legal and policy reform becomes indispensable for those seeking to address such conflicts.

Therefore the most viable option was to develop human resources within the community organizations, creating the possibility to pursue reforms themselves.

Care Ecuador's sustainable use of biological resources SUBIR project is an integrated conservation and development project focus on working with indigenous and traditional Afro-Ecuadorian Communities through out the Ecuadorian territory.

Project SUBIR created the Component "Policies and Legal Affairs", which determine the criteria for the selection of members of the most representative Indigenous and Afro-Ecuadorian communities to be trained in the PARALEGAL PROGRAM.

2 Selection criteria

- Previous involvement in the Organization to whom he/she belongs
- Academic requirements such as learning abilities - reading and writing skills. Also considering language knowledge.
- Individuals desire for personal training and learning. Also the desire to participate actively in the legal, economical and social development of their community.

3 Paralegal training process

This program covers the following subjects:

- a.- Community Organization.
- b.- Collective Rights.
- c.- Land and Water tenancy.
- d.- Protected Areas ,forest resources
- e.- Petroleum and Mineral Resources (Non-renewable resources).
- f.- Biodiversity.
- g.- Community Tourism
- h.- Intellectual Property
- i.- Community Mediation.

This topics have been chosen seeking the communities best interest under the consideration that they are located in "highly biodiverse and natural resource-rich areas" and that they have struggle to fend off the continuous process of encroachment and resource exploitation on their traditional lands.

One of the primary objectives of the program was to create links with State Institutions directly related to several faces of the communities interests so that when trained, the Paralegals have the chance to visit them. This physical approximation creates confidence and trains them in the procedures that are to follow when needed and establishes personal relationships between them and the people that handle related affairs in this institutions.

The program considers a face were the Paralegals replicated their experiences at a Regional Level.

This Program is Certified by the LAWYER'S ASSOCIATION IN QUITO, that evaluates them and certifies the learning process.

The Paralegal Program is currently under going a third phase of training as part of a national, World Bank- funded program to replicate the CARE model.

4 The paralegal program addresses rights issues

These include:

- Inadequate or non-existing legislation and policy on cultural diversity and land tenure.
- Collective Rights to tradicional lands and natural resources.
- Intellectual Property.
- Local's access to the Legal System.
- Changing the attitude of Indigenous
- Communities about the Legal System and its application.

5 Accomplishments

The communities' capacity to claim their RIGHTS has been enhanced through paralegal-workers based within the community. The Paralegals have successfully helped form and joined higher-level organizations. Fifty Communities have obtain Legal Status, a prerequisite to formal recognition of property rights. Some three dozen communities have secure title to approximately 50,000 hectares of their traditional land.

The communities identified division of land into individual lots as a threat to their traditional identity and a way of life, compelling the government to enforce the constitutional prohibition of the division of communal land.

The communities pushed successfully for Afro-Ecuadorian recognition in the National Constitution and the Constitutional Protection for their collective rights as indigenous people. The communities are currently exploring the significance of indigenous group rights under the constitutional and pursuing collective ownership of territories where indigenous people can make effective their traditional uses with their traditional authorities.

The Paralegals, acting as COMMUNITY MEDIATORS, have helped solve conflicts between their communities another stakeholders. Education levels have risen and there is growing interest from the Indigenous and Afro-Ecuadorian Communities in the different Legal Processes and Procedures.

All of these has contributed to the Achievement of the the SUBIR Project's goal of ecologically sustainable development in poor, marginated communities.

6 How has CARE-Ecuador incorporated the paralegal

- CARE is treating the community as a partner in development and not a beneficiary. The community has taken the lead by providing the paralegal workers and CARE has taken a facilitative role in organizing for their training and supporting their initiatives thereafter.
- There is cooperation with state agencies in Quito that allow the paralegals to visit and learn from them.
- There is close collaboration with the lawyers association in Quito that evaluates the paralegals and certifies their learning process.
- There is widespread approval of the paralegal program by both communities and donors as seen from the fact that the World Bank has funded a program to replicate this project nationally.
- CARE has recognized and sought to strengthen the capacity of national civil society organizations (CSOs) and has looked for a CSO that can take over implementation of the Paralegal.

The Reflect Approach to Adult Literacy, Development and Empowerment: An Overview of experience in Southern Africa

1 Literacy and Development

REFLECT is concerned about the link between literacy and development. Some key questions are:

- Does literacy come first and development follow?
- Is literacy really necessary for development or not?
- How much literacy is needed as a prerequisite for development?
- Can literacy and development be integrated?

The REFLECT Approach is based on field experimentation. **REFLECT** is a new approach to adult literacy and development which fuses the theories of Paulo Freire and the practice of Participatory Rural Appraisal (PRA). It enables communities to :

- Critically assess their lives and circumstances;
- Lan action to address issues and problems;
- Enhance their literacy and numeracy skills in order to manage their own affairs.

2 Implementation in different contexts

Country: facilitating agent	Context/sector	Reflect circles and facilitators
Zambia: People's Action Forum	Rural development	3 Districts 20 circles and facilitators
Zambia: Hodi	Refugee camps	Two camps, 20 facilitators per camp
Malawi: Partnership between Government, Action Aid, Oxfam, Concern Universal, Christian Children Fund	Rural development	6 Districts, 42 circles and facilitators
Swaziland: microprojects and DPM's Office	Micro projects, building of schools, water projects, etc.	4 pilot areas
Lesotho: malealea Co-operative Project (CBO)	Co-operative, but also groups with herd boys	12 circles in Malealea
South Africa: K2C	Natural resource management	10 circles in Acornhoek area
South Africa: Idasa	Public participation in local government	4 circles in 4 facilitators in the Highlands municipality
South Africa: Family Literacy Project	Family literacy	8 circles, 4 facilitators in the Underberg area KZN
Women for Peace	Township: Youth and Disabled	2 circles, one facilitator

Reflect is found in Mozambique, Uganda, Ethiopia, Somalia, Kenya, Ghana, Mali, Burkina Faso, Nigeria, Asia, Latin America and Europe.

3 The REFLECT facilitators themselves

They are selected by the community using agreed criteria through a democratic process and interviews. The project and context determines type of facilitator that is appropriate, the age and gender. The assumptions are that:

- They are not necessarily educators, which brings a different approach to learning;
- They are often but not always from the same community
- They are facilitators and not leaders

4 REFLECT facilitators' role

Development worker and literacy facilitator

Recruitment of participants

Facilitate the REFLECT learning process in REFLECT circle:

- Participatory tools
- Critical analysis
- Action points
- Literacy and numeracy
- Education/Enhance knowledge
- Keep records of all discussions and action plans
- Administrative tasks

Networking

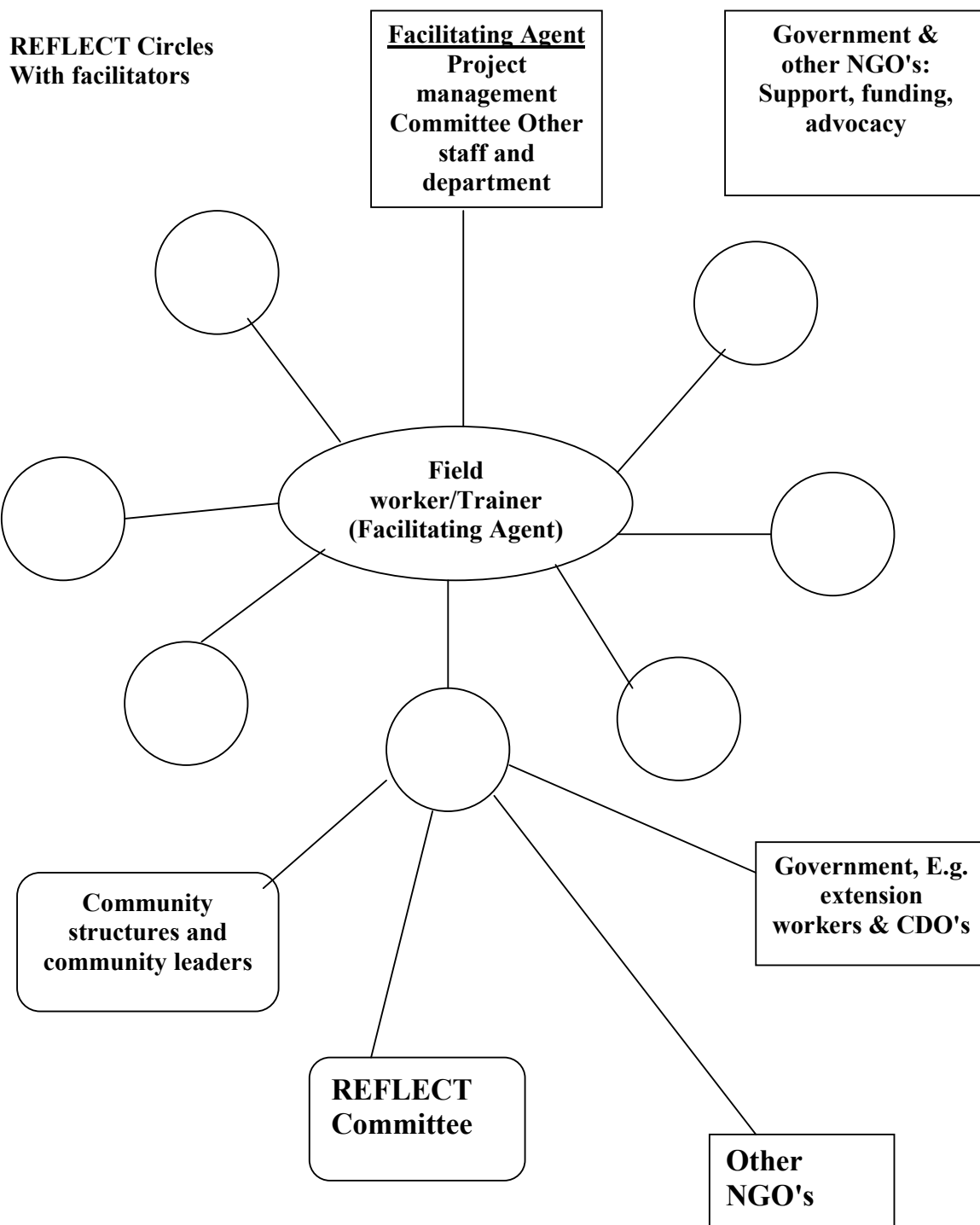
- Wider community and community structures
- Facilitating agent
- Government
- Other NGO's
- Private sector

REFLECT committees

SUPPORT AND TRAINING

- Initial two week training
- Technical training
- Refresher workshops
- Monthly meetings - fieldworker
- Monthly visits - fieldworker
- Peer support
- Exchange visits
- Other organisations, e.g. extension workers
- Partnerships support, e.g. Malawi (Government and NGO's)

MANAGEMENT AND SUPPORT



INCENTIVES

- Honoraria
- Exchange visits

- Training opportunities
- Support from circle participants
- Volunteers
- Income-generating projects
- Co-operative
- Funding

BENEFITS

- Assume wider role in communities
- More vocal in community meetings
- Elected onto community structures
- Extends the arm of the facilitating agent
- Hands the process over to the community
- Sustained dialogue and critical analysis leading to action
- Sustainability

LESSONS LEARNT

- Facilitators involved in too many initiatives
- Intensive support especially in the beginning - time and costs
- Facilitation versus teaching
- Importance of technical training
- Balance - development and literacy

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Sexual Health and Rights Promotion (SHARP!) Programme

1 SHARP!

SHARP is a CARE Lesotho/South Africa HIV/AIDS programme intended to support the implementation of prevention and care programmes in Lesotho and the Free State Province in the Republic of South Africa. The programme is implemented in three border towns of Lesotho, Maseru, Maputsoe and Mafeteng; with corresponding activities being implemented in Ficksburg and Ladybrand.

2 Description

The project has several strategies, which are:

- Peer Education focusing on HIV/AIDS , Gender, Rights Awareness and Life skills Development.
- Community Based Organisations development and strengthening approaches.
- Service Provider Development- through the promotion of improved awareness and linkages between bio-medical, traditional healers, legal and welfare service providers and the users of these services.
- Home Based Care – through piloting of community focused home based care strategies
- Establishment of Resource Centres in Maseru and Maputsoe

At this point, the project is finalising the Peer Education strategy, as peer educators have been trained up to the sixth follow-up training in Maseru and Maputsoe, with a few still being trained in Mafeteng as Mafeteng implemented activities in the second year of the SHARP implementation cycle. The peer educators carry out community outreach peer education activities among their peers. The programme targets vulnerable priority groups identified in the three selected border sites, which are:

- Commercial Sex Workers
- Migrant labourers and their partners
- Youth (10-14 years old, and 15-25 years old)
- Low income women
- Long distance drivers (taxi and lorry drivers)

The above-mentioned figures have been derived from the Monitoring and Evaluation forms, which are filled by the peer educators after carrying out community outreach peer education activities.

3 The CBWs

The peer educators are composed of male and female groups, as indicated in the preceding paragraph. Their selection is done by the SHARP! community committees in collaboration with the chief and SHARP! staff members. The selection criteria is based on the ability to read and write Sesotho, availability, interest in HIV/AIDS or community development issues.

4 The CBW's role

The role of the peer educators is to carry out peer education activities within and outside their communities. All the groups are expected to carry out peer education amongst their peers, while commercial sex workers (CSWs) are expected to carry out peer education among their

peers and their clients as well- as that is the only feasible way to reach the clients as they usually don't come out, and admit that they are clients of the CSWs.

CBOs are undergoing training on HIV/AIDS and institutional strengthening. It is anticipated that after these trainings, they will be able to implement some community based HIV/AIDS prevention and care activities, such as Home Based Care, Orphan Care, etc.

5 Incentives

There is no payment received by the peer educators, but the programme provides incentives. These incentives are in the form of: T-shirts, Bags, Caps, Squeeze bottles, Rulers, Sweat-shirts. In addition there is a transport allowance, to the sum of M 80.00 per month during the 6 months of training only. Incentives are also in the form of transport reimbursement while attending training (and refreshments such as lunch during training/meetings).

6 Support and management

The CBWs are accountable to the committee for all their community work. On-going training is provided for the CBWs in the form of follow-up meetings, which are held every month. It is at these meetings that the peer educators are trained on other issues which could not be covered in depth during the 4-day training, such as contraception; male and female anatomy; sexually transmitted diseases; the use of drama in HIV/AIDS education; and working with communities.

They are also supported in the form of observations, as project staff members visit the peer educators to observe them during their outreach activities. The community committee also supports them as they report everything to the committee as well. For instance, if they have problems or conflicts among themselves, the community committees intervene.

7 Facilitating agent

The project staff and the community members through the community committees support the CBWs in all their activities.

8 External links

The project has links and networks with other local and regional organisations (LENASO, SANASO, SAfAIDS) and government ministries. It is also a member of the District AIDS Task Forces in the districts of operation (Maseru, Maputsoe and Mafeteng) and sits regularly in LAPCA consultation meetings and is a member of the UNAIDS theme group..

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CARE TEAM'S Farmer Extension Facilitators for Agricultural Extension in Lesotho

1 Introduction

TEAM (Training in Environment and Agricultural Management) project was funded by DFID for the past six years. The project was based on farmer to farmer type extension methodology aiming to increase knowledge and practices of rural farmers, including their decision making and problem solving abilities.

2 Description

TEAM, has been working in two southern districts of Lesotho namely Mhaleshoek and Quthing. The experiential learning component is the original core agricultural extension process of the TEAM project. The extension is based on experiential learning and is practiced by 210 locally selected Farmer Extension Facilitators (FEFs), one per village, supporting 2310 farmers and being supported by seven (7) Care employed Farmer Learning Facilitators (FLF).

3 CBW

The FEF is a farmer who is elected by the community based on criteria agreed upon between care and the community. The criteria for selecting the FEFs is as follows:

- Livelihood based on agriculture;
- Be able to share information with the community;
- Should know how to read and write Sesotho;
- Should live in the village;
- Be acceptable to the community;
- Should have interest in development;
- Should not be involved in formal employment.

4 The role of the CBWs

The work of a FEF is to train other farmers in the village and they are trained in various technology modules such as soil preparation, soil nutrition and integrated pest management. After the training the, FEF goes back to his/her village to do the training.

At the initial stage of work, they are supported by Field Learning Facilitator to get them started. From there on the FEF is on their own, facilitating the training modules independently, and following up with farmers. The FEF is responsible for the training of other farmers in their own village only, but will often combine forces with other FEFs and carry out module facilitation jointly.

The module facilitation is designed to improve villager's ability to solve problems, manage resources, demand services and articulate needs. They normally work with 10 households, spending about five hours a week.

5 Incentives

The FEFs are voluntary farmers who are not paid and there is no incentive of any kind. The direct supporter to the FEF is a Field Learning Facilitator (FLF), who is employed by the TEAM project. They stay in the areas and are responsible for 30 villages and so 30 FEFs in an extension area. FLFs are supported by 2 coordinators, one in each of the districts of Mhaleshoek and Quthing, who report to the TEAM Project manager.

6 Support and Management

The FLF's job is to support the FEF in the day to day training of the farmers. They also have to receive reports from the FEFs with the aim of reporting this at staff meetings. The FLF is also on the lookout for any further training needs of the FEFs, and passes the information to the training and Material Design Component of TEAM. FLFs monitor the FEFs progress especially around their facilitation skills. They are also responsible for further development of training materials, which they feel need to be developed to address a felt need from the farmers.

7 External Linkages

TEAM project began as an agricultural project, but has diversified to support people's livelihoods more broadly. As a result, TEAM has formed linkages with other service providers who are in a better position to provide appropriate services. These service providers include MoACLR, Ministry of Health, Ministry of Local Government and NGO's such as World Vision, RSDA, and Durham Link.

Implementing agents contacts;

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Highlands Community Livelihood Project (HCLP)

HCLP Private Nursery Enterprise for Agro forestry Practices

For the past decade the government of Lesotho's Ministry of Agriculture, Cooperatives and Land Reclamation has been initiating the privatisation of some of its asserts and services within departments. The forestry department is one of them and all district nurseries have been or are in the process of being sold to the public. CARE Lesotho's former Highlands Community Forestry Project (HCFP) had operated in the same way of producing seedlings and freely providing them to the communities for the past 5 years. The current HCLP is planned to operate in line with what the government has proposed. The tree plantation and other agricultural initiatives interest shown by communities within the Katse Local Catchment have propelled the HCLP to establish and support Private Nursery Development.

Objectives and end products

The overall objective of the project is: **To develop and implement an integrated agro forestry management plan and to promote integration with other related projects including the Integrated Catchment Management (ICM).**

The term agro forestry can have a narrow technical definition as the planting of trees within agricultural plots. The term agro forestry is understood in a broader sense by CARE to include all tree-based interventions, including on-farm planting but also homestead planting, riverine thickets, creation of windbreaks etc. This broader understanding is in specific response to an HCFP review, which recommended that improved forestry outcomes could be expected if trees were better integrated into existing land use strategies and practices and diversified (instead of only concentrating on woodlots). The project has other components, which need not be discussed in this paper.

Within the Katse Local Catchment area, HCLP is working in 126 communities. The project commenced in June 2002 and currently the project is undertaking the baseline assessment exercise. It is hoped that the baseline study will inform the project of appropriate interventions that would enhance the livelihoods of households where the project is working in. Nevertheless HCLP with the communities are planning to identify potential individuals to undertake and embark on nursery development entrepreneurship.

Community-based Worker Concept.

HCLP has adopted the CBW initiative from CARE's TEAM project. The concept of Farmer Extension Facilitator (FEF) is well embedded in the HCLP s technical proposal and future deliberations. It is not yet clear now if some of the nursery owners would be FEFs. The project is going to apply the same method as that of TEAM in many respects. The selection criteria for individuals and or groups that will be involved in this initiative covers these:

- Accessibility of the road
- Facing slope
- Soil type
- Water availability
- **Market availability**
- Spread of nurseries in the catchment

Social criteria are likely to include gender of interested parties and whether they are organized as groups or individuals. These proposed private nursery owners are planned to produce a variety of agro forestry seedlings including the following:

- Fuel wood
- Fruit trees
- Vegetables
- Medicinal plants and
- Flowers.

Persons who will undertake this endeavor will be those who meet the above criteria. Individuals, groups and institutions like schools and hospitals are targeted to embark on nursery development. As mentioned earlier that the project is only on the assessment stage, the numbers and generational categories will be determined by the baseline study findings. As this is a business undertaking individuals will self select themselves in accordance with the selection criteria and with the community's consultation and approval.

CBW 's Role, Incentives, Support and External Links.

The private nursery owners will be provided with the technical training covering a wide range of issues that includes running a small business (marketing, management, profit and loss etc) and aspects of private nursery development in a sustainable manner. The entrepreneurs are in turn expected to both formally and informally deliver planting and management of seedlings information to their fellow farmers in their respective villages. The nursery owners are the resource persons for other villagers while at the same time they will be running their businesses to enhance their household's livelihoods.

In Lesotho's context, it has been proven that individuals are very much reluctant to pursue voluntary service delivery without any incentive. It is HCLP's understanding that these entrepreneurs would be delivering information to their clients so as to market their businesses. The training they would have gained from HCLP will equip them fairly enough to see the benefit of being exemplary in demonstrating on-farm plantings.

The nursery owners as mentioned will be determined by the above selection criteria. However, it should be emphasized that their selection will be as participatory as it should be in the presence of all community members. Their roles and responsibilities would be discussed in a public gathering. HCLP as the facilitator would ensure that communities understand that nursery owners are accountable to the communities. This should be understood to be different from other CBW systems as it involves business ownership and risks, which might impact to the household livelihood.

HCLP is the key facilitating agent. The MOACLR is seen as the immediate partner to assist the nursery owners to maintain and replicate their business ventures. HCLP will provide these individuals or groups with inputs to establish their businesses. In return, entrepreneurs are expected to use locally available materials to self-help themselves.

For more information on HCLP please contact:

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Machobane Agricultural Development Foundation

MADF is a non-governmental organisation whose aim is to improve food security, health and general welfare of the economically poorest in Lesotho by promoting the Machobane Farming Systems (MFS)

The core function of MDF is to train poor small hold rural farmers in MFS whose cropping system is characterized by inter-cropping several crops in relay in order to ensure multiple harvests through the year. The training team of MADF comprises of three(3). But the approach is such that from among enlisted MFS practitioners tutor farmers are selected for more intensive training so that they can support others and sustain interest.

Although thin on the ground, MADF operates in eight of the ten districts of Lesotho with 562 registered practitioners including 70 tutor farmers (CBWs)

The Foundation selects farmers for training as tutors on the basis of :

- (a) Demonstrates leadership qualities
- (b) A good grasp of the farming system
- (c) Preparedness to share information with other farmers and willingness to travel during own time at own expense.
- (d) Selection is indifferent to sex or age as long as the tutor has the energy that it takes to undertake tutor duties. However the demographics of small hold rural farmers are such that 66% are female.

Tutor farmers are selected by the MADF trainers with the help of farmers. The role of tutor farmers is specific. In keeping with the core function of MADF they train other farmers and assist with field demonstrations, and provide technical support. Tutor farmers work on a purely voluntary basis. The MADF, funded by donor agencies, provides farmer and tutor farmer training including follow-up monitoring visits. The tutor farmers are accountable to the farmer communities represented by the communities. But their technical work is managed by MADF trainers. Following selection tutor farmers are given more intensive training and given on-going technical support by MADF. The trainers of MADF provide the support role to the tutor farmers.

The beneficiaries of the tutor input are newly enlisted MFS practitioners and their households.

The MADF is a non-government, non-profit making organisation. Donor support makes it possible for the Foundation to finance transport and other related costs. The MFS farmers committees support farmers.

MFS is gaining acceptance by Government. At senior management level there have been positive pronouncements. Some more work needs to be done at field level through. Government has contracted MADF to spearhead MFS in the mountain areas under the auspices of SADPMA.

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ICEIDA Support to National Adult Literacy Programme (Malawi)

The overall objective of the Adult Literacy project is to assist the Malawi Government in the implementation of its National Development Goal of Poverty alleviation. This will help to raise the literacy level in the country.

The project is in the Southern Lakeshore District of Mangochi in an area called Monkey Bay. It is so because most of other ICEIDA's projects are also in Monkey Bay. In September /October 2001 ICEIDA contracted an independent consultant to find out the need and demand for adult literacy in the area. The survey indicated that the demand in the area is very high. The area is 40-km sq. and has 47 villages with a total population of 59,595. The Adult literacy project started with 12 villages. In the 12 centres established there are 399 women and 25 men. They meet for two hours four (4) days a week from 2 to 4 in the afternoon.

Of the 12 centres 4 use the conventional teaching method and the other 8 uses REFLECT method. REFLECT stands for Regenerated Freirean Literacy through empowering community Techniques. It is a new approach to adult learning. REFLECT fuses the theory of Paul Freire and the Practice of Participatory Rural Appraisal (PRA). In REFLECT, the facilitator guides the participants to mention and list some of the problems affecting them in their daily lives. During this exercise, the whole community can participate both literate and illiterates. After listing problems they are guided to put them in a table. The table below shows how problem ranking is done at a REFLECT circle.

PROBLEM	VOTING	VOTES	RANK
CHAKUDYA (food)	14	1
MALUNGO (malaria)	9	5
No school	11	4
No Hospital	13	2
No Post Office	...	3	6
Capital for business	12	3

After ranking these problems, the facilitator asks them how they can solve their most voted problem. Possible solutions are suggested organisations and people are mentioned. Different people are assigned to approach organisations and influential people or experts to assist minimise this problem.

During his exercise the facilitator will be writing commonly mentioned words and figures. When they go in class they will start learning how to write the word that was mentioned most like chakudya (food). This would be broken into syllables and they would read and write those syllables and make more similar words. The next day they learn another words out of those words. When the facilitator exhausts the list of words to be learned, they draw another table or graphic where new words would be listed for learning.

Facilitators to literacy groups are Community Based Workers. A project worker gives community members qualities of a good facilitator. Then the community chooses who they think qualifies to be a facilitator.

Project supervisors are provided and employed by the government. Literacy facilitators are given a monthly honorarium by the project. Facilitators are given a two weeks training. The

community also chooses a committee to help run and manage the class. The circle or class management committee is given a one-week training to give support to the circle and the facilitator. Committee members assist the facilitator to mobilise people in the community for various activities. Facilitators attend monthly recurrent meetings at the project office to share experiences and progress. Incentives to participants include balls, notebooks and pens provided by the project.

Apart from learning reading writing and numerically we also have an intensive civic education programme on various issues. Guest speaker are hired each month to talk to the whole community and sometimes to literacy participants on issues like Human rights, Democracy, HIV/AIDS, property rights, Soil conservation, Gender, Safe motherhood and family planning, Good fishing practices, Wildlife protection, Horticulture and many more.

As I said the donor organisation for the Adult literacy project in Monkey Bay is Icelandic International Development Agency (ICEIDA). Apart from Malawi ICEIDA is also working in Namibia, Mozambique and Uganda. In Malawi the Adult Literacy Project is being run in collaboration with the Ministry of Gender youth and community Services. The Ministry has Community Development Assistants or Community Development officers (Field extension workers) who work hand in hand with ICEIDA's project staff.

ICEIDA has a central office located in the Capital Lilongwe. The contact person for Social projects is:

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Annex 4 Comments on field visits**SHARP**

SUSTAINABILITY	SHARP NEEDS	REPLICABILITY
<ul style="list-style-type: none"> • Empowerment of the women in the project • Recognition of women as agents & charge • Recognition of the peer educators • Community empowerment • Mutual trust • Executive Committee flexibility • Disease's impact to peer educator's next of kin • Regular meetings between different project actors • Exposed to conflicts and endeavors based on cultural issues • Transformation of community committee into a CBO • The decreased involvement of the SHARP! / TEAM Project should develop a long term sustainability plan together with community. • Old age peer educator active (women) • Poverty may make it difficult for CBWs to continue with their commitment. • The committee form a recognized CBO after CARE support. • Donors do not appear to fund peer education on its own 	<ul style="list-style-type: none"> • "Strengthen Net" • Working with government units for condom supply • Support from NGOs, Ministries for condoms • Shortage of condom support • No women's condoms available • Condom as a "solution" without a guaranteed source could be demotivating • Lack of tangible inputs i.e. condoms • Not enough condoms supply • Need to balance generational and gender facilitation • They should spread their networking with other service providers • Government involvement • Collaboration • Relationships with other stakeholders especially government is vital • Support needed to extend the activities • sustainability is doubtful unless committee gets capacitated & funded • Limitation of working areas due to funds • Men should be encouraged to become more active (committee peer education) • It will be important to link CBWs with other organisations doing similar work in that community • The monitoring was clearly defined but should be added. 	<ul style="list-style-type: none"> • HIV/AIDS taken a community problem, peer educators be accepted • Project committee • Community committee • Methods used welcoming (drama, talks, etc) • It could be useful to expand the focus areas of CBWs i.e. beyond awareness raising • There are possibilities of replication, but issues of incentives & monitoring need to be strengthened. • It can also be useful to mix groups, e.g. old women, youth and males.

TEAM

LINKAGES	INCENTIVES	COMMITMENT & ACCOUNTABILITY	RESOURCES	OWNERSHIP
<ul style="list-style-type: none"> • Strong linkages with service providers / stakeholders • Linkage mechanism with other agricultural service providers not yet in place • The work of CBW need to be integrated with other agricultural initiatives • Linkages between farmer extension facilitator and the MoA are almost non-existent hence replicability not likely • Need to have a strong link with MoACLR • No government extension staff visiting the project • Community members not contacting the nearest Gov. staff. • Need for more support from existing Gov. extension service • Field extension facilitators not linked to government structures • CARE should recommend to the MoA to take over the project, in terms of funding and training 	<ul style="list-style-type: none"> • Consider incentives for FEFs • Community to devise some means to show appreciation • There is no sustainable incentive/reward system in place hence a likely danger of declining motivation over time • The community doesn't see capable of providing incentive they rather expect external support for CBWs • Motivation / loss of interest 	<ul style="list-style-type: none"> • CBW mainly accountable to CARE not community members • Community members & extension facilitators are really committed, which may lead to sustainability • FEFs feel committed not involved 	<ul style="list-style-type: none"> • Need for irrigation technology • Shortage of water 	<ul style="list-style-type: none"> • How far do the FLF allow FEF to be more daring & explorative. "I am speaking on his behalf - I am him" • Issue of dependency need to be explored more "one of the challenges is people are used to handouts & they are reluctant to work" • Passive ownership from community • No clear institutional arrangement for accountability at community level

PARTICIPATION	SUSTAINABILITY / REPLICABILITY	SUPPORT	STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> • The community initiative <ul style="list-style-type: none"> - create the drive - own the project - role understanding / clarification • CBWs satisfied and motivated • Friendship between professional & community " CARE comes to us" • Participatory process including men & women • Farmers choose training module subject based on their needs 	<ul style="list-style-type: none"> • Exit strategy seen as critical <ul style="list-style-type: none"> - transport issue after the project phased • How to handle emerging issues e.g. irrigation, government agric. officials not coming to villages, staying in offices • Preparedness for transitioning the role of FEF to the community • CBW are far from government extension works • What is key to motivating more farmers to adopt and apply a technology • Loss of momentum along the way 	<ul style="list-style-type: none"> • There is no links between CBW and government • Government involvement is minimal (institutionalizing) • Ownership of FEFs (farmers are passive) • Linking farmer extension facilitators to government extension agents • Lack of tangible support for CBWs • Farmers ability to pay farmers, extension facilitator is limited 	<ul style="list-style-type: none"> • CBWs atleast gained a lot of knowledge that they can apply to their own production / farming system • Competence through trainings they obtained • The use of locally available resources 	<ul style="list-style-type: none"> • Be more flexible in demanding services (FEF) • As it is an additional task for CBWs, its continuity after the project is questionable.

MACHOBANE

LACK OF GOV. SUPPORT	ROLES & RESPONSIBILITIES ARE NOT CLEAR	MECHANISMS FOR RECAPABILITY	OVERDEPENDENCE ON FA	IMPLEMENTATION MACHANISM
<ul style="list-style-type: none"> • CBW do not get enough support from the community. • Lack of raw materials • Government assistance lacking • Insufficient involvement of the Gov. extension worker in CBW implementation • 	<ul style="list-style-type: none"> • Responsibilities (trainer, participants, individuals) not clear • Members were not aware of the tasks of the CBW 	<ul style="list-style-type: none"> • Spill over effects (replicability) no mechanism • Expansion of the group 	<ul style="list-style-type: none"> • Community members are still too dependent on MADF of many things like seed supply, training • They solely depend on tutor, if absent - problem • Empowerment of the group • Accountability (chiefs, NGO) • Relations with Machobane Agric Foundation • Method of demanding service Vs sustainable 	<ul style="list-style-type: none"> • Planning & implementation (meetings, group effort) • CBW model is a starting point to get communities that are not organized to be mobilized * Disadvantage - people not getting paid
ROLE OF CBW IN SOCIAL ISSUES				
<ul style="list-style-type: none"> • Theft • Scale of operation • Other non-agric. Aspects such as theft & destruction of crops by livestock could be included in the roles of CBW • Protection of group activities • Gender imbalance 				

Annex 5 Workshop evaluation

ISSUES/QUESTIONS	Ave	%
Overall assessment	4.4	87%
Did we reach/obtain our objectives:		
1. Broader perspective on CBW systems	4.3	86%
2. Key learnings on use of CBW models	4.1	83%
3. Commitment to take forward	4.2	84%
Monday presentations	4.2	85%
Visits	4.0	79%
Presentations by Tony, Beda, and Ian	4.2	85%
Group work on themes	4.5	89%
Summary on Thursday am	4.2	84%
Group work on sectors	4.2	84%
Way forward using the group	3.8	76%
Did you learn new insights?	4.4	88%
Did you enjoy the group sessions?	4.5	90%
Did you enjoy the plenaries/report backs?	4.3	86%
How do you rate your particip. and contribution?	3.9	79%
How would you rate the facilitation?	4.3	85%
Meals at Mmelesi	3.1	62%
Accommodation at Mmelesi	3.8	75%
What was the overall organisation like?	4.3	86%

Score	%	Meaning
0-1	<19%	Completely unsatisfactory
1-2	20-39%	Very poor
2-2.5	40-49%	Poor
2.5-3	50-59%	Satisfactory
3-3.5	60-69%	Good
3.5-4	70-89%	Very good
4-5	80-100%	Excellent

The overall assessment was excellent (87%), as was the achievement of objectives (around 84%). Everything was rated excellent except the meals and accommodation at Mmelesi which were classed as good to very good. The group sessions were enjoyed the most (90%), with the visits less so (79%) but still very good. People felt their contribution and participation was very good (79%), and the facilitation excellent (85%). While overall the ratings are very similar when averaged, there were greater differences in individual scoring.