



Rural Self-Help
Development Association



Mohale's Hoek Report

Mohale's Hoek Farmers Training



Contents



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Training on Governance , Social accountability and budget tracking

Facilitators

‘M’e Lineo Lekhanya (Lead facilitator)

Ntate Dunstan Mubangizi

‘M’e Lieketso Ramoholi,

DAY 1

1.0 INTRODUCTION

The training on governance, social accountability was highly impressed with the 100% attendance and represented 8 major commodities namely; piggery, cereal production, live-stock, forestry, vegetables, chicken, potatoes and dairy and 8 Resource Centres. The training majorly intended to strengthen the district farmers’ platforms/forum ability to engage the government and other stakeholders in agricultural service delivery. The district farmers’ forum is a representation of various farmers groups and associations based on commodities produced in the district. For instance, livestock, piggery, maize, poultry etc. each commodity is represented by 5 committee members on the district farmers’ platform/forum.

The farmers’ platform is mandated to engage different stakeholders, including the government as a primary duty bearer to discuss on a range of issues affecting farmers, particularly the small holder farmers in the agricultural service delivery. The process of engagement of farmers and duty bearers is participatory in nature and involves a rigorous process of ensuring that all the views represented by categories of farmers (women, youth and men) are captured right away from the communities to the district then to the national levels for discussion.

The belief underpinning the training on governance and social accountability is that the government as a primary duty bearer has a significant role it plays in increasing agriculture production through infrastructure development, proper planning, policy formulation and execution, but particularly through resource allocation for the agricultural development targeting the Lesotho farmers where 80% are small holder farmers.

It is important to note that these small holder farmers are characterized by low food production, are food insecure and still trapped in poverty. For the small holder farmers to benefit from the government, there is a need to come together and have a united voice that would positively engage and influence the government on a range of issues affecting agriculture value chain from production, processing and marketing and these can be realized through policy change and effective resource allocation and utilization for improved agricultural production and livelihoods.

The effective engagement by the small holder farmers(SHFs) can only be realized once farmers understand how government operates(government rules and procedures), how a government interacts or ought to interact with its citizens but most importantly understanding how the government undertakes agricultural policy formulation and execution including budgeting processes(resource mobilization and allocation) and citizens ability to engagement and participation in track the budgeting processes and monitoring it.

The process of having farmers engage with the bearers of service delivery from the grass roots to the district then to national levels by using the bottom up approach can only prove to be an efficient in changing the landscape of Lesotho’s agriculture.





M'e Lineo Lekhanya (Lead facilitator) explaining the participants expectations

2.0 TRAINING APPROACH AND METHODOLOGY:

The facilitator first asked the participants whether they could figure out what the training was all about. After a soul search, the participants admit that they did not ask what the workshop was about when they were invited but were optimistic that by the time the training ends they will leave well empowered with the full contents of the training and also having formed a committee to foster the activities of the district farmers' forum.

The facilitators made participants aware that it is for their own good and rightly so to always ask why and what as they go along with the training so they have an idea of what to expect, also explaining that the training workshop aims at leaving participants ready as empowered farmers that will successfully participate in farming but also by building good relations between each other and influential stakeholders for the improvement of subsistence farming to commercial farming.

The process started with an opening prayer and then some

welcome remarks by Mme Lineo who welcomed all participants. She also encouraged the participants to be open as this would help to strengthen their understanding what the training on governance and social accountability is all about.

She emphasized the need for such trainings for the small holder farmers and the leadership of the farmers' forum and called upon all members to be fully active and participate actively in the deliberations of the training.

Then we had introductions that called for participants to share their name and their position within the organization. This was just to allow the participants to open up. The facilitator asked the participants to share their own training expectations and this was proceeded by sharing the training aim and objectives.

3.0. PARTICIPANTS EXPECTATIONS:

The expectations in Mo-hale's Hoek were from the participants representing 8 commodities namely; pig-gery, cereal production, live-stock, forestry, vegetables, chicken, potatoes and dairy.

It's important to note that some of the expectations of the training were presented as problems faced by the farmers in the district but on the other hand; the raised issues sounded more of governance questions that guided the facilitator which she used to craft them in her elaborations on the governance and social accountability.

Expectations of Mohale's Hoek farmers from the training workshop

- Awareness on farming facilities, where do I go?
- Centers of veterinary health, improvement of wool sheds
- How to approach and explain ourselves to the public and relevant stakeholders and communication skills
- Be met half way through veterinary health facilities, seeds timely not late
- Banks should be more approachable and open to farmer's loans
- How roads and farming infrastructure should be controlled
- Nothing for the farmer without the farmer
- Public markets to showcase their produce,
- How to produce their own fertilizers and seedlings
- Hammer mills for the Mohale's Hoek district
- How wholesalers can buy our products
- Government should provide market and allocate funds for farmers to continue farming
- Policies on soil and land tenure should be reviewed. Laws should be changed to suit farmer needs
- Machines, silos, irrigation facilities (dams etc.) (farming utilities)
- Low market prices so we can afford production and places where I can find farming machines
- Abattoirs, hatchery and milk collection centers
- Management of pigs and ways to tackle problems faced to publicize our produce
- Extension Officers are hard to reach, service delivery for rural landscapes
- Education on improving agriculture as a whole and to learn about laws that protect farmers.

4.0. TRAINING AIM:

To enhance the district farmers' forum capacity to engage with the government and other stakeholders to ensure effective and efficient agricultural service delivery

4.1. Training Workshop Objectives:

To increase smallholder farmers' knowledge on the obligations of the agricultural service providers, to equip smallholder farmers with skills and tools/techniques of engaging and holding the duty bearers accountable and responsive.

To equip smallholder farmers with leadership skills that would enhance cohesion and networking between and among farmers' forum and strengthen and build collective voice for responsive agricultural service provision.

4.2. Training Outcomes

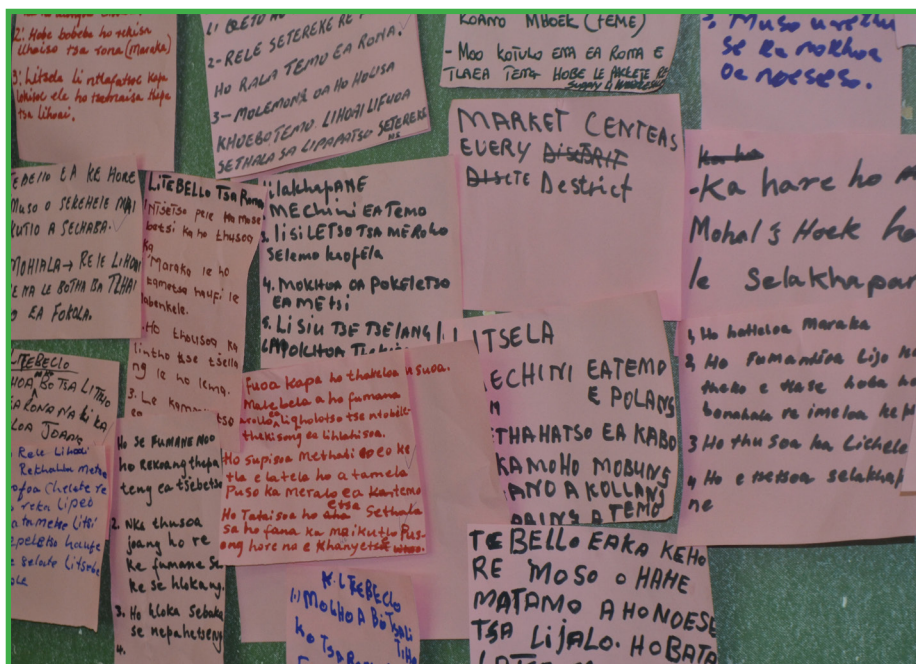
Through this training workshop the following outcomes were expected to be achieved; Farmers' Leaders are knowledgeable on Social Accountability and improved service delivery.

Participants acquired vast knowledge on and under-

standing of the obligation of service providers; The participants gained practical skills and tools of engaging and holding duty bearers accountable, responsive so as to receive satisfactory service delivery for better farming purposes.

The participants elected the leadership to run the affairs of the district farmers' forum and to create networks amongst themselves and with other district farmers' forum elsewhere in the country to build a collective and impactful voice for change.





5.0. CONTEXTUAL ANALYSIS:

The training started with the facilitator engaging the participants in the contextual analysis exercise. The participants were divided into two groups on the basis of gender (male and female separately) and this was intended to cater for gender differences.

The facilitators led the participants through the real life situation and what they experience as farmers by asking the following questions: Who they are as individual or group of farmers
What are the roles and responsibilities/obligations as farmers
To what extent has the government(primary duty bearer), private sector, NGOs(secondary duty bearers) have fulfilled their obligations and mandate

This exercise was intended to help the facilitator identify the knowledge gaps the participants (farmers) may have on knowing their own roles and obligations as citizens in the governance processes and agriculture sector but also knowing the government responsibilities, obligations and mandate.

The exercise further wanted to enable the facilitator understand whether the participants clearly knew the existing agricultural policies, programs in Lesotho and the extent to which these policies and programs affect the participants(-farmers).

The facilitator emphasized the fact that district farmers' platform offers a huge opportunity to facilitate the engagement with different stakeholders and amplifies their voices on a range of challenges affecting agriculture value chains, from production, processing to marketing. And this can only be achieved through farmers understanding policy formulation, budgeting processes, including budget tracking and knowing how to monitor it.

Observations: The response was as follows (the females finished faster than the men)

Who are we?

Both men and women agree that they are strong farmers although the men added that it is also to produce quality produce

What is our Responsibility?

Learn to farm in time for quality produce and to bring products in time to the market at a quality, and affordable pricing (a satisfactory price that allows smooth flow in selling), job creation and provide food for our families.

Stakeholder achievements?

Government:

Although the women mixed up these achievements and disappointments by combining them, the following were concluded:

>Hold training sessions, and meeting the public halfway by subsidizing the prices of fertilizer, seeds, and other products

Private sector/ Independent bodies:

>Farmers agree that the private sector has helped a lot in providing training sessions to assist farmers on how to come together and act as one voice.

>They also add that these sectors know how to work with the public by including their opinion in decision making

Stakeholder disappointments?

Government

>Utilities and facilities for farming are not given in time (a disappointment that seems to be the case even for Leribe district)

>Not all farmers have access to farming facilities and utilities that assists farmers to gain quality produce.

Contextual Analysis

>Government has proven to not adhere to its promises in terms of farming laws they have passed.

>Insufficiency in service delivery such as providing markets, constructing high quality dam sites, roads.

>Greenhouse facilities are limited to certain people especially in the urban,city areas (this case also applies to previous districts visited).

>Also evident that government does not include farmers in decision making

Non-Governmental Organizations

>Participant farmers agree that Non-Governmental Organizations have not done their level best to advocate on their behalf to government so that they receive quality services and improve farming.

Private Sector

>Private sector has not done its role as suppliers; farmers were restricted to plough peas for winter because private sector failed to deliver in time.

A question from the facilitator was asked;

What is your responsibility?

Upon which confusion followed on the difference between responsibility and the job of a farmer. Participants believed they have the responsibility to create jobs and therefore contribute to poverty eradication;

Asked why they believe creating jobs is their responsibility;

Participants argued that as farmers, they are obliged to create jobs and if they don't then they are not farmers. Explaining that the government and NGO's spend too much time and money in to capacitate them so it becomes an obligation for them to create jobs also adding that the government provides them with traders licenses (as the law stipulates that a person bearing this need to at least hire more than one employee) and to them this becomes an agreement that as a business man, they are now obliged to create jobs.

Then the facilitator engaged the participants on how they create jobs when their agricultural production is on subsistence and on a very small scale and how much do they give the casual labourers? Participants mentioned that at least they hire casual labourers each one at M60.00 per day depending on the task at hand. The facilitator went on to know how much would the daily earning of casual labourer buy, for instance the food? If the employee works for two days at M 60.00, the two total income is M120.00; how much can this buy if 10kgs maize meal is M85.00, shoes are M50.00, a shirt is M60.00 and sugar is M10.00? Participants were therefore asked to consider how much they plough, how much yield, how much they eat, how much they sell before they say that their responsibility is to provide jobs.

Participants were asked by facilitators on how they fight poverty? Participants said yes they do fight poverty because they believe that as a Mosotho, and independent entrepreneur, you are not the government; they create jobs little by little, and cannot produce jobs in quantities.

As a means of creating clarity on what responsibility is, facilitators made an example of a family i.e. man and wife (each one has their own responsibility and job in the family i.e. the wife to cook while the man buys groceries and neither one can do the others job) leading to participants learning to know their duty so they can be proud to ask others to be accountable for their obligations.

After some discussions and debates on their roles and responsibilities as farmers, the consensus was reached and they all agree that they have put a burden on themselves and have not done enough to engage the authorities and leaders in ensuring they get services due to them.

Participants did not know exactly who they are, their responsibilities and their roles as farmers and citizens in the agricultural production. This exercise lead the participants to know what is expected of the government, private sector and other independent bodies, other stakeholders, their responsibilities and mandate in advancing the plight of small holder farmers in the country and how they can always be approached, engaged and be held to account.

6.0 INSTITUTIONAL ANALYSIS

After participants had finished contextualizing their real life on roles and responsibilities, obligations and roles of the government and other stakeholders particularly in agricultural sector, an exercise on institutional analysis was done.

The analysis of the stakeholders that are supposed to work closely with the farmers, and the kind of agricultural services offered, how such services can be accessible to them and where they can access services.

Before this exercise could be done, the facilitator asked the question on what is the

meaning of the government? Participants said that the people are the government, what differs is that they selected a few to represent and run the country on their behalf.

With the intention of introducing the idea of how linked and interdependent stakeholders are on one another. It is here then, that the facilitator clarified that the government is comprised of different branches and departments, and without those wings, it is impossible for the government to work sufficiently, and that the only difference is that each department has a role to play

and so do all institutions and stakeholders in Mohale's Hoek.

Participants were therefore, divided into two groups for the institutional analysis exercise with the following questions;

>What inputs and services needed to produce maximally

>Who is providing such inputs and services

>How did you who provides such services

>What do you finally get

Exercise: Institutional analysis

Inputs and services	Who is providing the inputs and services	How do you know them	Do you get them
Seedlings, fertilizers ,Green houses, tractors, pipes	Ministry of Agriculture World Vision	They come to us through public forums	We do not get all services as expected
Rams	NGOs, Private sector, Cooperatives, Extension Officers , World Vision-Lesotho	The media, Marketing office	We do not get all services as expected

Service providers and Institutions	Strengths	Weaknesses(issues of accessibility, quality of services and timeliness)	Suggestions on how to deal with these institutional weaknesses	Who to work with and why
Ministry of Agriculture, NGO's, Private Sector, Cooperatives	They Help farmers	Don't follow up They have power to execute the promises but they fail to	Extension Officers should follow up the work done by NGOs	Through district farmers forum and associations

Conclusion analysis of presentation

It was difficult to sum up responses in a clear manner because participants did not know how to be specific on what they want and need, they are still using words and phrases that do not allow clarity, and they need to be aware that people may not understand their needs and requirements if they are too general. Otherwise they are not very confident in their presentation making them look vulnerable and unsure of what they are saying, therefore putting them at risk of manipulation. They are very general with their analysis of the situations, they forget to pin point the exact place where the problem emanates. For instance; it is not all government officials or stakeholder that do not deliver, sometimes it is just one person holding progress.

Farmers' feelings

Farmers agreed that they have not been clear on their wants and needs

Institutional mapping:

After participants had finished on the institutional analysis, they were required to mention and discuss the service providers in the district that offer agricultural services and thereafter, the facilitator led in mapping exercise using cards, where the names of the service providers in the district were written down, including those ones already mentioned above and then were plotted on the map including services that are accessed outside the Mohale's hoek. The mapping demonstrated how far services reach the people, how far resources are available and not available to the people so much that everyone, including those in remote areas benefit from the agricultural services and other public goods and services. From the mapping, it was established that the small holder farmers, particularly those in remote areas are far from resource centres and local government institutions and thus makes it difficult to access such facilities and services from the government.

The facilitator rounded up the discussion by encouraging participants to continuously engage in this reflection process of "REFLECTION +ACTION" with the government and service providers for efficient and better service delivery.



This exercise was done in order to assist them to understand that before they conclude about the availability of a certain service in the district they should measure it in terms of access and time spend to get to the service.

Day 2

7.0 A RECAP OF DAY 1

In order to see how well participants conceptualized the previous day's activities, facilitators did a recap of what was previously covered and on what the participants picked as lessons learnt and this is how the responses ensued;

>Participants realized that they are ignorant on how governance issues affect them as farmers and how they can engage and hold their leaders to account.

>They also realized that through casting their votes in elections, they enter into social contract with the elected leaders and therefore they should not have to feel ashamed of making follow-ups on the political campaign manifestoes and promises made by the leaders but also to demand and hold authorities to account for dissatisfactory services and those not delivered.

>Participants admitted that they do not know how to express their views and opinions but also on how to explain themselves before their leaders and therefore, making it difficult for them to participate and influence government policies and programs for better service delivery but also to make their leaders and the party in leaderships to deliver on their promises.

>They also learnt that they must always ask their leaders questions why and how especially regarding public resource management and utilization and should always be specific in their needs and demands.

>They realized they did not know their roles and responsibilities as farmers and citizens and this limits their participation and their ability to question the government's decisions and engage in decision making processes.

>That majority rules always and for them not to participate in decision making, it means any decisions taken are bidding on them.

>Participants said that the contextual analysis exercise helped them to re-examine themselves closely and realized that they majorly look into improving farming for their own livelihoods and survival of their families, instead of having to look at and take keen interest at the bigger picture of how the entire agriculture sector and the economy are performing and how farmers can get involved.

>That, at all times, they should seek advice and clarity from their leaders at all levels.

>Participants also observed that the absence of youth in farming is restricting its growth and it is their responsibility to encourage their children to become an integral part of the agricultural production and growth.

>They also realized that they do not have much understanding on how the government institutions operate and the line of hierarchy involved, and therefore do not know where to get services, including agricultural related services.

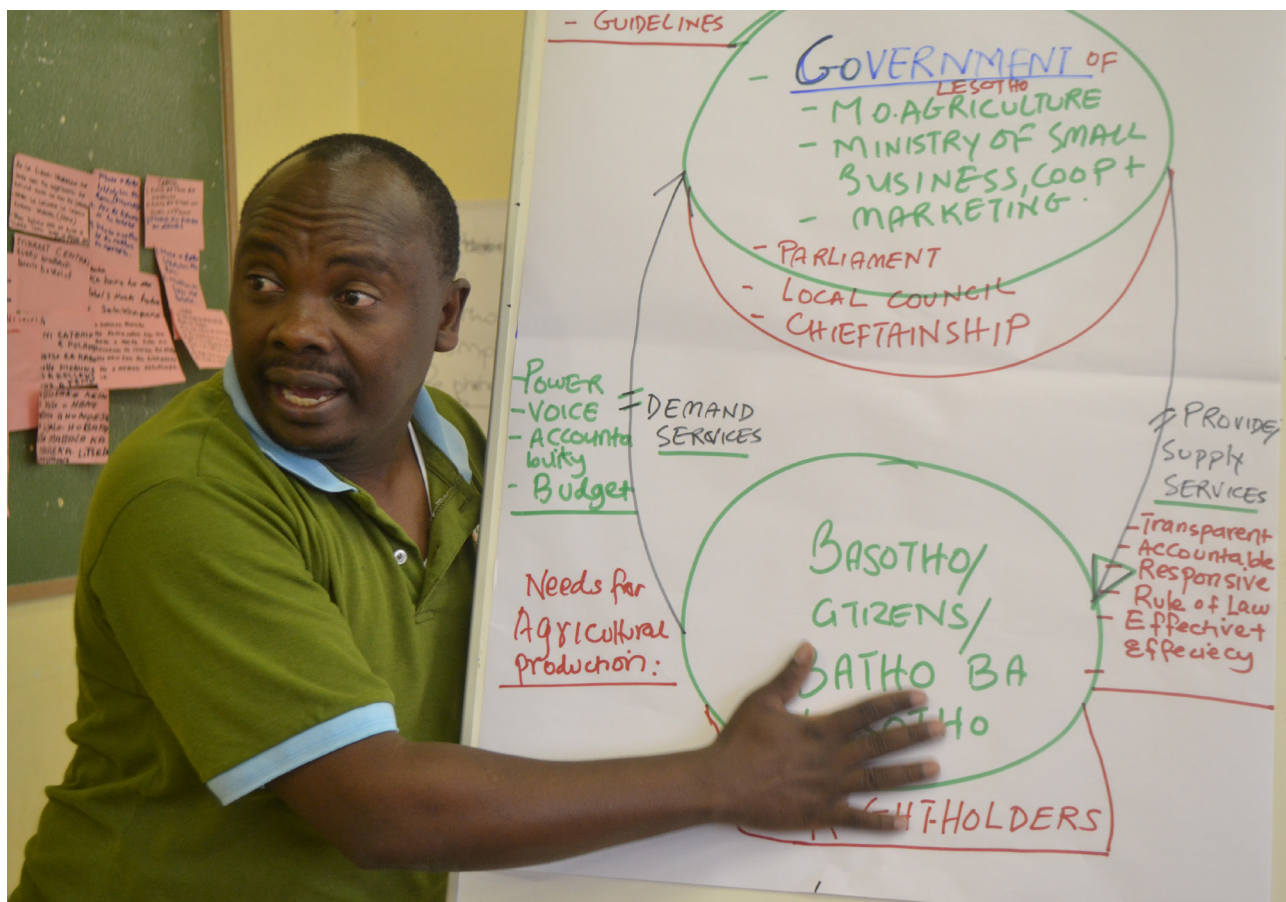
>Participants appreciated that it is important to consider the gender and age aspects because during the contextual analysis exercise the participants realized that after they were divided into 2 groups of men and women, the outcomes of group discussions revealed the differences in needs, priorities of women and men but also the youth. Therefore, the issues of women and men should always be taken care of in government programs and project but also in their own development initiatives.

8.0 GOVERNANCE

Day 2 started with the conceptual understanding and brainstorming about what a government is; what does the government do or supposed to do and why does the government do what it does and who does what. The relevance of governance work, relevance of governance to farmers' work and the key governance areas. .

Having touched on what participants think government is in the previous day (day 1), participants already had an idea about the mandate and responsibility of the government, but also a clear understanding that in democratic process, there is a social contract between voters and government, and therefore binds the elected leaders to provide public goods and be held accountable on their political promises to addressing public needs and concerns of the citizens.

It is then that the facilitator demonstrated the relationship between stakeholders, government, and farmers;



Mr Dunstan demonstrating relationship between state and citizens

With this demonstration, the facilitator wanted participants to understand the lines of connection between the citizens and government and how that relationship between citizens (small holder farmers and other stakeholders (government, private sector etc) means in terms of service delivery, so that participants can know who to hold accountable for what and why of the public services, but most importantly where to acquire information that will assist them in advocating for their needs and priorities.

It is in this exercise that participants realized that they have been accepting mediocre services from government and their agents with open arms without any question, when they could be standing up and demanding better and quality services.

The facilitator concluded the discussion by sharing the definition and meaning of governance that it's about the relationship between citizens & the state, & the way the state uses its power & authority to manage its political, economic & administrative affairs.

It is the process of decision-making & how those decisions are implemented. It's about systems & procedures used to decide what should be done in society & 'how' to implement these decisions. Is about who has power, who makes decisions,

how other players make their voice heard & how accountability is delivered. Is a process of strengthening democratic principles from bad to good governance. It builds institutions' systems & processes to be; Accountable, transparent, just, responsive and participatory.

The facilitator said that Governance work involves people coming together as the case with the farmers' forum to supporting each other and particularly the poor farmers to pursue their rights by engaging duty bearers; it involves challenging power centres, powerful officials & engaging on political issues (e.g. budgets), etc.

The facilitator went on to say that the governance work involves civil society organisations such as **RSDA** supporting small holder farmers and people living in poverty (**PLP**) to pursue their rights by engaging duty bearers and also challenging power centres, powerful officials & engaging on political issues (e.g. budgets), etc

Participants agreed that democracy should be accountable, transparent, just, responsive and participative.

And when asked why as farmers they don't ask the government for the agricultural services or why services are poor?

Participants acknowledged that they do not and never ask the government why, and in this case the facilitator showed concern and informed them that if they do not ask why, then

they should not complain if government respond to their needs, because they will have failed in exercising their roles and responsibilities as citizens. That the government will fulfill the needs of those that ask why or those they see fit to fulfill.

The facilitator further said that governance should work towards promoting the participation of small holder farmers-(people living in poverty-PLP), esp. women & girls in decision-making processes at local & national levels, participation of PLP in monitoring of public service delivery; influence of PLP in reviews/ design of policies/laws related to women's rights, and promotion of state provision of public services for her citizens.

Governance, therefore, is critical in public service provisioning because it enables policies, programs and projects to be translated in services to address needs of people especially PLP because the state has obligation to provide public services to its citizens, however, in many cases, the state is not able or not willing to provide such services to its people. In most cases, most public services – including agricultural services for the farmers are of poor quality, not what people need or want and quite often completely absent.

The facilitator asked participants on whether they have access to political party manifestos upon which to hold party leaders accountable on their promises? The answer in this regard was NO! On whether the participants make attempts to ask the party representatives whom they voted for to come answer why they do not deliver on their promises, on why the farmers are not getting better services?

The reply was NO but participants admitted that party representatives always say that what is written on the manifesto is just words on a piece of paper, and that those manifestoes only highlight the good things and attractive promises.

The participants were asked why there is failure in service delivery of agricultural services and inputs.

They replied that there are a lot of challenges and one participant said that's 'Why do we separate services and inputs according to political orientation'?

Participants confided that political elected leaders/representative serve those people that are allies to them, those that are perceived to be foes are left on the sidelines because no one wants to work with someone or people that are against him.

The facilitator said that there are various reasons why there are failure of officials to ensure the delivery of services, and partly is that there are not enough staff with the right qualifications, unaccountable politicians who see no political advantage in promoting services delivery for the poor, limited & unresponsive government policies & funding, lack of political will & commitment, corruption and distorted priorities.

The facilitator said that such situations places people living in poverty (PLP) and particularly the small holder farmers at the centre of governance work through sharing knowledge, experiences, interests and voices by designing appropriate interventions, build power and influence to change their situation; build capacity as citizens to hold government and private sectors/ corporate to account.

This enables citizens to secure improvement in public services and fairer distribution of resources, it promotes just power relations and leadership. Governance should foster the participation of smallholder farmer especially women and girls in decision-making processes at local and national levels, participation in monitoring of public service delivery; increase their Influence in reviews/ design of policies/laws related to women's rights, ensure state provision of public services.

Governance is critical in public service provisioning – it enables policies, programmes and projects to be translated in services to address needs of people and the state has obligation to provide public services to its citizens, however, in many countries, the state is not able or not willing to provide such services to its people.

9.0 GOVERNANCE FOCUS AREAS:

Power, Voice, Budget and Accountability

Power looks at how power is exercised and who decides; Voice focuses on citizen's participation and influence in decision-making processes. Accountability focuses on duty bearers; it involves citizens holding duty bearers for inadequate or sub-standard services & notifying responsible offices/officers for correction. Budgets relate to service delivery; it looks at how Government finances its programmes & governance systems - tracks money flows from the central to local government levels.

9.1 Power:

Participants were led through the concept power. That there is unequal power relations in society and that people living in poverty (small holder farmers are powerless, and therefore, they have to be supported to engage duty bearers. The Duty bearers on the other hand, yield a lot of power and use their power in various ways. Governance work links PLP to powerful people & institutions, hence it's important to understand the concept of power. Forms of power, sources of power and types of power and one can know such by using various power tools namely; Power analysis – naming the powerful, their interests in the matter to understand whom to target and/or avoid, The Onion – understand positions, interests & needs of actors, and Power mapping – identify the power relations among key

stakeholders in your area.

With this said, the facilitator showed participants the power of working together through clapping of hands i.e. one participant's clap is different than two participants clapping and much louder to hear forcing the intended party to listen.

9.2 Voice:

Voice is about peoples' ability to express publicly their opinion and concerns about politics, social conditions & economic issues, how they affect them and how we would like to see them change. Their governance work as farmers' forum should aim at building the voice of members especially people living in poverty (PLP). Voice can be expressed by using the established channels such as complaining to local council, through the vote for leaders in parliament, local councils, by influencing decisions in local councils or committees, budget processes, etc. There are different ways of expressing their voices which include; Dialogue, evidence-based approaches, communicating with a wider audience, and Peaceful action & protests.

10.0 SOCIAL ACCOUNTABILITY:

The participants were taken through the concept of social accountability. During the session the participant were made to reflect their own situation where they have to be accountable as heads of the family, community leaders, church leaders and leaders of farmers' forum.

The participants were also asked to make reflection on how does the government account to them as farmers and as citizens (Basotho) and why does it have to account. The final analysis, the facilitator placed emphasized on the power of cohesion and working together as farmers' forum in building their voices and the need to work closely and network with other district farmers and other partners like NGOs.

Social Accountability is central to successful democratic governance. It binds citizens (small holder farmers) the state together in mutual obligations & responsibilities. That means that it involves relationships between the people responsible for delivering a service and those that have to receive

a service, e.g., the DAO/DEO & the farmers in a community, involves taking responsibility because people in authority have a responsibility to serve.

The facilitator emphasized that accountability is concerned with power- the power of those with authority is checked or enhanced (if accountability is not functional), and it is closely linked to human rights and rule of law because accountability helps to build a system of government based on the rule of law but also is about gender equity- accountability calls for promotion & protection of women's rights.

Participants were taken through some of the social accountability principles that include transparency, accountability and participation. Also social accountability methods, tools and practices were also discussed.

These practices may be initiated by a wide range of actors (citizens, CSOs, communities, government agencies, parliamentarians or media), use diverse strategies (research, monitoring, planning, civic education, media coverage,

coalition building), employ formal and informal sanctions, and vary according to the extent to which they are institutionalized, independent, collaborative or conflictive.

11.0 SOCIAL ACCOUNTABILITY TOOLS:

11.1 Budget tracking

In any institution, the budget determines where, how the institution will survive and where it is going, the facilitator explained as the topic was introduced, clarifying that even with a country, the budget is a powerful tool for determining where a country may be in so many years or so.

With this the facilitator also informed participants that without information, they will always be exploited by the government. Leading the facilitator to the question;

Do you have the coalition agreement?

Participant did not have the agreement, providing that they

do not know how or where to access such information.

Do you have the CAADP compact?

Only members of the LENAFU (mother body of farming associations) had the document and knew about the document. And this is where farmers argue that because they did not know the agreement, they were not represented and their views were sidelined. Hence why the facilitator educated them that they are right holders and with these rights, they are free to hold government as the duty bearer responsible for poor service delivery.

Then posed the question; *Why do you think you get poor services?* And their responses were as follows:

>Depends on who you are and your political orientation

>We are ignorant to ministries plans and policies

>Are not included in ministries plans because we are too silent to make ourselves heard i.e. one participant visited the DAO to ask why tractors that were awarded the district not reaching them and he was told they were not enough, the participant said he asked why he was shoved off because he was alone therefore demonstrating no power.

>They agree that they never follow through with their plans and are very soft and fearful when approaching people in power.

>They are not aware of their power

>Admit that they are afraid of opposing their leaders because of the fear to being sidelined (partisan)

>Civil servants assigned for particular reasons and their neither love their jobs nor qualify to be positioned in offices and most devastatingly they are hired by political orientation.

>The issue of priority, what is important to one may not be important to the other

It was accordingly concluded that without power of unity, participants will always be receiving poor services and this led to the facilitator demonstrating the relationship between priority, power and budget tracking-

A family has a budget of M1000.00 for the month; this is how participants took part:

Budget	Family Needs
M1000.00	Bread flour M 80.00
	Pap M 110.00
	Shoes M 50.00
	Electricity M 100.00
	School feesM 350.00
	Airtime M 100.00
	Blouse M 200.00
	Chocolate M 10.00
	Salon M 80.00
Total	M 1,000.00

In the table above, the red marked items were off budget; they are the desires of the person entrusted to buy all household items. Showing participants that according to priority needs can be changed and altered to suit an individual who has power over the other. In this demonstration, the person with power is the person who controls the budget. In another scenario, it was realized that because the activity was label domestic necessities - women participated more because they felt they are the ones responsible for household needs and none of these needs included buying seeds for ploughing or a tractor to help in the field, which is exclusively the needs of men. It is then that participants became aware of what may be happening in public offices in accordance to priority,

power and budget being misused by the power holders.

Participants were then enlightened that people can have different kinds of power over them; i.e. for some it is based on information they know that the other party doesn't, educational level, desperation of the party in need and how easy it is for one to access information.



Demonstration of power through onion layers

Accountability is someone's ability to remain at all times liable for their actions and through this the facilitator informed participants that they are the ones who are answerable to their needs being met, and if they do not always follow-up on services and inputs that they receive. Moreover the facilitator gave an example of a leaking pipe leading to a tap (the ways of hierarchy);

A damaged water pipeline will not deliver the amount of water expected at the opening of the tap because water passes through the leakage, some of the water is lost, this illustrating that the same thing can happen to huge public projects that are intended to benefit farmers if accountability is not adhered to.

For example; government may pass a budget to build the farmers' market stalls in Mohale's Hoek and an approved market place proposal is allocated a million maloti from the Ministry of Finance, and the money is to be channeled through the Ministry of Agriculture to the DAO and finally to the contractor.

But in the entire process and at every level this money passes, a certain amount is taken away to do some other unplanned activities or for personal benefit.

If such activities are not followed up the money can end up being misused.

This is where the issue of the accountability tool of budget tracking comes in handy; knowing how to track your money through information gathering (voice, information, and engagement)

11.2 Community Score card

This is where participants are given the opportunity to rate service delivery in their district. Here's how Mohale's Hoek scored its DAO with the following questions asked;

>Does the DAO get to the office in time, every day?

>Are the services they give satisfactory?

>Are they doing supervision tasks accordingly?

Title	Question	V. Poor (1)	Poor(2)	Fair(3)	Good(4)	V. Good(5)
DAO	Supervision Time Service	✓	✓			
Extension Officers						
Veterinary	Supervision Time Service			✓	✓	
Agriculture	Supervision Time Service	✓	✓			
Nutrition	Supervision Time Service				✓	

Unlike Leribe, Mohale's Hoek seemed to receive services fairly as shown in the above table. Participants were then presented with a video (Bring Back Our Money – Kenya) to show how other countries have been successful to get quality services through (voice, information and discussions).

12.0 A recap and lessons learnt by participants;

>Admit that they found no importance in budgets but now they understand how important it is to keep track of budgets

>They disclose that they now understand why they do not receive quality services.

Say they learnt their rights fully and will learn to put them into practice

>That they learnt the procedures on how to get services

>Not to rush to conclusions before researching

With all the above said, participants were now led into the last section of the training;

Day 3

13.0 LEADERSHIP

Having looked at how governance relates to the livelihoods of the farmers and the agriculture sector, participants were then taken through leadership.

13.1 Who is a leader?

Participants were given a chance to reflect individually and identify leaders in Lesotho or within Africa that inspires them with reasons of why they really like the leaders they had chosen.

An observation was made that most leaders that were identified were political leaders and no women were selected. The male participants suggested that men are leaders because they are being trained by leaders to be leaders, whereas the women added that without leaders, progress is a long pass home.

This basically emphasized the lesson that we often look at people in top positions as leaders and yet, leadership maybe at different levels. Building in on this, the facilitator then shared the following;

A leader is “a person who influences a group of people towards the achievement of a goal” He /she has a vision they are working towards. A leader is someone who has followers and some are just charismatic leaders.

13.2 Helpful leadership behaviors

>Someone with influence

>Dedication

>Bravery

>Quick to pick up wrongs and rights

>Has wisdom and compassion

>Is respectful, humble and intelligent

>Loves his / her job

>Is a visionary, trustworthy and transparent

>A good record keeper who fulfils duties and a good problem solver

>But most precisely is someone who unifies than breaks

>Dignity and respectfulness: He respects others. An ethical leader should not use his followers as a medium to achieve his personal goals. He should respect their feelings, decision and values. Respecting the followers implies listening effectively to them, being compassionate to them, as well as being liberal in hearing

opposing viewpoints. In short, it implies treating the followers in a manner that authenticate their values and beliefs.

>Serving others: He serves others. An ethical leader should place his follower's interests ahead of his interests. He should be humane. He must act in a manner that is always fruitful for his followers.

>Justice: He is fair and just. An ethical leader must treat all his followers equally. There should be no personal biasness. Whenever some followers are treated differently, the ground for differential treatment should be fair, clear, and built on morality.

>Community building: He develops community. An ethical leader considers his own purpose as well as his followers' purpose, while making efforts to achieve the goals suitable to

both of them. He is considerate to the community interests. He does not overlook the followers' intentions.

He works harder for the community goals

>Honesty: He is loyal and honest. Honesty is essential to be an ethical and effective leader. Honest leaders can be always relied upon and depended upon. They always earn respect of their followers. An honest leader presents the fact and circumstances truly and completely, no matter how critical and harmful the fact may be. He does not misrepresent any fact.

13.3 Good and effective leadership begins with:

>Do what you say not saying one thing and doing the opposite

>Appreciates being given real feedback

>Aware of how personal behavior can affect the group they are in or the area they are working in

>Identifies other peoples potentials and develops them

>They are aware that they should be the change they want to see in their area

>Able to identify other people's skills and sees how to use and develop them not being afraid of being robbed the position

>Motivates others to be involved

>You must be the first to change on whatever you are preaching

13.4 Leadership core functions:

- Setting direction – developing a vision for the future with strategies for producing changes needed to achieve that vision.
- Aligning people – communicate new direction to those who can create coalitions that understand the vision and are committed to its achievement
- Motivating and inspiring – keep people moving in the right direction despite major obstacles to change.

Appealing to basic but often untapped human needs, values, emotions

- Motivating its group members and appreciating their contribution through praise
- Ensuring that all plans are

being implemented in line with the vision and goals

13.5 Key leadership skills

Effective leadership requires the development of some skills. During this workshop, we focused on communication, listening as well as giving and receiving feedback.

13.5 Communication

Participants were taken through a session on communication. During this process, participants reflected on some of the contributing factors for people to be heard as well as to hear using TICing model and Listening at four levels.

It was emphasized during the session that there are various factors that can contribute to breakdown in communication and we should therefore not take communication as a straight forward thing.

Much as communication is a two way system, it is important to note that it is naturally chaotic. The assumptions we often hold is that information must have a source, sent through a particular form of medium and the receiver/recipient of the information should give feedback in order to achieve a successful and complete communication circle.

Yet, the feedback may be totally different from what was expected, in such instances, how do we react? Using one of the model known as TICing model(Time, Internal and Context) framework helps us to under-

stand what are some of the factors that can influence what we hear and how we hear it.

14.0 STAKEHOLDER



ANALYSIS

Participants were given the task of identifying stakeholders according to interest and power they have to make a change, and with this analysis participants become well versed on who to visit and why or at which occasions should they invite particular stakeholders. The following stakeholders were identified in Mohale's Hoek;

>Send a cow

>Red cross

>Chiefs

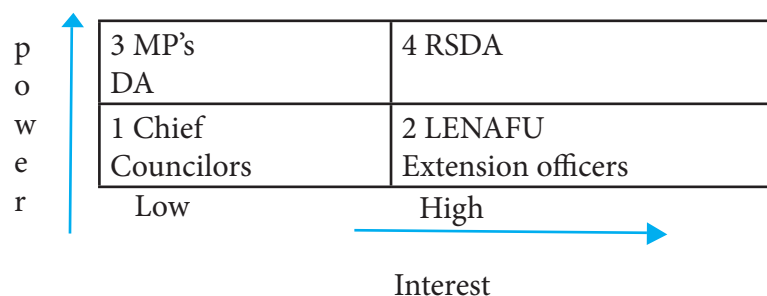
>RSDA

>Members of Parliament

>Thembaletu

>LENAFU

Although not all stakeholders were categorized, the analysis below shows how participatory Mohale's Hoek stakeholders are;



15.0 FORMATION OF FORUM

Then Facilitator took the participants through the exercise that will help them understand their mandate. The exercise helped them to answer the following questions

>Who are you?

>Purpose

>Objectives

>Roles and Responsibilities

>Governance structure

Who are you?

This question was divided into 3 sections. Participants had to develop a name for the forum, analyze what value addition is this forum bring and how they are different from other forums or associations and this is how they answered the question;

Name:

>We are Mohale's Hoek Agriculture District farmers' Forum

Value Addition:

>We advocate for farmers interests in all areas and dimensions, regardless whether you represent an association or are independent

Accountable to whom:

>We are accountable to all farmers in Mohale's Hoek

Purpose of forum

To improve farming in all capacities; be internationally and locally recognized

Objectives

>To link farmers with relevant stakeholders

>To be the voice of farmers

Roles and responsibilities

>To engage with relevant stakeholders for improving agriculture as a whole

>To monitor and carry out follow-ups on proceedings and services meant for farmers

Governance Structure

Participants agreed they will have the following structure of governance;

>Chairman/President

>Vice President

>Secretary

>Treasure

>PRO

The positions above were selected in accordance to different resource centers and commodity associations as a way of trying to find representation for all. These were the resource centers represented:

>Mpharane

>Taung

>Makhaleng

>Ketane

>Mekaling

>Ramosothoane

>LENAFU

>Phamong

>Hloahloeng

A voting session resulted in the following participants as members of the Mohale's Hoek Agriculture District Forum as well as their position:

>Chairman/President- **Letlamoreng Lehloenya**

>Vice President- **'Makhotso Mosoeu**

>Secretary- **Mokete Berente**

>Vice Secretary **Tumisang Mahlehle**

>Treasure- **Thato Makhapela**

>PRO- **Sehlabane Morero**

>Advisors- **Nonyane Makolometse**
Thabo Mohase

Manthatisi Koloi

16.0 ACTION PLAN AND WAY FORWARD

With the above task completed, participants were now faced with devising an action plan for the forum. This is how it progressed:

Action Plan	Time Frame
Reporting to resource centers about training	2nd June
Meeting on way forward and developing a plan	22nd June

17.0 CLOSING REMARKS

Participants concluded the training as follows:

17.1 Men

Men thanked facilitators for a wonderful time and interesting training session, declaring that they truly did not know who they are, their rights or their responsibilities as farmers; but from today, they promise to be leaders and set an example to all farmers by changing their mindset and that of all farmers, concluding that they will always stay humble and consistent in their leadership skills.

17.2 Women

As for the women, they promised to be the pillars of their counterparts, as behind every man there is a strong woman.

17.3 Youth

Admitted that the workshop was an eye opener and that they must be selfless and go out there to encourage other youth to join the farming industry as the youth are the future and without the future there will be not tomorrow

17.4 LENAFU

As the national representation of farmers associations in the country promised not to feel threatened by the forum, but work hand in hand with the forum to bring a better future to farmin

17.5 Chairman of the forum

Urged members to be patient with him, to guide him and see him only as one of them, insisting that the forum has a long way to go but they should try to change their mindset and follow through with their plan because this forum is a passage to successful agriculture. He also added that they have to execute their mission with the outmost respect and dignity, promising that he will go home and look at himself, and educate himself more on how to be a better leader.

17.6 Remarks from RSDA Managing Director

'Me Thulo thanked participants for their patience and full attendance at the training. Informing them that they have a long way to go but they as RSDA are willing to assist them in any way they can. It was then that she informed participants to see themselves as independent body, that they should not say they are RSDA forum but for the Mohale's Hoek farmers.

She therefore told them to remember all they have learnt and put it into practice, that they should begin learning to read more and equip themselves with more knowledge. Someone can have power over them due to lack of information, and with this she bade them good luck in the tasks awaiting them.



