

THE UNITED REPUBLIC OF TANZANIA



PRIME MINISTER'S OFFICE REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

THE OPPORTUNITIES AND OBSTACLES TO DEVELOPMENT - A COMMUNITY PARTICIPATORY PLANNING METHODOLOGY

RURAL PROCESS



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THE RURAL PLANNING PROCESS

PREPARATION OF VILLAGE PLAN THROUGH O&OD METHODOLOGY

PREPARATORY STEPS

The first step is to write an official letter to the Village leadership informing them about the intention of conducting the process of O&OD in the Village. The letter also should inform the Community leaders about the date of pre-visit and that they should start collecting primary data for preparation of the Community Plan. The letter should inform the Village leaders to call a special meeting which will bring together the Village leaders and influential persons during the pre-visit day. The key persons to be invited for the meeting should also be clarified in the letter.

PREPARATORY VISIT (PRE-VISIT)

A pre-visit is a first important activity that allows facilitators to meet with Village leaders, influential persons, extension workers and other stakeholders to discuss the O&OD planning process. During the pre-visit, the facilitators should elaborate clearly the Objectives of Tanzania Development Vision 2025 (TDV 2025), for the Community members to understand that these objectives will form broad policy guide for the preparation of their development plan. Thereafter, the participants should select from Main Objectives 1 and 2 of TDV 2025 the objectives that are considered to be of high priority to the Community, for the preparation of their plan.

Another important activity during the pre-visit is a dialogue between the facilitators and the Village leaders, influential people, extension workers and other stakeholders to identify the most effective ways for Community sensitization as part of social preparation prior to the launching of O&OD process in the Community. Different methods could be used for sensitization in different communities, depending on the Community specific conditions. In some communities, sensitization could be effectively done by the use of social groups existing in the Community such as youth groups and traditional dancing groups (ngoma). In some communities, there could be other traditional ways to get the message down to the people, which could include: house visits by Community leaders; informal meetings for information sharing in parts of the communities, for instance, at hamlet level; and announcements and sensitization using public address systems such as loudspeakers.

The discussions during the meeting will focus on:

- Who is going to participate in the planning process
- Community sensitization for effective participation in the process
- Agreeing on the timetable for the exercise and other logistics
- TDV 2025 and selection of objectives or high priority to the Community for the preparation of Community Plan
- Collection of data

- The Village leaders are to prepare a list of heads of households for every hamlet. They should specify the households headed by men, women, the handicapped, the aged, vulnerable children and widows as shown in the table below:

Table 1 Household Data Form

No	Name of head of household	Common name if any	Gender		Vulnerable Children	Widow/widower	Old aged	Set standards representation				Total	Living Condition
			Male	Female				1	2	3	4		

- Explanation on the formation and use of focus groups (equal representation for each hamlet in terms of age and gender)
- The Village leadership to inform and sensitize Villagers to attend in full to an extraordinary meeting of Village Assembly for launching the O&OD Planning Process.

DAY 1: ACTIVITIES OF THE FIRST DAY OF THE PROCESS

Social Preparation and Secondary Data Collection

The first day is for social preparation at the Community level. Based on the discussions on the effective ways for Community sensitization during pre-visit, the facilitators should do the necessary facilitation for social preparation, based on the dialogue they had with the Village authorities during the pre-visit. In some communities, the social groups such as youth groups and traditional dancing groups (ngoma) may be effective means for sensitization. In this case, the facilitators should facilitate the social groups, who will take the message down to the people. Facilitation should focus on among other things:

- The importance of participatory planning
- Inviting Community members to participate effectively in the Extraordinary Village Assembly for Launching of the O&OD process

The facilitation should be carefully done to make it simple for the social groups to understand, and convey the information to the Community members easily. Where possible, Community sensitization could start on the same day.

DAY 2: ACTIVITIES OF THE SECOND DAY OF THE PROCESS

Social Preparation and Secondary Data Collection

The groups/Community members that were facilitated during the first day of social preparation should continue with Community sensitization exercise. In some Villages, there could be events such as small concerts to sensitize the Community members. The data collection also continues.

DAY 3: ACTIVITIES OF THE THIRD DAY OF THE PROCESS

The Extraordinary Village Assembly

On the third day, an Extra-ordinary Village Assembly will be held for launching the O&OD participatory planning process in the Village.

Activities to be done on the third day are as follows:

- Facilitators are to collect and check the forms of heads of household if filled in properly
- The meeting should confirm on the Objectives of high priority for the Village
- The meeting should select 6 – 10 Village Resource Persons who are familiar with the Village and its Community. This team together with the Village Council will work in collaboration with facilitators in the process of preparing the Village plan.
- The meeting should form focus groups on the basis of hamlet, gender and age group representation
- The meeting should set criteria for household wealth ranking
- Village sketch map should be drawn
- Household wealth ranking should be carried out
- Village Executive Officer (VEO) continue to collect secondary data

The following explain important points of the Village Assembly:

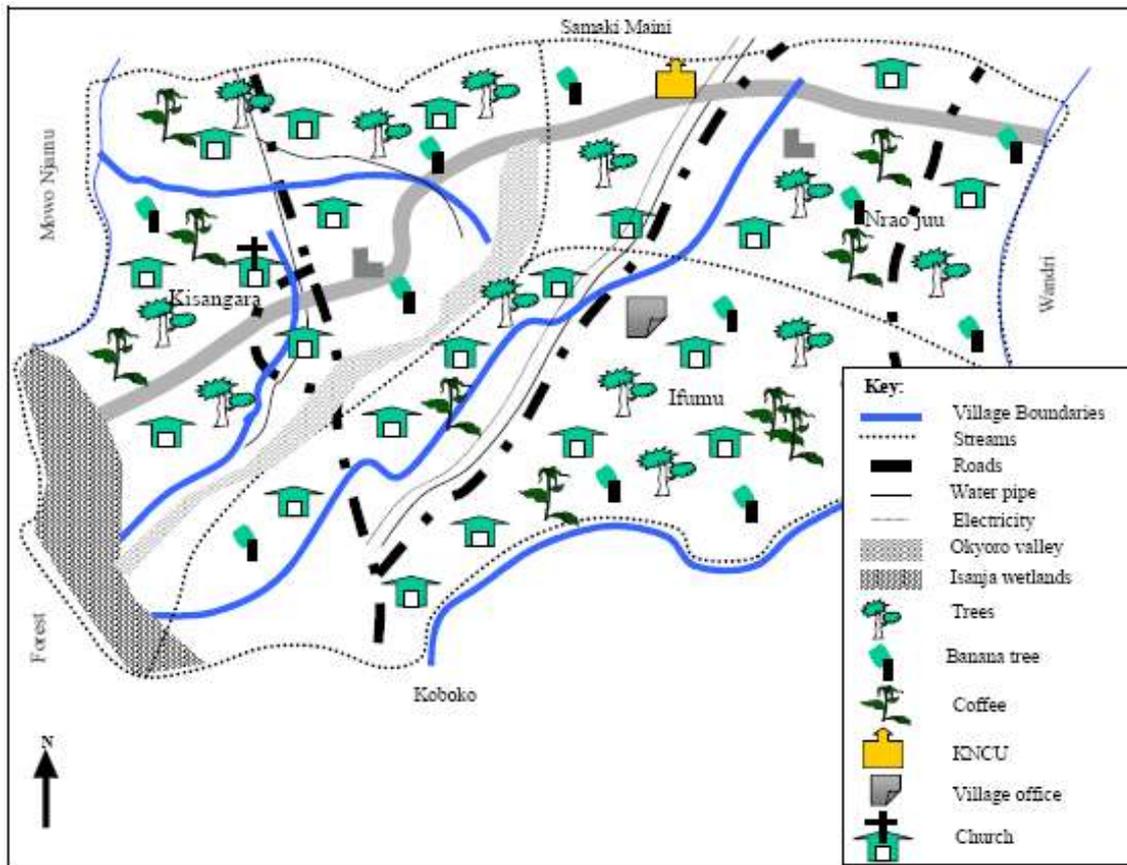
- Village Chairperson will officially open the meeting
- All eligible Villagers should attend the Village Assembly
- The Village chairperson will introduce the facilitators, leaders and other stakeholders
- The chairperson will explain the purpose of the meeting. This can be done by reading a letter received from the LGA.
- The Village Chairperson should present the objectives selected from TDV 2025 for preparation of Community Plan to the Village members for approval. If the Assembly decides to add or remove some details, then these changes should be made, and the selected objectives be used in preparing the Community Plan
- The Village Executive Officer (VEO) should present the timetable of the exercise as agreed upon during the pre-visit. Thereafter the Villagers should be given a chance to ask questions. All groups (women, youths, elders, the vulnerable groups, etc.) should be given equal chances to air their views.

Drawing the Village Sketch Map

Village sketch map is a map of the Village indicating the geographical location of important features in the Village, including: boundaries, settlements, resources, both natural and man-made (e.g., road, lake, river, forest, valleys, mountains, electricity, water wells/water points, etc.); institutions (e.g. schools, dispensary, church, mosque, etc.).

Village Sketch Map will be drawn by a selected team of Community members during the Extraordinary Village Assembly.

An example of Village Sketch Map: Nrao Kisangara Village



The following are the steps for drawing Village Sketch Map:

1. Ask the team to draw a sketch map on the ground
2. The sketch map should be drawn using the available means such as twigs, stones, sticks, grass, ashes etc.
3. The sketch map should have a compass and should show all features and resources such as hamlet boundaries, institutions, mountains, farms, rivers, infrastructure and neighboring Villages.
4. The team should agree on the accuracy of the sketch map and copy it on manila sheet.
5. The facilitators should thank the people for having successfully drawn the sketch Village map and ask them to choose the route for the transect walk.

Household Wealth Ranking

Household Wealth Ranking is an evaluation of the economic status of every household in the Community. Criteria for household wealth ranking set by Village Assembly should be used in this exercise. The following are the steps for conducting household wealth ranking:

1. Every hamlet chairperson should have a list of household heads.
2. After Village Assembly, the hamlet chairperson retreats with his members to a convenient place where the exercise will be conducted.

3. Hamlet chairperson should be facilitated to select four representatives who know very well the people in the hamlet. The selection should have gender equality.
4. Facilitators should explain on how the exercise is to be conducted.
5. The list of heads of household in the hamlet should be used in determining the wealth of each household.
6. The four representatives will award points for each household as follows:

Table 2 Criteria for Wealth Ranking

Total	Living Condition
1-2	Bad
3	Satisfactory
4-5	Good

- Household with *poor* living conditions 1 – 2
 - Household with satisfactory living conditions 3
 - Household with good living conditions 4 – 5
7. The points scored by each household will be added up and summarised on the following basis:
 - Poor: 4 – 8 points
 - Satisfactory: 9 – 15 points
 - Good 16 – 20: points

Table 3 Wealth Ranking: Nrao Kisangara Village

No	Head of Household	Set Standards				Total	Living condition
		Representative					
		1	2	3	4		
1	Iddi	1	2	1	2	6	Bad
2	Ramadhani	5	4	5	4	18	Good
3	Doto	3	2	4	3	12	Satisfactory

The results of every hamlet will be collected and added up so as to get the Village overall results; next would be to look at the percentages of homesteads in specific ratings compared to the overall results.

Table 4 Overall evaluation of economic capability of households: Nrao Kisangara Village

Hamlet	Bad	Satisfactory	Good	Total households
Kisangara	30	10	5	45
Nrao juu	52	27	13	92
Ifunu	67	22	10	99
Nrao chini	43	17	9	69
Total	192	76	37	305
Percent	63%	25%	12%	100%

The Nrao Kisangara Village overall evaluation analysis shows that 63% of the residents are in the category of “bad living conditions”, 25% of the households are in satisfactory condition, and 12% of the households are living in good condition.

- Prepare a breakdown of poor household headed by male, female, widows, widowers, elders and orphans as shown below:

Table 5 Analysis of households with bad living conditions

Hamlet	No. of head of households	Head of Household						
		M	F	Widows	Elders		Vulnerable children	
					M	F	M	F
Bwela	52	20	32	6	6		4	
Diola	30	15	15	2	4		3	
Ulundo	67	50	17	4	3		2	
Magama	43	15	28	4	5		2	
Total	192	100	92	16	18		11	
Percentage	100	52	48	8	9		6	

DAY 4: ACTIVITIES OF THE FOURTH DAY OF THE PROCESS

On arrival at the Village, Community leaders and the participants should be informed that the main activity for the day is to collect data using participatory tools which are:

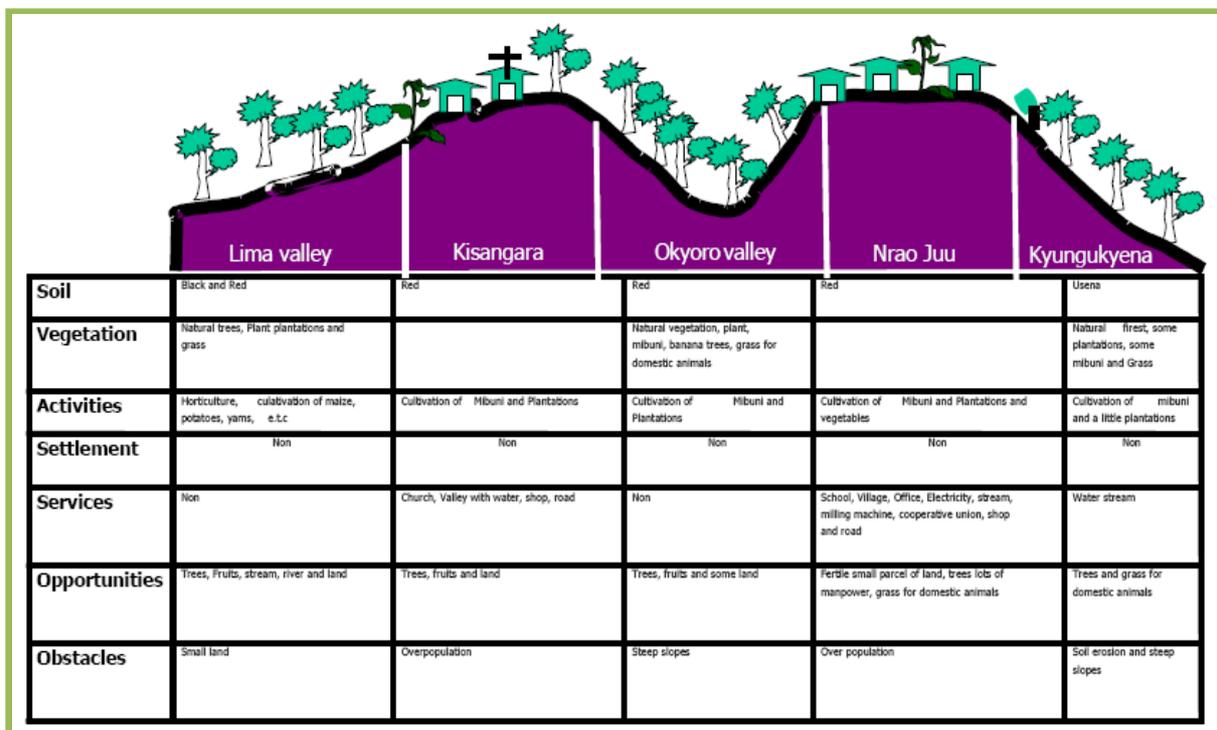
- Transect walk
- Historical time line
- Seasonal calendar
- Institutional analysis
- Impact of socio-economic activities on environment
- Gender resources map
- Gender daily activities calendar
- Sources of Revenue and expenditure

Transect Walk

Transect walk is an important participatory tool especially in preparing the Opportunities and Obstacles to Development Plan as it provides a means to confirm the opportunities and obstacles as they are observed physically across the Village.

Transect walk should be done early in the morning led by the Community members who participated in Village map drawing. When the transect walk is done, the participants should meet and agree on what has been noted during the transect walk and then present these on an illustration.

Transect walk – Nrao Kisangara Village:



Historical Time line

Historical time-line is a participatory tool, which enables the Community members to carry out a simple analysis of the major historical events in their Community. The following are the steps for Historical Timeline exercise:

1. The facilitator should start the discussions with a focus group by asking them about the major events in their Village that they can remember. This should include both good and bad events.
2. The events should preferably be mentioned on the basis of decades but any chronological order is acceptable.
3. Make the focus group discuss the benefits/disadvantages resulting from the major events.

4. They should discuss the steps they took to deal with the situation particularly of bad events.
5. For good events they should explain how they benefited from it.
6. Prepare a table of Village historical time line.

Table 6 Historical Time Line: Nrao Kisangara Village

Year	Event	Cause	Effects	Intervention
1939	Hunger	Locusts destroyed crops	<ul style="list-style-type: none"> ▪ Greater shortages of food ▪ Livestock died 	<ul style="list-style-type: none"> ▪ Animals sold to buy food ▪ Use of Irrigation canal and planted quick yielding crops, such as potatoes and vegetables
1940	Tarmac road reached our Village	Transport grain from large farms of West Kilimanjaro	<ul style="list-style-type: none"> ▪ Easy and reliable transport ▪ Expanded production and secured new markets 	

Seasonal Calendar

Seasonal calendar is a participatory tool which enables the Community members to identify the seasons, and indicate the time (month) of the year when certain key economic and social activities are carried out in the Village.

The focus group should provide information on what are the types of seasons in their Village, in a normal year. The following are the steps for drawing seasonal calendar:

1. When or which months is the rainfall season?
2. Which are the dry months?
3. They should explain when to cultivate, weed and harvest different crops.
4. They should discuss the time when various activities take place in the Village, such as construction of houses, cultural dances, etc.
5. Request them to explain about the occurrence of diseases affecting human beings and livestock.

Table 7 Seasonal Calendar: Nrao Kisangara Village

Description	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1. Climate												
Rain												
2. Farming												
Maize Cultivation												
Land tilling												
Planting												
Weeding												
Fertilizer												
Harvesting												
3. Banana and coffee farming												
Weeding												
Pruning												
Spraying												
Harvesting												
4. Human Diseases												
Malaria												
Pneumonia												
Diarrhea												
5. Horticulture												
Tomatoes												
Avocados												
Greens												
Cabbage												
6. Administration												
Manpower												
Food security												

Institutional Analysis

Three types of relations are analyzed in this exercise:

- Institutional relationship with the Community
- Relationships between Institutions
- Relationship between Institutions located outside the Village and the Community.

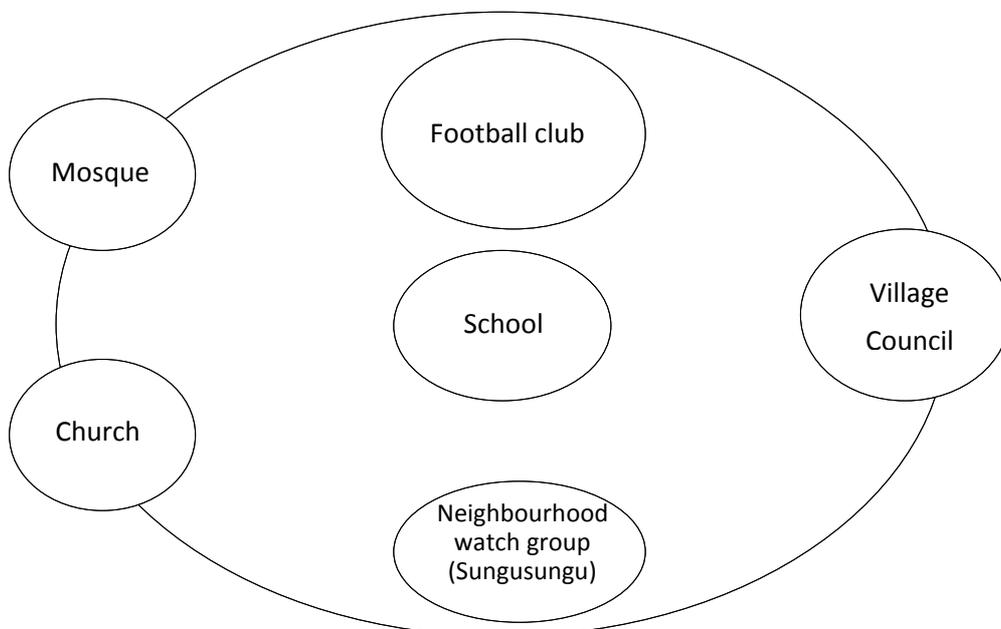
The following shows the steps for conducting institutional analysis:

1. Facilitate focus groups to identify all institutions in and outside the Village and their activities.
2. List and arrange them in the order of their importance.
3. Prepare cards of different sizes with names of institutions according to their importance. The bigger card denotes the most important institution while the smallest card is the least important.

Institutional Relationship with the Community

4. Draw a large circle to represent the Community for purposes of this exercise, if the focus group is large, the circle can be drawn on the ground so that participants surround it when placing cards or if the group is small draw the circle on a flipchart or any large sheet of paper.
5. Then let one member of the focus group place the cards on to the big circle. Explain to the group that the card that is placed near or in the center of the circle, that Institution has good relations with the Community. The further from the center means it does not have good relations with the Community.
6. After the group member has placed a card, allow other members of the group to shuffle around until a position for the card and all other cards is agreed upon. The focus group should give reasons for every position given to the Institution.

Relationship between Community and Institutions



From the diagram the results should be summarized as below:

Table 8 Institutions and their importance to the Community

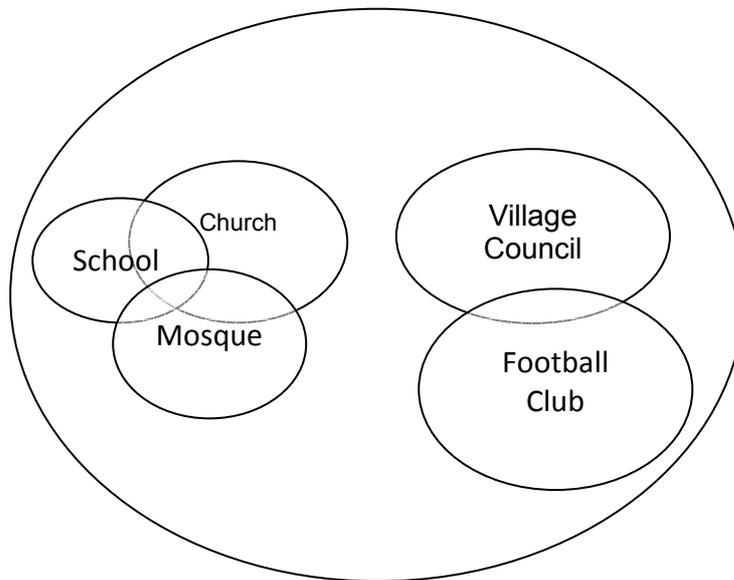
Institution	Activities	Score of importance	Strengths/weaknesses
Village Council	- Village administration	1	Village Assembly meeting not held No transparency in use of funds
Mosque	- To give spiritual guidance	2	Helpful in times of difficulties Built the only pre-school
School	- To give education to children and adults	3	Good performance of students Not enough classrooms
Church	- To give spiritual guidance	4	Good behaviours of Community church members

Relationship between Institutions

It is to show how institutions are related to each other:

1. Discuss the relationship between institutions.
2. The focus group should discuss and arrange the cards in a circle by showing which institutions are related and the services they offer.
3. The focus group should explain how this relationship of the institutions enhance the services they offer.
4. The other members should name other institutions that offer similar services.

Relations between Institutions

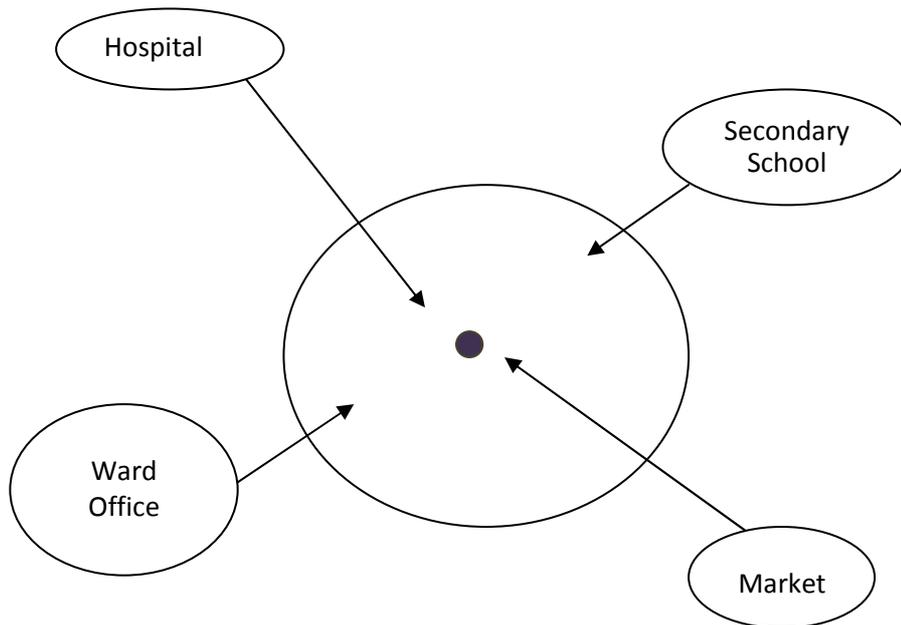


The cards, which intersect each other shows that the institutions have good relationship amongst themselves in providing services to the Community.

Relationship between the Community and external institutions

There are institutions outside the Community. These should also be analysed in relation to the Community.

Relationship between the Community and External Institutions



The external institutions with arrows closer to the center have closer relationship to the Community and vice-versa. The size of the cards shows the importance of the institution to the Community.

Impact of Socio-economic Activities on Environment

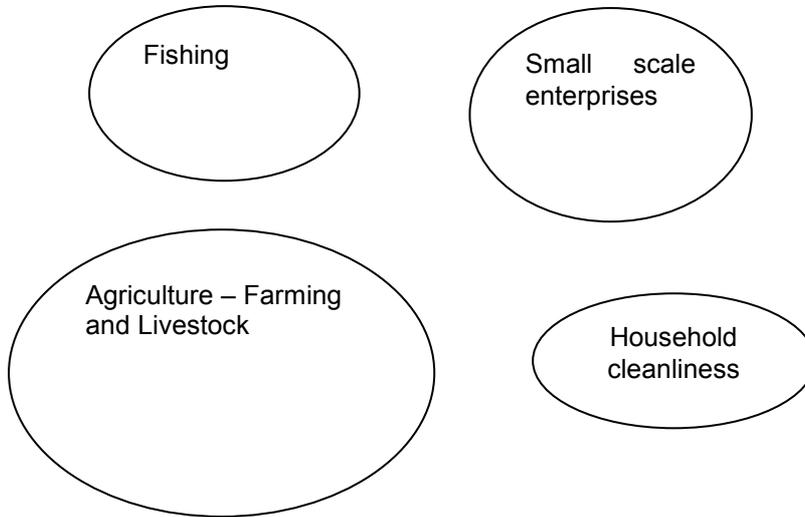
This tool enables the community to carry out a simple analysis of the impact of normal economic and social activities on the environment. Economic activities could include:

- Agriculture (farming) – including using of pesticides, insecticides, etc
- Animal husbandry
- Fishing
- Trade

Social activities could include:

- Construction of residential houses
- Household Cleanliness
- Cultural activities, like traditional festivals, etc

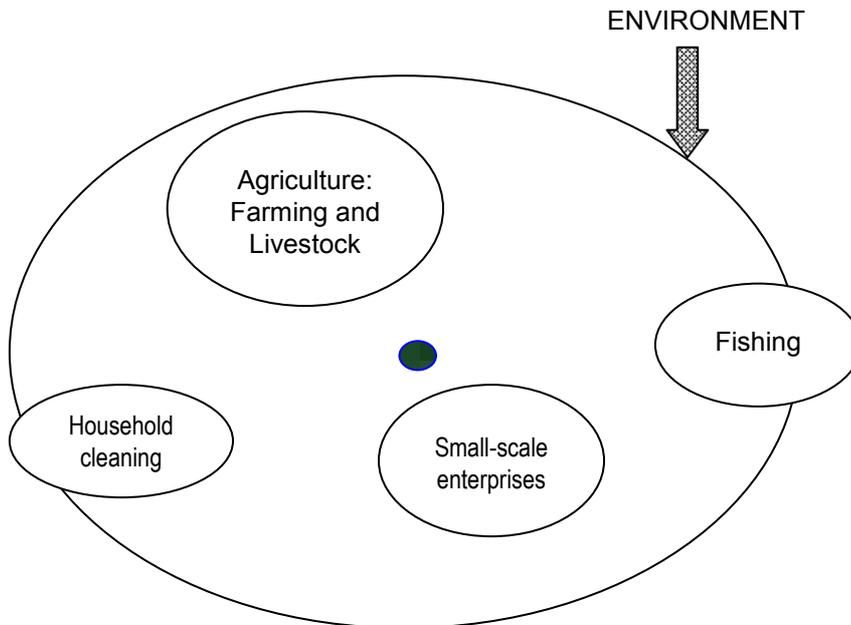
Relative importance of economic and social activities in the community could be presented as indicated in the diagram below:



Relative importance of economic and social activities in the community

The activities that are relatively more important to the community are presented with bigger cards. In this case, agriculture (farming and livestock) is more important than all other activities

Below is an illustration of the relationship between the identified activities and the environment.



Relationship between Community Activities (social and economic) and the Environment

The activity with the biggest impact on environment should be placed near the center of the big circle.

Analysis of the inter-relationship between economic and social activities and the environment can be done using a simple table, as shown below:

Relationship between economic and social activities and the environment

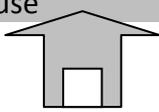
Economic and social activities that have impact on environment	How it is done	Impact/Effects	Intervention
Small Scale Enterprises			
Agriculture			
Animal Husbandry			
Fishing			

Gender Resources Map

Gender Resource Map is a tool to learn and understand from the Community’s view point about ownership, control, division of labour and responsibility over household resources based on sex. The following are the steps to draw Gender Resource Map:

1. Focus group members should mention what they consider to be important in a household, for instance, assets like bicycle, radio, livestock, etc.
2. Next they should take one resource after another and explain in terms of sex under normal circumstances:
 - Ownership: Who owns it?
 - Authority: Who has the authority over the use of it?
 - Manpower: Who contributes to obtain it?

Illustration of the gender resource map

Cattle	O A M		House	O A M		Bicycle	O A M	
Domestic animals	O A M		Farm	O A M				
Radio								
	O A M							

Key: O = Ownership, A = Authority, M = Manpower

- Focus groups should be facilitated to identify and draw the Gender Resource Map as shown below:

Table 9 Gender Resource Map

Resource	Ownership		Authority		Manpower	
	Men	Women	Men	Women	Men	Women
Cattle	✓		✓		✓	✓
House	✓		✓		✓	✓
Bicycle	✓	✓	✓		✓	✓
Domestic Animals	✓	✓	✓			✓
Radio	✓		✓		✓	✓
Farm produce	✓		✓		✓	✓
Total	6	1	6	0	5	6

- The Community should then discuss if there are gender gaps in terms of rules, regulations and procedures over household resources in the Community and should come up with suggestions and steps to correct and improve the existing situation.

Table 10 Gender Gap Analysis of Gender Resource Map

Gender Gap	Cause	Intervention
Unequal ownership of resources, assets and decision making which favour men	Outdated cultural norms	Gender education

Gender Daily Activities Calendar

The Daily Gender Activities Calendar is a tool that enables generation of information by gender and age based on the division of labour at the household level. This tool is useful in revealing gender responsibilities and imbalances.

Most activities in the rural areas are distributed along gender based social notions. This produces activities that are generally done by women, men or male and female children. Nevertheless, in most of the rural communities, people irrespective of sex are performing some common activities such as farming.

The purpose of using this tool is to create understanding on how flexible are the roles played by male and female members, and to what extent their gender relations can be associated with the existing task differentiation.

Table 11 Example of a Gender Daily Activities Calendar

Time	Father	Mother	Male child	Female child
05.00	Asleep	Awake	Asleep	Awake
05.00-06.00	Asleep	Fetching water (1)	Asleep	Fetching water (1)
06.00-07.00	Awake	Cleaning environment Preparing breakfast (1)	Awake	Helping mother (1)
07.00-07.30	Breakfast	Breakfast	Breakfast	Breakfast
07.30-02.30	Farm work (7)	Farm work Picking vegetables (7) Collecting firewood	School (7)	School (7)
02.30-03.00	Return home	Return home	Return home	Return home
03.00-04.00	Resting	Preparing food (1)	Resting	Helping mother (1)
04.00-04.30	Lunch	Lunch	Lunch	Lunch
04.30-06.30	Recreation	Washing clothes	Playing	Helping mother (2)
06.30-07.30		Caring domestic animals Washing children		Playing
07.30-09.30		Preparing bedding (5)	Studying (2)	Studying (2)
09.30-10.30	Asleep	Preparing breakfast for the next day (1)	Asleep	Asleep
10.30-05.00	Asleep	Asleep	Asleep	Asleep
Working hours	7	16	9	14

*The number in bracket shows the number of working/studying hours.

Table 12 Gender Gap Analysis of Gender Daily Activities Calendar

Gender Gap	Cause	Intervention
The mother does most of the domestic chores such as cleaning, cooking, taking care of children .	Customs that have over lived their usefulness Bad allocation of activities Male chauvinism	To continue gender education to all

Sources of Revenue and Expenditure

This is a tool for the Village Community to know the sources of annual revenues and expenditures of their Village Council. This forms the basis for plan implementation, reporting, monitoring and evaluation by the Community itself. It enhances transparency and good governance.

Following are the steps to identify Sources of Revenue and Expenditures:

1. Brainstorm various available sources of revenue in the Village.
2. List down existing sources of revenue both internal and external as well as non-cash income.
3. Discuss on the potential sources of revenue and list down those to be added to the existing list.
4. Discuss the strategies for collecting revenue for identified sources.
5. Discuss on administrative expenditure e.g. costs for meetings, travelling, Uhuru torch and stationery and development expenditures.

Table 13 Sources of Revenue and Expenditure: Nrao Kisangara Village

Sources of Revenue		Expenditures	
1 Own source		1 Administration	
Development levy	1,000,000	Costs for Village meetings	100,000
Crop cess	1,200,000	WDC	200,000
Local beer fees	800,000	Transport and Travelling	500,000
Contribution for school food	2,000,000	Stationery	200,000
Sand fee	2,500,000	Village Hospitality	600,000
Sub Total	<u>7,500,000</u>	Uhuru touch	500,000
		Sub Total	<u>2,100,000</u>
2 External source (committed)		2 Development	
District support to 2 classrooms	1,000,000	Primary school food for pupils	2,000,000
TASAF		Building classroom x 1 teacher house (D/Council contr. 2,000,000; V/council 500,000)	2,500,000
Sub Total	<u>2,000,000</u>	Dispensary (TASAF 3,000,000, V/council 600,000/=)	3,600,000
		Maize production	1,400,000
3 None cash income		Sub Total	<u>9,500,000</u>
Labour	<u>1,100,000</u>		
GRAND TOTAL	11,600,000/=	GRAND TOTAL	11,600,000/=

The larger the sources of revenue, the more likely it is for the Village to meet its development requirements.

DAY 5: ACTIVITIES OF THE FIFTH DAY OF THE PROCESS

Tanzania Development Vision 2025: Target 1 High Quality Livelihood

From the fifth day to the seventh day the main activities will be to discuss the objectives of the Tanzania Development Vision 2025 (TDV 2025) and prepare the Draft Community Plan by focus groups. Discussion should focus on the objectives (from TDV 2025) that have been identified of high priority to the Community during the Village Assembly.

The first target is High Quality Livelihood and the following 4 objectives are discussed by focus groups on the fifth day.

- 1.1 Food self sufficiency and food security
- 1.2 Universal Primary Education
- 1.3 Gender equality and the empowerment of women in all economic and political relations and cultures
- 1.4 Access to quality primary health care for all

It should be noted that all data should be analysed on gender basis.

1.1 Food self sufficiency and food security:

Checklist to facilitate discussions includes:

- Access and use of inputs in agriculture and animal husbandry
- Development of products – milk, meat, hides, etc.
- Quality extension services
- Increase in production of crops, livestock, horticulture, poultry and bee products
- Increase fishing and fish products
- Irrigation
- Roads and transport
- Markets for rural agro-products
- Access to financial services such as banks as well as savings and credit organizations (SACCOS).
- Vermin control
- Pests control
- Access to storage facilities
- Environment management – protection of water catchment areas, wildlife. Prevention of soil erosion and deterioration of soil fertility
- Household consumption patterns (number of meals per day)
- Effect of HIV/AIDS on Agriculture

1.2 Universal Primary Education eradicate illiteracy and attain a reasonable level of tertiary education and training that is commensurate with a critical mass of high quality human resources required to effectively respond and master the development challenges at all levels:

Checklist to facilitate discussions includes:

- Pre-school education
- Private investment in primary education
- Primary education
- Enrolment of children
- Truancy
- Maintenance and cleanliness of school surroundings
- Pupil's cleanliness/smartness
- Absenteeism by sex
- Lunch for pupils/students at school
- Rate of entering secondary schools by sex
- Quality and acceptability of pit latrines
- The number and grades of teachers
- Availability of houses for teachers
- Availability of teaching aids
- Availability of clean and safe drinking water in schools
- Distances to schools
- Effects of HIV/ AIDS in school

Level of education:

- Number of people enrolled in adult education
- Number of people attending adult education classes
- Number of adult education teachers
- Number of classrooms for adults education

1.3 Gender equality and the empowerment of women in all economic and political relations and cultures:

Checklist to facilitate discussions includes:

- Working and allocation of work
- Terms of opportunities to access technical education and various professions in higher education
- Property ownership
- Decision making
- Ward leadership
- Involvement in household decision making

Also facilitate discussion on customs, cultural norms that discriminate women. Possible points of discussions could include:

- Female Genital Mutilation
- Taboos against eating nutritious foods
- Taboos against the use of latrines
- Inheritance of widows
- Pre-mature Marriages
- HIV/AIDS
- Decision making

1.4 Access to quality primary health care for all:

Checklist to facilitate discussions includes:

- The major diseases like malaria, dysentery, pneumonia, anaemia, etc.
- Epidemics like cholera, measles, meningitis, etc
- Contagious diseases such as TB, HIV/ AIDS, STIs, etc
- Primary health services:
 - First Aid Kit
 - Dispensaries (government, private, religious organizations)
 - Health Centres (government, private, religious organizations)
 - Hospitals (government, private, religious organizations)
 - Referral Hospitals
- Counselling and HIV/AIDS Screening
- Average distance to health facility
- The number of patients and the quality of service
- The relationship between the people and doctors, nurses, mid wives, health workers, etc
- Community health education
 - The use of toilets/latrines
 - Cleanliness of houses and surroundings
 - Boiling of drinking water
 - Cleanliness of body and clothing

DAY 6: ACTIVITIES OF THE SIXTH DAY OF THE PROCESS

Tanzania Development Vision 2025: Target 1 High Quality Livelihood

Discussions by focus groups on TDV2025 and preparation of Draft Community Plan continue.

Objectives to be discussed are:

- 1.5 Access to quality reproductive health services for all persons of appropriate ages
- 1.6 Reduction in infant and maternal mortality rates by three quarters of current levels.
- 1.7 Universal access to clean and safe water
- 1.8 Increase life expectancy to the level attained by middle income countries
- 1.9 Eradication of abject poverty

1.5 Access to quality reproductive health services for all individuals of appropriate ages:

Checklist to facilitate discussions includes:

- Breast-feeding babies for 6 full months without using any other food
- Access to vaccinations by women of child bearing age TT₂+
- Iodized salt
- Pregnant women (TT1 and TT2, Ferrous)
- After delivery (Ferrous and Vitamin A supplementation)
- Maternal services
- Maternal health service providers
- MCHA/PHN
- Traditional mid wives – trained and untrained
- Family planning services providers
- The use of clinic cards for pregnant women
- Distance to the health service centre
- Outreach services
- Acceptability, quality and use of family planning Services
- Reproductive health education
- Availability of clean water

1.6 Reduction of infant and maternal mortality rates by three quarters of current levels:

Checklist to facilitate discussions includes:

- Breast feeding for six months without any other food
- Number of infants below one year of age
- Number of children below 5 years of age
- Number of women delivery the age of 35
- Nutritional conditions of children 1-5 years (Highly malnourished, Medium, Good health)
- Vaccines for children 1-5 years (BDG, Polio, DPT-HB, Measles)
- Active intake of vitamin A
- Conducting a Village/Ward Child Day
- The use of child's clinic forms
- Education on proper prevention and care of children disease
- Babies born underweight
- Premature babies
- Still born
- Number of maternal deaths
- Services for pregnant women (During pregnancy, when delivering, after delivery)
- Referral cases of pregnant women
- Care and feeding of pregnant women and children
- Follow up of clinic forms by the couples both the man and the woman

1.7 Universal access to safe water:

Checklist to facilitate discussions includes:

- Water catchments areas
- Springs
- Dams
- Natural wells
- Rivers
- Shallow wells
- Deep wells using diesel, electricity, wind mill pumps
- Rain water harvesting
- Hand pumps
- Diesel and wind mill pumps
- Hydroelectric power
- Protection and conservation of catchment areas
- Access to water in all seasons
- Rehabilitation of ruined water sources
- Maintenance of dams, wells, pumps and mills
- Cost sharing in provision of water services
- Private sector participation

- Boiling water
- Pollution of water services, dams, rivers wells etc.
- Distance from water source
- Homesteads with water services
- Untapped water availability potentials
- The attitude and understanding of the Community towards drinking boiled water
- Active water committee
- Gender sensitive structure of the water committee
- Water fund
- Relations between the water committee and the Village Council
- Water project social workers
- Skilled and unskilled social workers
- Use of Latrines and attitudes of cleanliness in homesteads

1.8 Increase life expectancy comparable to the level attained by typical middle income countries:

Checklist to facilitate discussions includes:

- Increase income and self-sustenance in homesteads
- Balanced diet
- Producing and eating nutritious foods – grains, legumes, fish, meat, eggs, milk, fruits, vegetables etc.
- Diets for children below 5 years of age
- Use of iodized salt
- Cleanliness of residential surroundings, good houses and proper use of
- latrines
- Clean and safe water
- Education in prevention and proper (complete) cure of diseases
- Physical exercising, games and recreation
- The meaning of HIV/AIDS
- How the virus is transmitted
- AIDS symptoms
- Ways of prevention/protection against HIV/ AIDS
- Caring for HIV/AIDS victims

Topics on availability and quality of primary health care services include:

- Health
- Education
- Water
- Roads
- Energy

Topics on land use planning include:

- Surveying residential areas in towns
- Economic activities and Social Services in townships.
- Allocating land to the youth with gender in mind

Topics on security include:

- Control of accidents
- Disaster and emergency preparedness
- Control homicide and other criminal acts such as rape, robbery, killing of the old aged
- Instil good cultural norms to youths

1.9 Absence of abject poverty:

Checklist to facilitate discussions includes:

- ★ Food, Shelter and Clothing
- ★ Relatively low life expectancy
- ★ High mate of children with malnutrition
- ★ High level of defence of the youths, old aged and homesteads

In order to eradicate abject poverty we need to:

- ★ Increase self sustenance in homesteads
- ★ Increase life expectancy
- ★ Decrease rate of malnutrition for children below 5
- ★ Decrease child mortality rate for children below 5

Topics over creating an environment that will empower the youths to use their vocational skills and employ themselves include:

- ★ Forming production groups
- ★ Availability of loans from financial institutions
- ★ Savings and credit societies (SACCOS)
- ★ Empower them to have and use land
- ★ Youths should play part in decision making vocational training
- ★ Community participation in planning and decision making.

Following topics should be included over the discussions to emancipate children living in difficult conditions:

- ★ Child labour
- ★ Children heads of families
- ★ Abused /ill treated children
- ★ Abandoned/disowned children

DAY 7: ACTIVITIES OF THE SEVENTH DAY OF THE PROCESS

Tanzania Development Vision 2025: Target 2 Good Governance and the Rule of Law

Discussions by focus groups on TDV2025 and preparation of Draft Community Plan continue. Good Governance and the Rule of Law, the second target of TDV 2025, will be discussed.

Objectives to be discussed are:

- 2.1 Desirable moral and cultural uprightness
- 2.2 Strong adherence to and respect for the rule of law
- 2.3 Absence of corruption and other vices
- 2.4 A learning society which is confident, learns from its own development experience and that of others and owns and determines its own development agenda

2.1 Desirable moral and cultural uprightness:

Checklist to facilitate discussions includes:

- Upholding good traditions of the Community
- Working diligently and applying technical know-how
- Caring and fending for the family
- Respecting each other
- Helping the needy especially the old aged and children living in difficult conditions

2.2 Strong adherence to and respect for the rule of law:

Checklist to facilitate discussions includes:

- Respect for human rights
- The right to live and be protected
- The right and freedom of thoughts
- The right to work
- The right to be respected and valued as a person
- The right to decide
- The right to religious belief
- Equal rights as far as the law is concerned
- Other rights as per the constitutions of the United Republic of Tanzania
- Respect for the right and equality of citizens
- Obligation of the citizens to the Nation
 - Participate in development activities:
 - Participate in National Security
 - Pay various Government taxes
 - Abide by the laws of country
- To have leadership that is elected by popular vote and according to the law, procedures and principles
- The structure of Village Councils if they abide by the regulations

- Convening meetings of the Village Council and the Ward Development Committee
- Giving various information with truth and transparency
- Presence of by-laws and their application

2.3 Absence of corruption and other vices:

Checklist to facilitate discussions includes:

- Implementation and realization of planned objectives of the Community
- Conservation and cleanliness of environment
- Respect for laws and by laws
- Not to build in open spaces and those earmarked for social services
- Not to destroy water sources by cutting trees, making charcoal, bush fires, degrading the environment
- Cost reduction in the Villages administrative overheads as a result of strict control of income and expenditure by the Village Council
- Increase collection of sources of income for the Village Council
- Respect for Village Council
- Sticking to the timetable for legal meetings and to give feedback regarding various activities of the Village in a manner that is true and transparency
- Transparency in services delivery
- Timely decision-making
- Allocation of development opportunities such as allocation of land for building houses and for farming

2.4 A learning society which is confident, learns from its own development experience and that of others and owns and determines its own development agenda:

Checklist to facilitate discussions includes:

- The society knows its rights and responsibilities
- The society participates in planning and implementation of development activities
- The society can finance various economic and social services
- Fast in accepting and adapting to new technology
- Community education plans to be in place

DAY 8: ACTIVITIES OF THE EIGHTH DAY OF THE PROCESS

Preparation of Draft Community Plan

On the eighth day, the Village Executive Officer in collaboration with the focus groups will prepare the Draft Community Plan.

Based on the data collected using participatory tools, and discussions over the TDV2025, the focus groups will prepare draft plan. The draft plan should show clearly:

- What the Community wants to achieve (specific objectives)
- The resources/institutions which when used properly would lead to the achievement of the specific of objectives (opportunities)
- The hindrances to the proper use of opportunities (obstacles),
- The reasons for existence of obstacles (causes)
- Measures to be taken to address the obstacles (interventions)
- Necessary activities to address the causes (steps of implementation)
- Resources needed to achieve the steps of implementation (inputs)
- Estimation of costs – what can be done by the Community, and what cannot be done to achieve the steps of implementation (costs)
- The measurable means to assess the achievements (indicators)

Table 14 Example of a Community Participatory Plan

Village _____ Ward _____ District _____ Region _____ Goal: High quality livelihood Objective: Food self- sufficiency and food security									
Specific objective	Opportunity	Obstacle	Cause	Intervention	Steps of implementation (Activities)	Inputs	Cost		Indicator
							Internal	External	
To increase production of maize from the current 10 bags to 15 bags per acre by year 2010	Availability of agriculture inputs (seeds, fertilizers, manure)	Lack of understanding on the use of agriculture inputs	Inadequate extension services	Improvement of usage of agriculture inputs	Identifying farmers' group in each hamlet	-	✓		Maize production by number of bags
					Establishment of Agriculture field classes	Agriculture inputs	✓	✓	
					Gathering materials to make compost	manure grass water	✓		
					Training on how to make use of manure	training materials		✓	
			Improvement of extension services	Provision of motorbike for extension officers	motorbike fuel		✓		

DAY 9: ACTIVITIES OF THE NINTH DAY OF THE PROCESS

Extraordinary Village Council Meeting

An Extraordinary Village Council Meeting should be convened to set priorities and prepare a Draft Three-Year Community Plan before it is presented to the Ward Development Committee for technical advice, and finally to the Village Assembly for approval.

Purpose of the Extraordinary Village Council Meeting:

To receive and discuss objectives, opportunities, obstacles, and causes and interventions as they came from the focus groups so as to prepare the Community Plan. The representatives from the focus groups will be invited to participate in the Village Council meeting.

Steps:

1. The Village Chairperson will open the Meeting.
2. The VEO should explain all the steps taken since the commencement of the process.
3. Chairperson invites the VEO and/or Community resource person and the Ward facilitator who participated in the whole exercise to present draft plan as compiled by focus groups during the process.
4. The presentation should follow the following procedure:
 - Preliminary Village statistics.
 - Village map.
 - Institutional Analysis.
 - Gender resource map.
 - Daily gender calendar.
 - Wealth ranking.
 - Sources of income and expenditure
 - Draft Community Plan (objectives, specific objectives, opportunities and obstacles, cause, intervention, steps of implementation, input, and cost).
5. The Village Council should prioritize specific objectives in line with available resources in the Village by using pair wise ranking. Prioritization should be done across all specific objectives, as shown in the example in Table 14.

Table 15 Pair-wise Ranking

Specific objective	Increased maize production	Increased School enrolment	Improved access to clean water	Increased household income	Points	Position (Priority)
Increased maize production		Increased maize production	Increased maize production	Increased maize production	3	1
Increased School enrolment			Increased School enrolment	Increased household income	1	3
Increased access to clean water				Increased household income	0	4
Increased household income					2	2

Each specific objective is awarded points. This example shows that the first priority based on pair-wise matrix is to increase maize production, which is a specific objective to achieve food self-sufficiency.

6. After prioritization, the Village Council should prepare a Three-Year Community Plan, which will consist of highly ranked specific objectives from the draft plan. The number of specific objectives to feature in the three-Year Plan will depend on how much the Village has internal and external resources for implementation. Generally, the following rule should be followed:
 - The number of Specific Objectives with activities whose implementation requires significant support from outside should not exceed 10 in the three-Year Plan.
 - The Community can include in the Three-Year Plan any number of specific objectives whose activities require little or no support from outside.

Table 16 Example of Three-Year Plan

Goal	Objective	Specific objective	Priority	Steps for implementation (activities)	Inputs	First year		Second year		Third year		
						What Village can do	What Village cannot do	What Village can do	What Village cannot do	What Village can do	What Village cannot do	
High quality livelihood	Food self sufficiency and food security	To increase production of maize from the current 10 bags to 15 bags per acre by year 2010	1	Identifying a farmers' group in each hamlet	-	○		○		○		
				Provision of motor bikes for extension officers	motorbike fuel		1, 150,000 50,000		50,000		50,000	
				Training on how to make use of manure	training materials	50,000	150,000					
				Gathering materials to make compost	manure Grass water	○		○		○		
High quality livelihood	Universal primary education	All the school age children in the Village attend primary school by 2010.	2	Conducting sensitization campaign for parents	-	○		○		○		
				Rehabilitation of 4 classrooms	building materials Labour	○		○		○		○
				Construction of 2 classrooms	building materials Labour	○		○		○		○
				Constructing 1 teacher's house	building materials Labour	○		○				
				Employing 2 more teachers	teachers					○		
High quality livelihood	Access to clean water	To increase the number of households with clean water from the current 95 households to 135 by 2010	3	Rehabilitation of 3 shallow wells	material labour	○		○				
				Formation of water committees	-	○						
				Introduction of water fund collection	-	○						

7. The Village Council should identify sources of income and expenditure
8. The Village Council will prepare the Draft Three-Year Plan, which will be presented by the VEO to the Ward Development Committee

DAY 10: ACTIVITIES OF THE TENTH DAY OF THE PROCESS

Ward Development Committee

The chairperson of the Ward Development Committee will convene an extra ordinary meeting so that the draft Three-Year Community Plans are presented to the committee for advice. The main task of the committee will be to give expert advice and where necessary coordinate the Village plans, which will be implemented by the relevant Villages jointly, for example: building a secondary school in the ward.

DAY 11: ACTIVITIES OF THE ELEVENTH DAY OF THE PROCESS

Village Assembly

The Village Chairperson will convene an extraordinary Village Assembly so as to discuss and approve the Community Plan.

The following explain important points of the Village Assembly:

- The Village Chairperson will open the meeting, and explain the purpose of the meeting.
- The Village Executive Officer (VEO) together with Community resource persons will explain all the steps taken to the day of the meeting.
- The Chairperson will invite VEO to present the Draft Three-Year Plan.
- The Chairperson will let the Villagers discuss the plan freely.
- After the discussion the Chairperson will ask the Villagers if they accept the plan. If the plan is approved and accepted it should be written on Manila paper and be posted on notice boards.
- VEO shall record all eligible residents present in the meeting.
- VEO will properly write down the plan and the summary of the extra-ordinary meeting ready for presentation to the District Executive Director. The plan will be attached with the collected data during the process.

DAY 12: ACTIVITIES OF THE TWELFTH DAY OF THE PROCESS

Preparation of Summary of Activities by Sector by Ward

After the endorsement of the Three-Year Community Plan, the last activity on the twelfth day will be the preparation of summary of activities from all the Three-Year Plans by sector at Ward level. This task will be carried out by Ward Officers, and if possible, the VEOs can also participate. The summary of activities by sector should be prepared in a simple format as shown in the example below. The columns for input should remain blank as accurate inputs will be identified by the LGA using standard Unit Cost or Bill of Quantity.

The following are the steps to prepare summaries of activities by sector using Simple Format:

1. Identify the activities (steps of implementation) by sector from the Three-Year Plans.
2. Prepare a table of Simple Format for each sector by writing down all the Village names in the first column.
3. For each Simple Format write down all the activities of relevant sector in the first row and indicate the Village(s) which included the particular activities in their Three-Year Plan by circling or ticking or noting the numbers or quantities when possible.

Table 17 Example of Simple Format for Preparation of Summary of Activities at Ward-level

WARD: Machame DISTRICT: Hai REGION: Kilimanjaro SECTOR: Agriculture (505)											
Name of Villages	STEPS FOR IMPLEMENTATION						INPUTS				
	Establishment of agriculture field classes	Construction of irrigation schemes	Employment of agriculture extension officers	Preparation of compost manure	Crop cross breeding	Cooking oil pressing					
Manda	4		○								
Mamsela	3	○			○						
Igale	1	○	○								
Buma		○		○							
Kware	2		○								
Ruvu		○		○		○					
Total	10										

APPENDIX I: Data Form

The following data to be collected prior to the Community planning process

1 ADMINISTRATION

1. Name of the Village
2. Area (Km²).....
3. Number of hamlets:
4. Number of Village Council Members: M F
5. Number of WDC Members: M F
6. Population:
 - Male:
 - Female:
 - Able to work: M F
 - Children (below 18 years old): M F
 - Orphans: M F
 - Street children: M F
 - Disabled: M F
 - Widow/Widower: M F
 - Old (above 70 years old): M F

2.1 PRIMARY EDUCATION:

- Population of school aged children (7-13) who are supposed to be in school:
boys.....girls.....
- Number of pupils registered in school(s): boys.....girls.....
- Number of children who drop out of school (average of last three years, if possible)
boys.....girls.....
- Number of 7 year old children registered (average of last three years, if possible)
boys.....girls.....
- Attendance rate (average of last three years, if possible):
boys.....girls.....
- Primary school completion rate (average of last three years, if possible)
boys.....girls.....
- Pass rate (average of last three years, if possible): boys.....girls.....
- Number of pupils per classroom:; and classroom deficiency:
- Number of streams:
- Ratio of pupil pit-holes: M F; and pit-hole deficiency: M.....
F.....
- Number of primary schools:; secondary schools:; colleges:
- Number of teacher's house available:; and needed:

- Pupil desk ratio: ; and desk deficiency:
- Pupil textbook ratio:; and textbook deficiency
- Number of pre-school available:; and needed

2.2 ADULT EDUCATION:

- Type of adult education provided (functional literacy, post literacy, COBET and ICBAE)
- Number of people registered in adult education classes: M..... F.....
- Number of people attending adult education classes: M..... F.....
- Number of adult education teachers
- Number of adult education classes.....
- Number of established COBET classes
- Number of registered pupils in COBET classes: M..... F.....

3 HEALTH:

- Common/principle diseases:
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
- Sporadic diseases which occurred over the past 1 year:
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
- Communicable diseases:
1) Under 5 years
Disease.....No. of patients.....
2) Above 5 years
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....
Disease.....No. of patients.....

- Health services available:
 - No. of dispensaries; and distance from the Community
 - No. of health centres; distance from the Community
 - No. of hospitals; distance from the Community.....
 - No. of private dispensaries; distance from the Community.....
- Number of permanent latrines.....
- Active health committees.....
- Availability of VHW.....
- How Village Health Days are organized in the Village:
- Availability of home visits:

3.1 QUALITY SERVICES OF REPRODUCTIVE HEALTH:

- Number of children below one year of age:
- Number of children under five years of age:
- Nutrition status of under five years of age:
- Number of severely malnourished children:
- Number of moderately malnourished children:
- Immunization status of under one year:
 - BCG:
 - Polio 3:
 - DPT-HB3:
 - Measles:
 - Vitamin 'A':
- Number of children born with low birth weight (below 2-5 kgs) (past 1 year):
- Number of premature births (past 1 year):
- Number of still births (past 1 year):
- Number of maternal deaths (past 1 year):
- Number of childbearing age women (19 – 45 years):
- Number of women who gave birth below 20 years and above 35 years (past 1 year):
- Number of women immunized against TT₁ and above (past 1 year):
- Available reproductive health services:
- Number of family planning users:
- Reproductive health service providers:
 - During pregnancy:
 - During delivery:
 - After delivery:

3.2 HIV/AIDS:

- Number of deaths caused by HIV/AIDS (past 1 year, or 3 years): M..... F.....
- Number of people affected by HIV/AIDS: M..... F.....
- Rate of HIV/AIDS transmission:

4. AVAILABILITY OF CLEAN WATER:

- Number of wells; and distance from the Community
- Number of piped water ; distance from the Community
- Number of traditional water sources; distance from the Community
- Number of households with access to clean water.....
- Existence of water committee:; and its effectiveness
- Collection of water fund:

5 ECONOMIC STATUS:

- Yearly average income per:
 - Person:
 - Household:
 - street/Village:
 - Ward:
- Major economic activities:
- Available institutions in the Village/Ward:

5.1 ECONOMIC SERVICES:

- Road: length of road.....km
- Power sources
- Communication services and access to information
 - Mobile phone service providers:
 - Postal services:
 - Fixed line telephone, fax, internet, etc.:
 - Radio:
 - Television:
- Crop market:
- Market place:
- Public transport services:

6 PRIVATE SECTOR:

- Vocational Training centres/workshops:
- Small industries:
- Hotels/Restaurants:
- Shops:
- Pharmacies:
- Fuel petrol stations:
- Economic groups:
- Non-Governmental Organizations:

7 AGRICULTURE AND LIVESTOCK

- Potential Agricultural land (ha or acre):
- Land under cultivation (by crop type):
- Major food crops:
- Average yield per hecter (sacks):
- Major cash crops (name):
- Availability of farming/livestock implements:
- Number of farmers' cooperative unions:
- Number of small industries for processing agriculture and livestock products:
- Crop storage facilities:
- Number of headers:
- Number of livestock:
- Type of livestock:
- Land area used for livestock (ha):
- Livestock diseases:
- Number of existing animal dips:; and used
- Number of agriculture and livestock extension officers:

8 ENVIRONMENT

- Forest area in ha:
- Number of planted trees:
- Number of tree nurseries:

APPENDIX II: Schedule of Rural Process

First Day

- Social Preparation
 - Village Council Meeting
 - Introducing Community Planning Process to social groups
 - Preparation for Village Assembly
 - Pre-sensitization of Community members
- Secondary Data Collection

Second Day

- Social Preparation (continue from the previous day)
- Secondary Data Collection

Third Day

- Extra ordinary Village Assembly to launch the O&OD Planning
- Selection of Community resource persons
 - 2 people from each hamlet
- Forming focus groups
 - Old men and women
 - Young men and women
- Selection of map drawers
- Primary Data Collection
 - Drawing the Village map
 - Household wealth ranking

Fourth Day

- Primary Data Collection
 - Transect walk
 - Historical time lines
 - Seasonal calendar
 - Institutional analysis
 - Impact of social and economic activities on environment
 - Gender resources map
 - Gender daily activities calendar
 - Sources of Revenue and Expenditure

Fifth Day

- Focus group to discuss Vision 2025 (High Quality Livelihood)
 - Food self sufficiency and food security
 - Universal primary education
 - Gender equality
 - Access to quality primary health care for all

Sixth Day

- Focus group to discuss Vision 2025 (High Quality Livelihood)
 - Access to quality reproductive health services for all individuals of appropriate ages.
 - Reduction in infant and maternal mortality rates by three quarters of current levels.
 - Universal access to safe water
 - Increase life expectancy to the levels attained by typical middle income countries.
 - Absence of abject poverty.

Seventh Day

- Focus groups continue to discuss Vision 2025 (Good Governance and Rule of Law)
 - Desirable moral and cultural uprightness
 - Strong adherence to and respect for rule of law.
 - Absence of corruption and other vices
 - A learning society which confidently learns from its own development experiences and that of others and owns and determines its own development agenda.

Eighth Day

- Focus groups prepare the Draft Community Plans

Ninth Day

- The Village Council to prioritize all specific objectives.
- Preparation of Draft 3-Year Community Plan.

Tenth Day

- Ward Development Committee Meeting to be held so as to give technical advice on the Draft Three-Year Plan.

Eleventh Day

- Extra-ordinary Village Assembly to receive and approve Community Plans

Twelfth Day

- Preparation of summary of activities from the Three-Year Community Plans by Sector at Ward level