



**Helping staff to grow so
communities can flourish**



Who am I

- Joined WVA 3.5 years ago
- Worked at Accenture
- Learning & Support Manager: **Economic Development**
- Getting married in October

A woman with short dark hair, wearing a light-colored patterned shawl over a dark patterned top, stands in a lush green field. She is looking off to the side with a thoughtful expression. The background shows a vast green landscape under a cloudy sky.

500 million smallholder farmers globally:

- Work & sell individually
- Little market knowledge
- Produce what they know
- Lack access to new buyers
- Low quality & volumes
- Exploited by current buyers

A group of six women and two children are sitting in a row on the ground outside a light-colored building. The women are dressed in traditional African attire, including colorful patterned dresses and headwraps. One woman in the center is holding a young child, and another woman to her right is holding a baby wrapped in a yellow cloth. The women have serious, weary expressions on their faces. The background shows a simple building with a doorway and some windows.

Difficult to provide for their children

- Extremely low incomes
- Often in debt

A photograph of two women walking along a dirt path in a rural setting. Both women are carrying large, heavy sacks of rice balanced on their heads. The woman on the left is wearing a pink and white floral patterned dress and has her hands clasped near her mouth, looking towards the camera with a slight smile. The woman on the right is wearing a blue and white baseball-style t-shirt and is looking off to the side. The background shows a dirt path leading into a lush green area with trees and some distant figures. The text 'BULOG BULOG BULOG BULOG BULOG BULOG BULOG' is visible on the sack carried by the woman on the right.

Helping farmers increase their incomes (LVCD)

- Market analysis
- Provided access to training & support
- Linked with buyers
- Provided access to financial services



Future nurse

Future teacher

Future
development
worker

Future lead farmer


**Incomes increase which are
self-sustaining after the project finishes**

Juliet



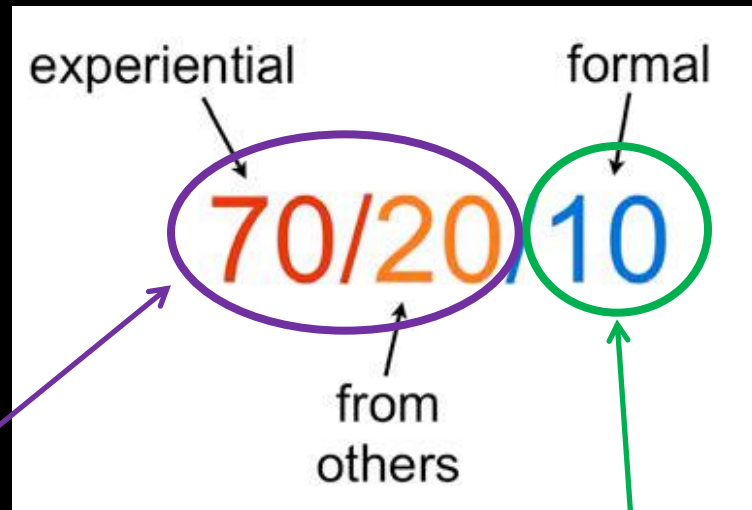
**Community-based
staff member**

Juliet: Previously

- 
- A photograph of a woman and a man in a field. The woman, on the left, is wearing a white sleeveless top and a black skirt, and is leaning over, looking at some green plants. The man, on the right, is wearing a white long-sleeved shirt and dark trousers, and is holding a yellow box with a picture of a lemon on it. They are both looking down at the plants. The background is a field of tall green grass and some corn plants.
- May attend a once-off workshop
 - Learning challenges: few support staff, travel, internet issues, English as second language
 - Felt very isolated in community
 - Helping 1000 households (6000 beneficiaries)

The research:

How we learn how to do our jobs



We weren't capturing **???**

Workshops, Materials etc



How the course works?

- Participants commit 3-4 hours/week as part of their role
- Log-in & complete asynchronous tasks as it suits their timetable (like a Facebook, LinkedIn, Yammer platform..)
- First course commenced in Nov 2013, graduating this month!
- All start & graduate together
- 6 x 5 week modules, 3 week breaks
- Total course: ~10 months
- Facebook Alumni Group



Juliet: Now



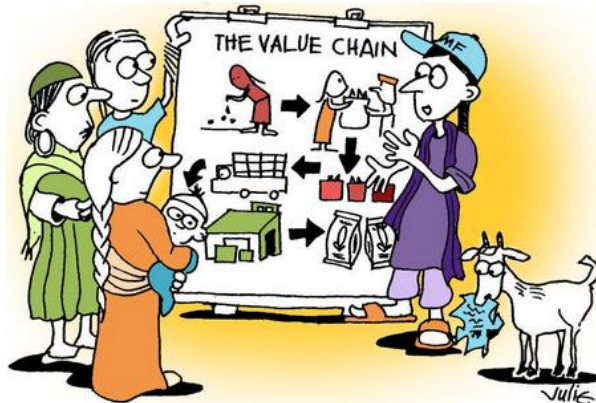
- Online 3 times/week
- Shares her project/community challenges, successes & photos
- Works through group activities with international WV peers
- Asks questions of peers & eFacilitators
- Passes on her knowledge directly to the community!
- Graduating this month

How it is accessed:

Turn editing on

Your progress ?

Local Value Chain Development eWorkshop 2 - Situation Analysis and Value Chain Analysis



Welcome back! This is the second eWorkshop in our training programme for the Local Value Chain Development (LVCD) project model, and focuses on the Situation Analysis and Value Chain Analysis. This module builds upon the previous eWorkshop module which covered the Preparation phase.

We start on 20 January 2014. If you are here early, feel free to explore the workshop page.

1. Preparation

2. Situation Analysis & Value

People

Participants

Online users

(last 60 minutes)

Mark Harwood

Messages

No messages waiting

Messages

Resource Library

Handbook for LVCD project model

Guidance notes for including women in LVCD programming

Search forums

Go

Advanced search ?



Award-winning



*Best New Technology
Implementation –
eLearning Adopter*



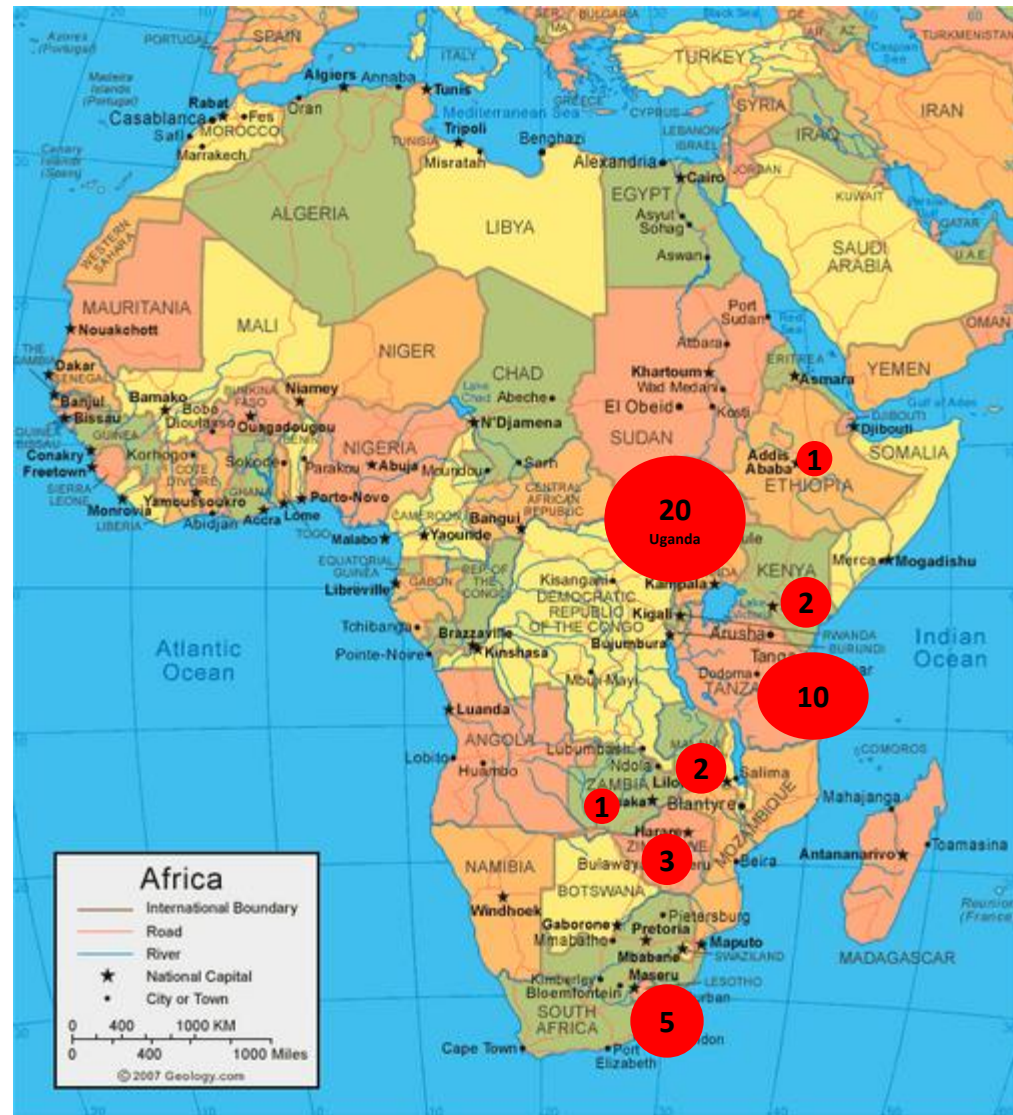
*Best eLearning Model –
Online*



*Best eLearning Model –
Bespoke/Custom*

Our pilot participants

- 45 participants
- 8 countries
- 25 projects
- 1 Learning Community



Self-sustainable business model

- Generates income for RO Learning Centres
- Programmes use own capacity building budget to enrol participants
- Greater ROI than face-to-face trainings



Bringing the field to the supporter

- Daily interactions/access to staff in the field and their communities
- Sharing their own stories, pictures AND those of the community
- Opportunity for a mentor model with selected supporters



Abundance of field stories

	A	B	C
1	Participant	Summary (Key words)	Link
2	Ntombifuthi	Factory workers	http://www.wvecampus.com/mod/forum/discuss.php?d=977
3	Gilbert	Maize researcher	http://www.wvecampus.com/mod/forum/discuss.php?d=922
4	James Ekusai	Widowed woman, empowerment, end cycle of poverty	http://www.wvecampus.com/mod/forum/discuss.php?d=955
5	Gift	Old man carrying bananas on his bicycle	http://www.wvecampus.com/mod/forum/discuss.php?d=1012
6	Gift	Online course changing participant's thinking about farmer's expertise	http://www.wvecampus.com/mod/forum/discuss.php?d=954&parent=2187
7	Innocent	Poor farmers being unfairly treated by market	http://www.wvecampus.com/mod/forum/discuss.php?d=1059
8	Machibya & Patrick	Soil preparation and care (Doug Brown would love)	http://www.wvecampus.com/mod/forum/discuss.php?d=954
9	Jonathan	Veggies make the world go round	http://www.wvecampus.com/mod/forum/discuss.php?d=1075
10	Juliet	As MFs we must evaluate ourselves	http://www.wvecampus.com/mod/forum/discuss.php?d=1156
11	Jacob	Successful markets project with Maize - Uganda	http://www.wvecampus.com/mod/forum/discuss.php?d=941
12	Abraham	Potatoes in Zim, ensuring market has demand for suc savings groups before credit	http://www.wvecampus.com/mod/forum/discuss.php?d=1210
13	Alex	Office sharing a building with health centre	http://www.wvecampus.com/mod/forum/discuss.php?d=1232
14	Makoye	Window of opportunity	http://www.wvecampus.com/mod/forum/discuss.php?d=1234
15	James Kioko	Sponsoring a boy with his wife	http://www.wvecampus.com/mod/forum/discuss.php?d=1409
16	James Kioko	Lizard story - nailed to a wall	http://www.wvecampus.com/mod/forum/discuss.php?d=1409#p3131
17	Donasian	Building trust with PGs and picture	http://www.wvecampus.com/mod/forum/discuss.php?d=1423
18	Patrick	Organic pest control	http://www.wvecampus.com/mod/forum/discuss.php?d=1508
19	Jacob	Visioning drawings by farmers and their families	http://www.wvecampus.com/mod/forum/discuss.php?d=1449
20	John Massenza	Groundnut story in Tanzania	http://www.wvecampus.com/mod/forum/discuss.php?d=1424
21	Daniel Kirhima	Savings groups and LVCD integrating. Money for orphans	http://www.wvecampus.com/mod/forum/discuss.php?d=1532
22	Clifford Chagu	Providing feedback and support to an international colleague	http://www.wvecampus.com/mod/forum/discuss.php?d=1538
23	John Massenza	Story and pics of Richard, the LMF	http://www.wvecampus.com/mod/forum/discuss.php?d=1882#p4488
24	Juliet	Photos of electing LMF	Saved on PALS
25	Abraham	Photos journal from Zimbabwe	Saved on PALS
26	Gilbert	Coaching moment - sticks and a rope to learn how to space and plant in rows	http://www.wvecampus.com/mod/forum/discuss.php?d=1911
27	Gilbert	Peer to peer learning - contracts and falling through	http://www.wvecampus.com/mod/forum/discuss.php?d=1656
28	Alex	Exposure trip - great photos. Maize value chain	http://www.wvecampus.com/mod/forum/discuss.php?d=1921

First-time eLearning users

First-time eLearning users



“It has been fun sharing on-line with people from different parts of the world. When they shared their stories i feel as if i already connected with them.” (Ugandan participant)



“Beginning with an applause to World Vision Uganda for the thought of giving us opportunity to attend this online course for the betterment of our communities and the country at large.” (Ugandan participant)



“I highly appreciate the exposure I am getting to obtain through e LVCD learning. It keeps me thinking and puts me to seeing new thoughts and insights from different participants from around the globe.” (Ugandan participant)



“We feel so privileged to be with you in this interesting journey of LVCD Course. Thank you so much for encouragement as we start the program that we are so eager to have the skills that will change the life of people in this world.” (Tanzanian participant)



“On behalf of other participants and on my own behalf, We are as well delighted to be facilitated by experienced individuals like you and Gini. We look forward to learning alot of LVCD innovations from you. Regards from Busiriba-Kahunge ADP, Uganda”

Personal reflections



“It's a bright sunny evening, seated strategically next to a window where I could view clearly, I see a man busy touching the plants(maize) and noting down things in his note book, A lot of wild imaginations cross my mind, 'what could this man be doing?' Well, I was in for a big surprise. The man who according to my judgement must not have finalised Primary education in his school days was actually recording the traits in his maize plants as if to determine which plants had the best traits so that he would consider planting the seeds from that plant the next season. I was humbled and this scene reminded me that these farmers actually are modern farmers by default. They do research without realising that they are actually doing it.” **Gilbert (Uganda)**



Personal reflections

“Hello there! Looking through my cluster office early morning today, 26th.Nov.2013, am able to **see a middle aged man rolling a heavy loaded bicycle with banana bunches** locally known as matooke. His bicycle looked recycled and clad with plenty of mud, some fingers of the banana bunches were crushed and deformed and he rolled the bicycle with a visible amount of difficulty which attracted my attention to draw nearer to him. Asked whether his banana was for sale or for his family consumption? he quickly responded it **was for sell and that he was heading for the local market**. He later on told me he has alot more bananas in his garden but his **major problem was the means of transport** to bring sufficient quantities for market. He notified me that even his bicycle always exhausts the body especially when it rains and the road surface becomes soft and slippery as he would fall several times to reach the market. Some bunches lose quality before reaching the market as they are crushed due to the several falls on the way. I asked myself, **with this LVCD knowledge am to acquire what best can i offer** to this farmer to quickly help him out of this situation so as not to lose much after his long period of hardwork?

Gift (Uganda)



Peer-to-peer learning: 'Child labour or family income?'



"Hello everyone, Out through the window at the cluster office in Kiboga , Uganda, i can see a young beautiful girl carrying a basket of cooked maize which she sells from door to door. I move out of office to find out more about this girl. As i interact with her she tells me that her name is Esther, a primary three pupil and that she is a bright girl. She tells me that she helps her mother to sell the maize after her classes in the evenings. Esther is so enthusiastic and believes she has a bright future but i keep asking myself wether this is child labour or source of income for the family." **Annet (Uganda)**



Peer-to-peer learning: 'Child labour or family income?'

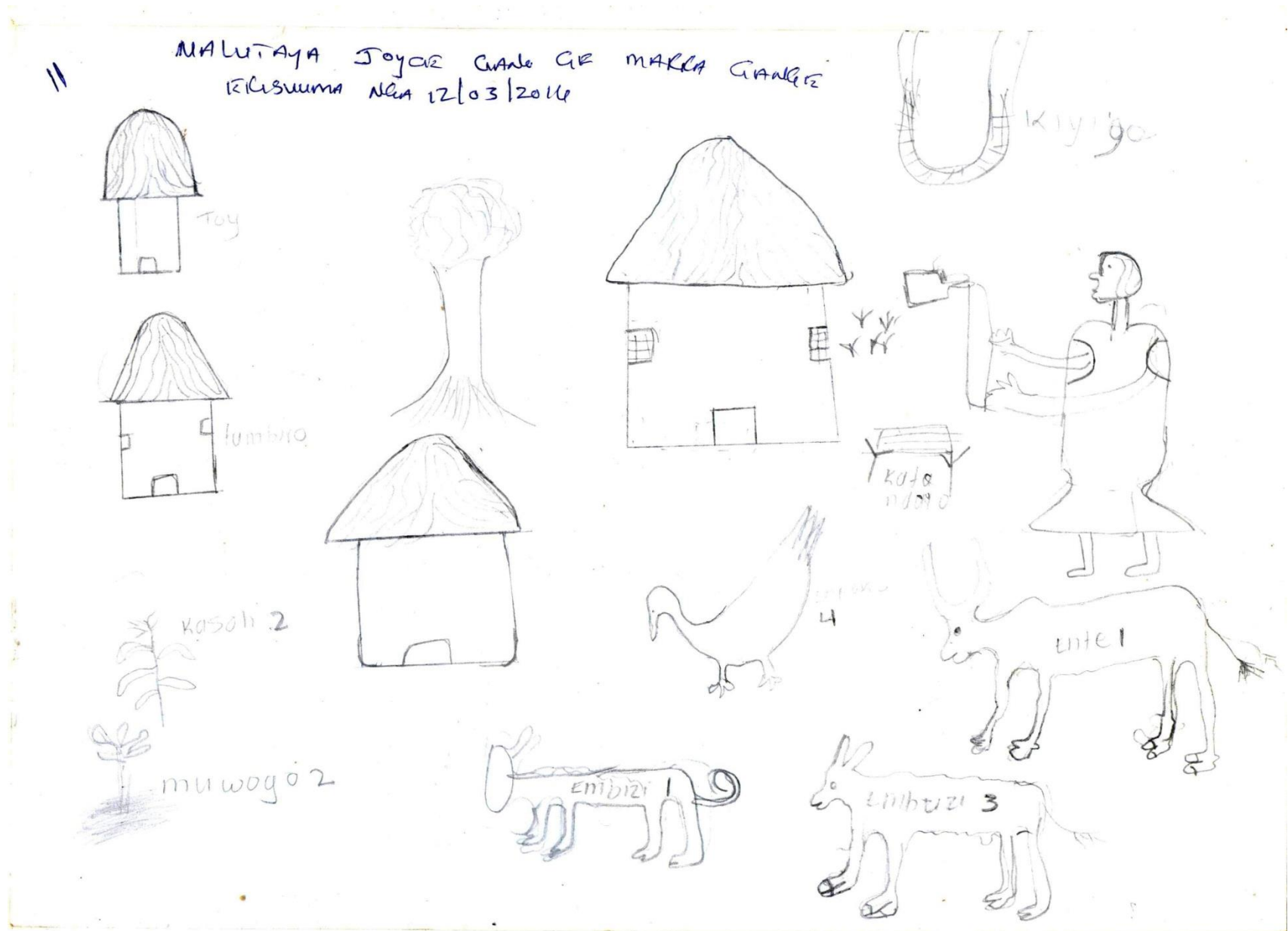


"Hello annet, Esther's situation can on one hand be looked at as a way to help the family acquire income to survive as she has informed you that she does this work after classes. I compare her situation with mine when i used to be at Esther's age. My dad could tell me and my brothers to go help weed under young growing maize garden after school every evening. But it really depends on whether Esther is overworked that she is denied some basic opportunities to live a good life. To me, Esther's mother is preparing her to face tommorow in a better and bold fashion." **Gift (Uganda)**

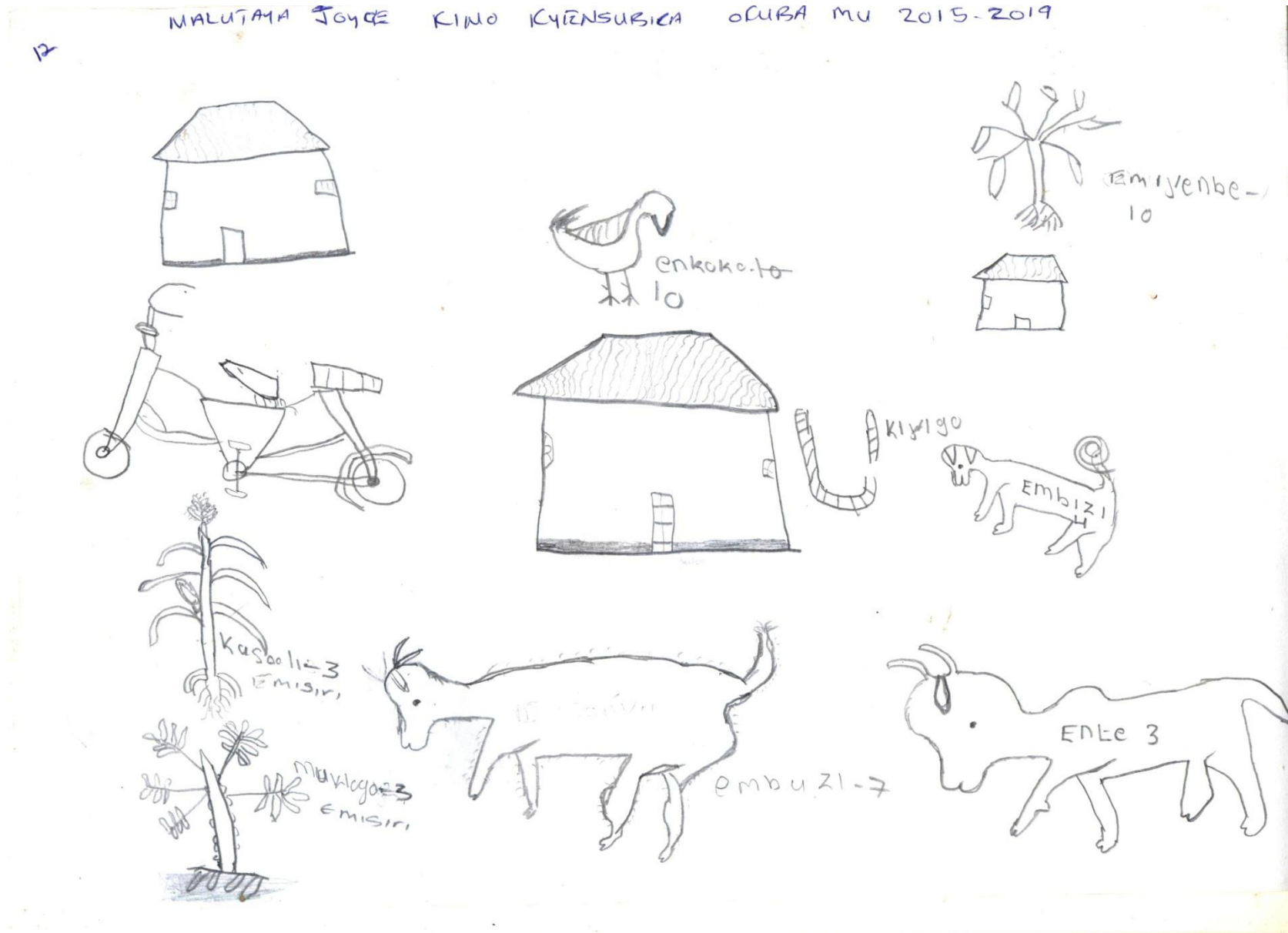


"Hi Annet, the good news is that the child is still going to school. The biggest worry for me is that child moving around selling maize. You cant trust everyone especially when we are talking about girls, anything can happen> you should encouage her to sell her maize in one place where all people can see her." **Molly (Uganda)**

Community insight: 'Farmer's vision 2014'



'Farmer's vision 5 years later'



Community Success Stories

“The District announced that it has planned for an agricultural show in Mubende District and I encouraged this Producer group to take part. The group operates a coffee nursery, agroforestry tree nursery and vegetable growing. They were hesitant to participate as it was their first time to participate in such fora and scared of 'who can buy trees anyway.'

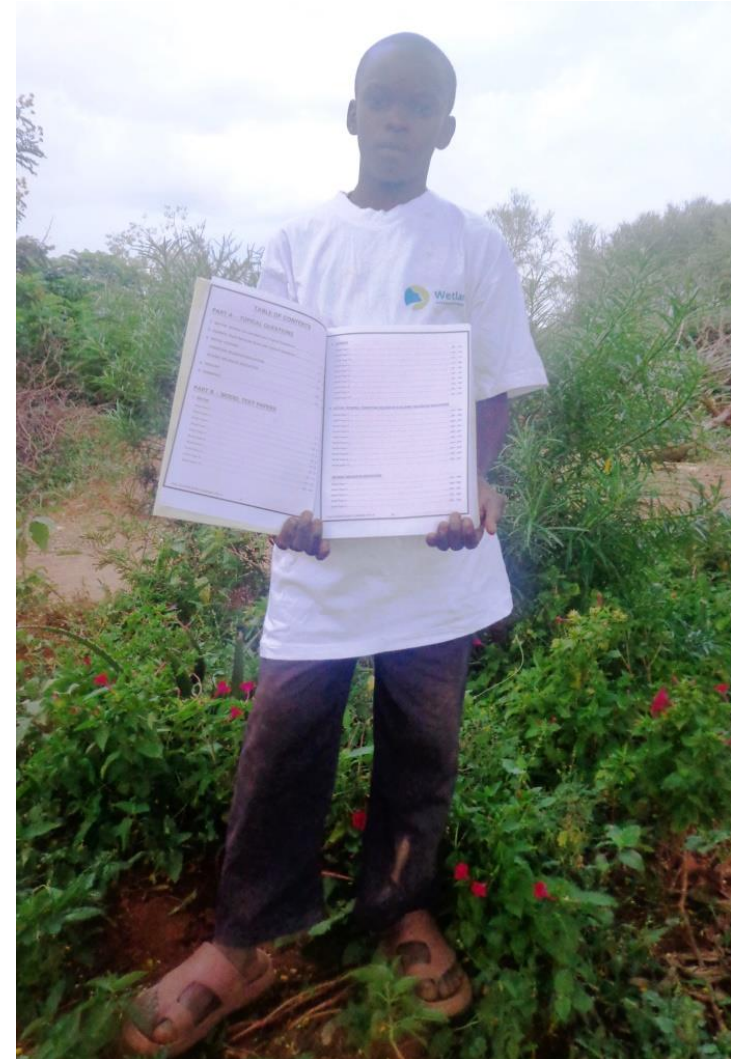
They were then convinced to participate with a sample (in a box containing 200 coffee seedlings, 100 agroforestry tree seedling and 50 cabbages). At first they were hesitant to attach prices to their products but later as participants in the show kept on asking the cost of each seedling, they had to attach it. Each coffee seedling was sold at 500/= each agroforestry tree sold at 1000/=, cabbage at 2000/=. By the end of the day, all their seedlings and cabbages were sold off and this became an eye opener for the group. They were able to get contacts from potential buyers and as of now, buyers find them at their nursery tree seed centre.”

Alex (Uganda)



Personal stories from our staff

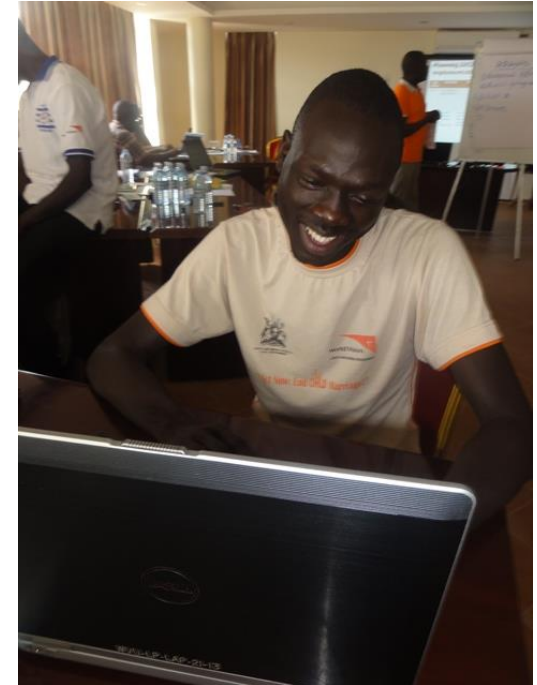
“One day I was moving around the community and met this boy (Kioko) who was not in school during normal school hours. I asked him why he was not in school and he told me its because he had been send home to bring Kshs 750 (9 USD) for 1 term. He had stayed at home for one full year and no hope of going back to school again. I later shared the same with my wife and together we agreed to sponsor the his school fees, uniform and book. He joined grade five during mid of second term while other pupils, to our surprise he managed position 3 out of 37 in his class. He is now is grade six and we pray God to give us the Love that will enable us support his education to the fullness. Remember Jesus word in Matt 25:40.” **James Kioko (Kenya)**



Participant Responses

“The LVCD notes are like a bible to me. The facilitators tried to give as many challenging scenarios as possible and this has been helpful for me especially in times of difficult situations.” **Juliet, eLVCD course participant, WV Uganda**

“The course has taught me on how to relate both vertically and horizontally with different actors of the value chain and all the stakeholders there in. For most of the time we concentrated on the producers only but with the online course, I realised that we need to link these producers to other actors of the chain.” **Gilbert, eLVCD course participant, WV Uganda**



Participant Responses



“Through the training, I have been able to acquire and utilize the knowledge and skills acquired to help train farmers in my community about how they can work together in groups to produce and sell products.” **eLVCD course participant, WV Uganda**



“The community has gained skills in conducting participatory market research. Personally I have been empowered to the point that I can facilitate a participatory value chain development activity with more confidence.” **Jacob, eLVCD course participant, WV Uganda**

Participant Responses

“The skills scorecard **helped me realize my area of strength and weakness**, As I populated the template, I just gave me a true picture of me as far as my skills are concerned. **I discussed with my supervisor** and got prepared to learn as much as the course has to offer. I see **people in communities becoming richer** if all the ideas I have read are put in practice, Thanks for enriching my mind guys.” **(Ugandan participant)**



Learning Improvements

Competencies	Beginning	End
Communicator	1.25	3.00
Relationship Builder	1.67	4.00
Systems Analyst	1.67	3.00
Coach	2.00	3.33
Innovator	1.67	3.33
Learner	1.25	3.75
TOTAL SCORE (out of 30)		
9.51		20.42

What's Next?

- 
- Graduation celebration for 1st intake participants
 - Other funding models
 - Mentor program
 - Recruiting 2nd intake: Africa, Middle East, Pacific & SE Asia
 - Other courses: business facilitation, savings groups, FMNR...
 - University partnerships