Ruka Juu II: Young Farmers in Business

Impact Study

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List of Abbreviations & Acronyms

DPC Development Pioneer Consultants
FGD Focus Group Discussion
M&E Monitoring and Evaluation
NHH Norwegian School of Economics
RCT Randomized Controlled Trial
RUDI Rural Urban Development Initiatives
SUA Sokoine University of Agriculture
TAMPS Tanzania All Media Products Survey
URT United Republic of Tanzania

Glossary

Bibi Shamba Female agriculture extension officer
Bwana Ishi Mr Ishi, comic character who features in Ruka Juu
Bwana Shamba Male agriculture extension officer
Ruka Juu Jump Up
Sema. Tenda! Speak up. Act! - name of Femina’s Citizen engagement agenda
Shamba Piece of land
Si Mchezo! It’s not a Joke! (the name of Femina’s bi-monthly magazine)
Abstract

Ruka Juu (Jump Up) is the name of the civil society media platform Femina HIP’s economic empowerment agenda, which aims to inspire and inform youth in Tanzania and thereby support them in the creation of viable livelihood opportunities. Ruka Juu is also the name of the main vehicle for this initiative - a reality TV entrepreneurship competition. While the first season focused on youth conducting small-scale businesses, the second season focused on young farmers, and radio complemented the TV programming. The aim of this report is to explore the effects of Ruka Juu through interviews with the six contestants and through participatory viewing and listening to a selection of the TV and radio episodes. The results show that the importance of record keeping and being part of groups are the main learnings of Ruka Juu. The participating youth have been inspired to engage in farming as a business with the contestants acting as role models. The contestants have formed groups in their local communities to share the knowledge they have gained through Ruka Juu. Youth farmers’ associations have been formed as a result of the research, which was conducted in collaboration with partners on the ground in Kilombero and Kilosa: Rural Urban Development Initiatives and Kilosa District Agriculture Office.
Executive summary

The civil society media platform Femina HIP in Tanzania has three, complementary agendas, targeting youth between 15-30 years in Tanzania: 1) Sexual and Reproductive Health, 2) Economic Empowerment and 3) Citizen Engagement. The economic empowerment agenda is called Ruka Juu (Jump Up) and was launched in 2011. It aims to inspire and inform youth in order to support viable livelihoods, in rural as well as in urban areas. Femina works with entertainment-education - ‘edutainment’ and the main vehicle of the Ruka Juu agenda is a reality TV entrepreneurship competition. During the first season of Ruka Juu, the focus was on small-scale businesses, largely urban based. The second season had a more rural focus with the theme ‘young farmers in business’. The TV show was in the second season complemented by radio. Both agriculture as a theme and having Ruka Juu broadcast on radio were requests by youth after the first season of the show. Economic empowerment of youth through agriculture is very relevant in the context of Tanzania, where more than 70 per cent of the population is below 30 years, and a significant part of the population live in rural areas and are engaged in farming.

This report presents the findings of the research conducted during Ruka Juu season II: Young farmers in Business. It builds on interviews with the six contestants, participatory viewing and listening to the TV and radio show with a selection of youth in Kilombero and Kilosa, and community viewing and listening where the whole community was invited. The overall objective of the study is to examine if and in what ways the contestants and the audience, in particular the Femina target group of youth between 15-30 years, has been inspired, informed and educated through Ruka Juu. The research was a collaborative effort between Femina, Development Pioneer Consultants (DPC), the Norwegian School of Economics (NHH) and two partners on the ground, namely Rural Urban Development Initiatives (RUDI) and Kilosa District Agriculture Office.

From the research with the Ruka Juu contestants, it is clear that Ruka Juu has been a very important journey for them, in terms of inspiration, education and support. They have become well known in their local communities and several contestants have become agriculture trainers, establishing groups to share knowledge and learnings about agriculture. The value of group formation and belonging to a group - to share knowledge, to save and to get loans - is something they learned through Ruka Juu. The implementation of this is in fact a change of practice because of Ruka Juu, and a way for the contestants to try what they learned, and to give back to the community. The contestants are determined to take their farming business to the next level, and started to do so during the course of the Ruka Juu production. Through the learning groups, this could also be an outcome for other youth in their communities, hence having an impact beyond the contestants themselves.

The results of the research with youth in Kilombero (Mang’ula village) and in Kilosa show that the youth who were part of the Participatory viewing and listening, actively viewed the two TV episodes and actively listen to the two radio episodes learned a lot, changed their attitudes and took action. They surely know the importance of preparing a checklist and that it is possible...
to negotiate with shopkeepers to get a better price on products. They also learned that it does not necessarily require a lot of capital to start a farming business. There are ways to reduce costs, including the use of natural fertilizers instead of chemical fertilizers, which also has the benefit that they are not harmful. They know that there are different sources of financial support which may suit their needs and that it is important to compare different alternatives, come prepared and behave in a professional manner. They also learned that a mobile phone is a useful tool for farming - to find out about market prices, for farming information services and for farming networking purposes.

As has also been shown with the youth who actively watched and listened to Ruka Juu, they certainly felt inspired by the contestants and motivated to learn more about such things as record keeping, budgeting, planning, farming inputs as well as about different sources of support. They also felt inspired to join a group and view farming as a viable option for them, and that since the contestants can, so can they. Those who do not have their own farm were inspired to inform their parents about better farming practices and some are thinking about starting farming activities of their own in the near future. After listening to the radio show they also felt empowered to use their mobile phones more actively for farming purposes rather than just as a way to communicate with friends.

After the research, it is more difficult to assess what the youth who actively watched the two Ruka Juu TV episodes and listened to the two radio episodes actually do with the acquired knowledge and inspiration. It is hoped that they will keep records, make a budget, write down their plans, seek technical expertise and use the appropriate tools and other farm inputs. It is also hoped that they will approach different groups and financial institutions to learn about what they have to offer, and that they will use mobile phones more actively for farming activities, including finding out about market prices and to network. What we know for sure is that they have joined youth farming associations. Youth in Mang’ula and Kilosa get professional support from RUDI and Kilosa District Agriculture Office, and Mang’ula Youth Farmers’ Association is undergoing VICOBA training.

The research shows that the contestants were seen as role models who inspired the youth to engage in their own farming business, or improve the way their parents are conducting their farming activities through a ‘if they can, so can we’ attitude. The participants developed a personal relationship with the contestants, feeling like they ‘knew them’ although they have never met. They remember certain segments and events through the actions of the contestants, both actions that have impressed them and where they would have done it differently. On radio, the role modelling was through the voices of the farmers that were interviewed. After listening, the audience referred to new knowledge and inspiration from this segment, but it was not as detailed and vivid as the actions by the contestants.

Results from the Community Viewing in Mang’ula and Kilosa showed that viewing of the TV shows was very popular with 200 people coming to watch at each site. The results from the viewing questionnaire that was used both in the ‘active viewing’ setting and in the community setting show that the knowledge and inspiration had a greater effect than in the community.
setting. **Community listening** to the radio however did not work as well. People continued with their activities and were not gathering in the same way as around the TV.

Comparing TV and radio, TV was the preferred medium among the contestants as well as the participating youth. The main argument was that with TV, you see what is happening while with radio, the risk is greater that you miss information if you are not attentive enough or if there is disturbance. They also said that the competition could not be on radio because you cannot see what the contestants are doing. Some participants preferred radio, putting forward several arguments such as that the radio show targets everyone, while the comments and suggestions on TV were dependent on what the contestants had done. Other arguments favouring radio were the ability to do something else while listening to the radio, and the wide access to radio in rural areas and through mobile phones. To view the TV and radio versions as complementary channels therefore makes sense rather than looking at it as either/or.

Based on the results of this study, the recommendations are as follows:

- Continue with Ruka Juu with agriculture as a theme. Continue to work with TV and radio as complementary media. Broadcasting Ruka Juu on the radio was appreciated by the listeners, and having the competition on TV with complementary discussions on the radio functioned well.
- Intensify the work with partners on the ground. The research collaboration with RUDI and Kilosa district agriculture office was beneficial for Femina as well as the partners - RUDI and Kilosa district reached youth and found new ways to work with youth, and Femina reached Mang’ula and Kilosa through the partners. It is important that the partners on the ground decide on the compensation mechanism, if any, in order to make sure that the activities are sustainable for them.
- Provide the partners with a set of the Ruka Juu TV and radio episodes together with a participatory viewing and listening guide. This will stimulate active learning and reach youth who have not watched and listened to the show.
- Promote community viewing, but with one episode per night, not two.
- Make greater efforts to ensure that the potential audience, i.e. youth in and out of school, particularly in rural areas, know about Ruka Juu, when and where it is broadcast and that the show targets THEM. It will be important to work with partners to market Ruka Juu, as well as to look over the distribution system to make sure that new copies of Femina’s magazines are available.
- Publish the Bootcamp training in Femina’s magazines. Since the Bootcamp training at SUA seemed to have been particularly useful for the contestants, and they are using them in the groups they have established in their communities, different parts of this training could feature in Femina’s magazines.
1 Introduction

Ruka Juu is Femina HIP’s economic empowerment agenda, with a reality TV entrepreneurship competition as the main vehicle. After a popular first season of the initial Ruka Juu (Jump Up) in 2011, Femina HIP embarked on a second season in 2013. While Ruka Juu in 2011 focused on young people in urban areas who are engaged in small-scale businesses, the second season turned to youth in rural areas. The theme was “Young farmers in business.”

Agriculture as a theme for Ruka Juu was suggested by youth who had participated in the impact evaluation of the first season of Ruka Juu. Economic empowerment of youth through agriculture is very relevant in the context of Tanzania. Tanzania has a youthful population with more than 70 per cent of the 45 million people being below the age of 30. A significant portion of the population, 70.4 per cent, lives in rural areas (URT 2013b). Agriculture plays an important role in the Tanzanian economy and is one out of six priority areas outlined in the Tanzania National Development Vision 2025 (URT 2013a). Young people are leaving rural areas, largely because of lack of viable livelihood opportunities. If young people would be inspired, gain knowledge and be more supported to make a living through agriculture, the chances are that they would like to stay in rural areas working with agriculture and thereby make a significant contribution to boost the Tanzanian economy. If not, there is a risk that they will be stuck at the bottom of the economic pyramid, which would be a lost opportunity for the country’s development. This report presents the findings of the research conducted on Ruka Juu and explores the effects of Ruka Juu on the contestants as well as the target audience: youth between 15 and 30 years of age.

1.1 Femina HIP and the Ruka Juu initiative

1.1.1 Femina HIP - media platform with three complementary agendas

Femina HIP is a civil society media platform in Tanzania, which for the past 13 years has promoted healthy life styles among youth. Femina provides information and stimulates discussion through print, TV, radio, road shows, website, SMS and social media. Femina has three main agendas:

1. Cheza Salama - Sexual and Reproductive Health
2. Ruka Juu - Economic Empowerment
3. Sema. Tenda! - Citizen Engagement

While the Sexual and Reproductive Health agenda has been at the core of Femina’s work since the start, the Economic Empowerment initiative and the Citizen Engagement agenda are more recent. These three agendas are seen as complementary because all play important parts in young people’s lives. The main target audience for the Femina HIP consists of in-school and out-of-school youth between 15 and 30 years. Femina’s target audience is thus somewhere
between the UN definition of youth of 15-24 years and Tanzania’s national definition of 15-35 years (URT 2007).

Femina works through entertainment-education - ‘edutainment’ - with role modelling as an important concept. Entertainment-education is to purposely design and implement a media message to both entertain and educate (Singhal & Rogers 1999). Femina finds the ‘power of the example’ a useful way to inform young people, empower them to change their attitudes and practices, and to speak up, by using real life experiences. The outreach of the different media products, and thereby potentially the impact, is huge. According to the Tanzania All Media Products Survey (TAMPS) 2012, the total number of people interacting with the Femina Media Platform per year through the different products is 7.7 million. The annual readership in the target group 15-30 year olds (out of 12 million) is four million for Fema Magazine and two million for Si Mchezo! Magazine. More than half of all secondary schools in the country receive Fema Magazine, with 50 copies per school. If people above the target group age are included, the readership is six million for Fema and three million for Si Mchezo! Fema TV Show has been aired since 2002 and currently has an annual viewership of 2.6 million, among which 1.7 million are within the target group TAMPS 2012).

Femina reaches their target audience mainly through partners on the ground - national and local Civil Society Organizations (CSOs), Community Based Organizations (CBOs), large-scale employers, schools and other institutions. The organisations use the magazines in their activities, such as for training, outreach, discussions and peer-to-peer education.

1.1.2 Ruka Juu - Economic Empowerment for youth

The Economic Empowerment agenda Ruka Juu was launched in 2011 after feedback from youth that “It’s all good that we get information about reproductive health and HIV/AIDS, but we need jobs!” The aim of Ruka Juu is to inspire and inform youth, and thereby support them in the creation of viable livelihood opportunities. The main vehicle of the initiative is a reality TV entrepreneurship competition, supported by radio.

The target group of Ruka Juu are both in-school and out-of-school youth. The in-school youth need to be prepared to create their own jobs after completion of school, be it primary, secondary or tertiary education. Many of the out-of-school youth are already trying to make a living, but are often stuck at the bottom of the economic pyramid and are in need of support to create more viable livelihoods.

The reality TV entrepreneurship competition Ruka Juu is a special series of the Fema TV Show. During the first season of Ruka Juu, the audience followed six young Tanzanian entrepreneurs on national TV once a week for 11 weeks. The contestants were engaged in different types of businesses and they went through a number of competitive challenges related to topics such as market assessment, customer care, marketing, record keeping, planning, savings, access to finance, risk management and health. The audience was encouraged to engage with Ruka Juu by voting for their favourite contestant through SMS, sending questions and comments, as well as competing in the “Question of the Week” competition. Figures from TAMPS suggest that
around 3.1 million people watched Ruka Juu (TAMPS 2011). Femina received more than 22,000 SMS messages.

The results of the research conducted on the first season of Ruka Juu show that the contestants had become local heroes and trainers in their local communities, that the audience had been inspired by Ruka Juu, but that there was less evidence of increased knowledge (Helgesson Sekei 2011 and Bjorvåt et al 2012). Other research findings were that there was a demand for a radio version of Ruka Juu and, as mentioned in the introduction, agriculture as a business was put forward as a topic to explore in the future (Helgesson Sekei 2011).

The research findings were taken into account when Femina developed the second season of Ruka Juu: Young Farmers in Business. Set in three regions across Tanzania - Arusha, Morogoro and Rukwa - six contestants below 30 years who make a living through cultivation of staple crops were recruited. They put their agricultural skills and their entrepreneurial know-how to the test as they faced practical challenges. The episodes were filmed in their home communities and the ‘Bootcamp’ at the Sokoine University of Agriculture (SUA) in Morogoro where the contestants were trained for a full week by agriculture, entrepreneurship and business experts. By watching the show, the idea was that the audience will deepen their knowledge around farming and entrepreneurship, understand what it requires to take a small scale agricultural farming business to the next level and start viewing farming as an attractive sector in which they can build their futures in Tanzania. Ruka Juu TV consisted of 13 one-hour episodes broadcast between March and May 2013 on the TV channels ITV and TBC. The winner, Joseph from Rukwa, was awarded five million Tsh (3100 USD) to invest in his agricultural business. An overview of the Ruka Juu II episodes can be seen in annex A, followed by a story board, with episode 5: Water and climate change as the example (annex B).

Radio was added as a medium in the second season of Ruka Juu, through the launch of Femina Radio. Like the TV episodes, the Ruka Juu radio shows aired weekly, but the radio episodes were shorter, 30 minutes. The radio format was different from TV. It did not contain the competitive element of the contestants. The aim was that the radio shows would go more in-depth into a topic and stimulate discussion about the issue raised. Ruka Juu on radio had 15 episodes and was aired between March and June 2013 on radio TBC and Radio Free Africa. It was also aired on the community radio stations Radio Kilosa, Chemchem (Sumbawanga), Radio Abood (Morogoro) and Fadhila (Masasi). After the radio show had gone off air, two other community radio stations started airing the show; Radio Kwizera in Ngara and Radio Kasibante in Karagwe. In annex C, an outline of the 15 radio topics is provided.

1.2 Research Objectives & research questions

The overall objective of this study is to examine if and in what ways the contestants and the viewing and listening audience in this research exercise were inspired, informed, educated, and have taken action through Ruka Juu II: Young Farmers in Business. The viewing and listening audience in this study are part of the Femina target group of 15-30 year olds, but do not constitute a statistically representative sample from which population level conclusions can be
made. However, the results can be seen as an indication of what results viewing and listening to Ruka Juu may have, especially in these kinds of settings. A separate report has been produced about the audience feedback to Ruka Juu through SMS and social media (Bonacci 2013).

1. How has Ruka Juu influenced the knowledge, attitudes and practices of the contestants?
2. Have the contestants gained recognition and/or become role models in their local communities?
3. Has Ruka Juu been a source of inspiration and change of attitudes among the target audience in agriculture, entrepreneurship and business, and in what ways?
4. Has the Ruka Juu target audience been informed and gained knowledge about agriculture, entrepreneurship and business, and how is this expressed?
5. Has Ruka Juu contributed to actions and changed practices among the target audience? If yes, what actions and changes have taken place?

1.3 Outline of the report

After this introduction follows a brief context analysis of youth, livelihood and agriculture in Tanzania, as well as related initiatives. Chapter 3 is the methodology chapter where the research steps are outlined, together with an introduction of the institutions that have participated in this exercise. Chapter 4 is the results chapter and the main part of the report. It starts with a presentation of the six contestants and thereafter follows the results of the participatory viewing and listening with youth as well as the community viewing and listening in Kilombero and Kilosa. Thereafter follows chapter 5, which contains a concluding discussion and recommendations.
2 Context analysis

Tanzania has a young, and largely rural population. The demographic picture provides a strong argument for why it is important to focus on youth in rural areas. According to the latest census in 2012, 70 per cent live in rural areas and 71 per cent of the 45 million people are below 30 years of age. Youth aged 15-29 years constitute 26.6 per cent of the population and although youth tend to be more urban-based than the rest of the population, a significant share of the youth, 64 per cent, live in rural areas (URT 2013b).

Young people in Tanzania are increasingly accessing secondary education through the move towards a secondary school in every ward. Since the beginning of the implementation of the Secondary Education Development Plan (SEDP) in 2004, secondary schools have mushroomed. That the level of education has increased in Tanzania during the past ten years can be seen by comparing cohorts. While 34.5 per cent of those aged 15-19 years have attained at least some secondary schooling, 19.5 per cent of those who are 20-24 years have done so and only 11.6 per cent of those aged 25-29 years (NBS 2010). However, although schooled into a system of further education and formal employment, this is far from the reality. Most students fail their Form IV examination and thereby the ticket to further education and formal employment, which is what many young people are dreaming about. Towards the background of the Tanzanian labour market, where only six per cent obtain formal employment (FSDT 2009), the reality of many young people is that they will either not be employed at all, be informally employed, or have to create their own employment.

A recent study by Restless Development shows that small-scale agriculture, small-scale and micro-businesses, and transportation services such as bajaji and bodaboda (rickshaw and motorcycle taxis) drivers are the most common sectors where Tanzanian youth are working. Among the 1037 surveyed youth in seven regions, almost half were employed in agriculture. However, for youth in rural areas, advancing in agriculture is difficult for most young people. Challenges mentioned by youth were timely reach of agricultural inputs, poor roads, modes of transport, lack of reliable markets and unstable productivity and income. Other challenges mentioned were lack of support from agriculture extension officers and limited participation of youth in terms of views being sought on how to improve farming (Restless Development 2013 a&b).

To use TV edutainment to promote agriculture has previously been explored in Kenya through the farm makeover reality show “Shamba Shape Up” by Mediae. The audience has been close to three million viewers who have sent 25,000 SMSs. A survey of 800 farmers with access to TV was conducted before the first episode and after the last episode, with the result that 36 per cent had changed their farming practices (USAID 2013). Farm Radio International provides farmers in five different African countries, including Tanzania, with knowledge using radio. Their research shows an effect in motivating farmers to increase their knowledge and improve
their farming practices. Active listening had most effect with 39 per cent improving their farming practices, but also passive listening had an effect of 21 per cent uptake (Farm Radio International 2011).

In Tanzania, 83 per cent of the urban population aged 15-30 and 47 per cent of rural youth watch TV. Radio is more accessible, with 94 per cent of youth in rural as well as urban areas have listened to radio within the past month (TAMPS 2012). It is likely that TV viewership decreased since December 2012 when Tanzania converted from analogue to digital television. Digital TV requires TV owners to buy a top box to be able to watch. How Ruka Juu has been affected by the move to digital technology has not yet been established. However, it is likely that the viewership dropped due to this. The first season of Ruka Juu had around 3.1 million viewers (TAMPS 2011).
3 Methodology & research steps

In this chapter, the methodology and research steps are outlined, together with an introduction of the institutions that have collaborated with Femina in this research - Development Pioneer Consultants (DPC), The NHH Norwegian School of Economics (NHH), Rural Urban Development Initiatives (RUDI) and Kilosa District Agriculture Office.

The following three components are included in this study:

1. Interviews with the contestants
2. Participatory viewing and listening
3. Community viewing and listening

Knowledge, Attitudes and Practices are guiding concepts in this study, central in behavioural change communication through entertainment-education (Singhal and Rogers 1999). However, this study is not a traditional KAP survey, which often has been used in health interventions through quantitative surveys (see e.g. WHO 2008). Critique towards traditional KAP studies point to the need for using quantitative as well as qualitative data, and interdisciplinary approaches (Launiala 2009). This study largely builds on qualitative methods, complemented by quantitative methods. An interesting process has been that of working with partner institutions on the ground, which in itself has had impact in terms of exploring new ways to use the Ruka Juu material.

3.1 Doing research through working with partners on the ground

It should be emphasised that this research is a collaborative effort between the Monitoring and Evaluation (M&E) department at Femina, DPC, RUDI and Kilosa District Agriculture Office. Femina’s M&E department designed the research, with input from DPC and NHH (Femina HIP 2013a). The core research team was composed of two researchers from DPC (Linda Helgesson Sekei and Adelaide Kisinda), one representative from Femina’s M&E department (Francis Makulla) and a representative from RUDI’s M&E department (Sesilia Jeremiah), as well as RUDI’s driver & technician Salehe (Aminiel Bethuel). The intention was to use the research process also as an opportunity to increase collaboration with partners on the ground, to build their research capacity and to actively invite more youth to become agents of change in the agricultural sector in the areas where the research was conducted.

The research was led by DPC, a research consultancy firm based in Tanzania with many years of experience in conducting, coordinating and disseminating research, with youth development as one of the key areas. Through one of the researchers, Linda Helgesson Sekei, DPC has collaborated with Femina HIP on a number of research projects, including the very first study within Femina’s economic empowerment agenda (Helgesson & Ernest 2008). NHH designed the
viewing survey methodology and the instrument. NHH has worked in Tanzania on several micro-finance projects, including a study on the impact of entrepreneurship training on micro-finance clients (e.g. Bjorvatn & Tungodden 2010). Both DPC and NHH worked with Femina in the research of the first season of Ruka Juu in 2011 (e.g. Bjorvatn et al 2012).

RUDI is a national NGO that supports farmers’ associations in several rural areas in Tanzania, including Kilombero, Iringa and Mbeya. RUDI works in particular with System of Rice Intensification (SRI) through training of farmers by agriculture extension officers and business advisers. Prior to Ruka Juu, RUDI had not collaborated with Femina, but through meetings, both organisations realised that there could be synergies by working together; RUDI had faced challenges to reach youth and Femina needed to expand their network of partners in the agricultural sector. Like Femina, RUDI uses visual media to inform and educate their target group and has a mobile cinema through which they show educational films in the rural communities where they work. The research was seen as an opportunity where collaboration between Femina and RUDI could be initiated. Mang’ula in Kilombero, where RUDI has a local office, was therefore identified as one of the research sites. The RUDI employees in Mang’ula were recruited to be part of the local research team.

During the Ruka Juu production, agriculture extension officers played a crucial role in identifying potential candidates during the scouting trips for the show. They also assisted in identifying burning issues to deal with during the show. Agriculture extension officers from Kilosa district gave substantial input. During the research In Kilosa, key staff from the District Agriculture Office and from Magomeni ward were recruited to be part of the local research team, facilitated by agriculture extension officer Mark Farahani. Mark was also one of the Bootcamp facilitators in Morogoro. To continue to work with agriculture extension officers during the research was seen as a potentially enriching process - from a research angle in an area where Ruka Juu has been produced, and to stimulate youth and agriculture activities facilitated by a district office that played an important role during Ruka Juu.

3.2 Component 1: Influences of Ruka Juu on the contestants

Component 1 of the study corresponds to research questions 1 and 2 outlined in section 1.2 above. To obtain a comprehensive understanding of the impact of Ruka Juu, this research component focuses on the six contestants and the impact that Ruka Juu has had on them, as well as the role of the contestants in the communities where they live. Individual interviews were carried out with each contestant on two different occasions in the Ruka Juu production process. The first time was before the one-week training at the Bootcamp at Sokoine University of Agriculture (SUA) in Morogoro between the 27-28 January 2013. The second interview took place before the final live show of Ruka Juu in Dar es Salaam on the 25 May 2013. The interview guides used are included as annex E. The interviews were conducted in Kiswahili, audio recorded and transcribed. The transcripts for each contestant were analysed and displayed separately, with five major themes running through the interviews: their background, learnings from Ruka Juu, their watching and listening experience, their role in their local communities after Ruka Juu, and their future.
3.3 Component 2: Participatory Viewing and Listening

Component 2 addresses research question 3-5. Two locations were identified for this purpose - a so called ‘production site’, i.e. a place where parts of Ruka Juu had been filmed, and a ‘non-production site.’ The production site chosen was Kilosa town, the centre of a rural district in Morogoro Region, where, as mentioned above, agricultural extension officers played an important role during the scouting for contestants. One of the contestants, Tatu, is from Kilosa. This means that since the contestants were filmed in their home areas, Kilosa was a place where some of the challenges with Tatu was filmed. It was therefore anticipated that more people would know about Ruka Juu, and possibly would have watched and listened to the show to a greater extent than in an area where none of the contestants were from.

The non-production site selected was Mang’ula, a village in Kilombero district, where, as mentioned above, RUDI has an office. None of the Ruka Juu contestants were from Kilombero. It was therefore anticipated that the youth in Kilombero would be less exposed to the show.

The participatory viewing and listening exercise was conducted for three days in each research site, between the 26 May and the 2nd of June 2013. The focus was on two Ruka Juu TV episodes and two radio episodes, which had been selected in collaboration with Femina. The TV episodes were 4: *Inputs, equipment, budgeting and record keeping* and 6: *Sources of support and access to cash*. The radio episodes selected were 4: *Micro-finance and savings schemes* and 5: *Mobile phones and Farming*.

The research followed the same steps in both research sites. On the first day, the research team oriented the local research team about the project, for example by watching and listening to the selected episodes. They were also trained in how to use the research instruments which consisted of a questionnaire (see annex G) and the Participatory Viewing and Listening guide (see annex F). On the second day, 20 youth (ten female and ten male) between 15 and 30 years of age, were gathered to watch the two TV episodes. The viewing was followed by a Focus Group Discussion (FGD) - one with the female youth and one with the male youth. The female FGDs in Mang’ula were moderated by Adelaide and Linda (DPC) and the male FGDs were moderated by Sesilia (RUDI) and Francis (Femina). In Kilosa, the teams switched. The local research team members sat and listened in during the FGDs in order to learn how to use this methodology themselves in future exercises. Before the youth watched the episodes they filled in a questionnaire, which they also filled in after watching the episodes and the subsequent FGDs. The questionnaire was administered face to face by the research team members, including by the locally recruited research team members.

On the third day, the same youth were gathered to listen to the two radio shows, followed by a FGD. The female FGDs in Mang’ula were moderated by Adelaide and Linda (DPC) and the male FGDs were moderated by Francis (Femina) and Sesilia (RUDI). In Kilosa, the teams switched. The last part of the research at each site was to gather the youth and come up with an action plan, facilitated by RUDI in Mang’ula and by the Ward and District Agriculture Officers in Kilosa.
All FGDs were conducted in Kiswahili and were audio recorded and transcribed. The analysis of the FGDs was conducted separately for TV and radio, and narrated in different sections in the results section. Gains in knowledge, changes in attitudes and changed practices were analysed, as well as the major emerging themes. The questionnaire was plotted using Epidata and analysed in SPSS.

3.4 Component 3: Community viewing and listening

In the evening of the second day of the research in Mang’ula and Kilosa respectively, the two Ruka Juu TV episodes were shown in the community, using RUDI’s van, equipment and sound system. Saleh, RUDI’s driver and technician, together with a representative of the local research team, had gone around the community to announce the time and place of the community viewing, using a loud speaker and the Ruka Juu theme song. When people started gathering for the show, youth aged between 15 and 30 were invited to fill in the same questionnaire that had earlier been administered to the youth who had been part of the participatory viewing. The questionnaire was administered face-to-face in Kiswahili by the research team, including the team members from Mang’ula and Kilosa. Those who had responded to the questionnaire were given a blue arm-band, an incentive of 1,000 Tsh and a magazine from Femina. Half of the people who arrived before the show were invited to fill in the questionnaire after the two episodes, and were given a red arm-band. After the show, they responded to the same questionnaire and were given the same incentives. Approximately 200 people attended the community viewing at each site, and many were youth. In Mang’ula, the questionnaire was filled in by about 30 youth before the show and 30 youth after, and in Kilosa, it was filled in by about 20 youth before and 20 after.

The community viewing followed a Randomized Controlled Trial (RCT) methodology where some people filled in the questionnaire before the show (control group) and some filled in the questionnaire after the show (treatment group). Since they were all coming forward before the show with an interest to fill in the questionnaire, and there and then were assigned into the blue or the red group, it is likely that these people have similar characteristics. Hence, following a RCT methodology, the only difference between the two groups was the intervention itself, i.e. the two Ruka Juu episodes. Looking at the data and comparing the two different groups, they had similar characteristics, such as gender, age (15-30) and livelihood (mix between students, farmers, doing business and unemployed) which suggests that randomization actually took place. It should be noted that this is a small sample size for a quantitative survey and randomization. Due to the limited time window when community viewing is possible in an open air space (it has to be dark, and the exercise cannot go on beyond bedtime), the number of respondents possible to interview was small for a quantitative survey and a randomized controlled trial. However, although the sample size does not fulfil the requirements for a high statistical confidence level, the results are nevertheless interesting and may be an indication of a reliable pattern. This RCT exercise should therefore be seen as a pilot, with possibilities for improvement another time when it is suggested to show only one episode per event instead of two. The questionnaire was plotted using Epidata and analysed in SPSS. The main findings of
changes in knowledge and attitudes are shown in the report, and the results from the community viewing are compared with the participatory viewing. As has been described in this section, methodology used to administer the questionnaire was different during the community viewing compared to the participatory viewing. The idea with the community viewing was to have many respondents to get statistical power. For the randomization to work, the only differing aspect between the groups had to be the intervention/treatment (the viewing). If the same respondents had filled in the questionnaire both before and after the viewing, the questionnaire itself would have been part of the intervention/treatment. Possible effects could thereby be both due to filling in the questionnaire and the viewing. If the same methodology were used during the participatory viewing with only ten respondents before and ten after, the sample size would have been very small. It was therefore seen as a better indication if all participants filled in the questionnaire both before and after the viewing, without aspiring to be an RCT.
4 Results

In this chapter, the main results of the research will be presented. First, the six contestants are introduced, followed by the participatory viewing and listening with youth in Kilombero and Kilosa, as well as the community viewing. The audience feedback through SMS and social media forms the last part of the results chapter.

4.1 The Ruka Juu contestants

In order to qualify to be one of the Ruka Juu contestants, they needed to be youth below 30 years of age and cultivate food crops on their own piece of land of at least one acre. In this section, there is a portrait of each of the Ruka Juu contestants, containing their background, farming support, inspiration and learnings from Ruka Juu, their role in the community after Ruka Juu and their future plans.

4.1.1 Aziza

Aziza from Monduli district in Arusha region is turning 30 this year. She is married and a mother of three children, aged 8, 5 and 3. Aziza farms one acre of land where she cultivates maize, rice and beans. She also runs a small ‘Mama Ntilie’ business where she cooks and sells breakfast and lunch and she has employed a person to assist her with this business. Three young brothers are staying with her - one is engaged in farming, one is in secondary school and one just completed Standard 7. She inherited the farm from her parents in 2009 and she considers the farm to be hers. When her younger brother wanted to start farming, they divided the land into two.

She works on the farm from morning until 1pm. In the afternoon, she does domestic chores and takes care of the children. Sometimes her husband assists her on the farm but he has his own construction business. If the workload is heavy, she sometimes hires day labourers to help her on the farm. She has learned farming by doing, and has not received any assistance from anybody, including from the agriculture extension officer who lives in town and runs an agro-shop:

>I have never seen him visiting our farms. Unless you go to his agricultural input shop and you want to buy certain seeds then he can advise on what you should buy.

She harvests about 12 bags of rice and sells the bag for around 70,000 Tsh to middlemen who take the crops to town and pay her when they have sold the crops. The income from her Mama Ntilie business is about 7,000 Tsh per day, but she says it is difficult to estimate how much money she actually earns because before Ruka Juu, she did not budget and keep records. She uses her income for education for her children and siblings and for agricultural activities, such has to buy farming inputs and to pay day labourers.
Aziza is part of a village savings and loan association, which consists of a group of women who meet every Friday. They buy shares of 2,000 Tsh per share and give each other loans to an interest rate of ten per cent. She does not use any other financial services such as a bank account.

Her major learnings from Ruka Juu were to see her farming activities as a business and to keep financial records:

I learned a lot of things; first is to do farming business and not be content with farming for consumption alone, second different kinds of fertilizers and their usage and I have started keeping records.

Another effect of Ruka Juu which Aziza brings forward is that she has become more confident:

To be confident when speaking in public/group of people; I used to be very shy and I couldn’t stand in front of people. But after I had come back home from Morogoro I attended a seminar and all participants were supposed to speak one by one and I did it, something that I had never done before.

When Aziza looks five years ahead, she sees herself engaged in farming on a larger scale and that this is what will help put her children through quality education:

I believe by then I will have expanded my farming business and this will help me live a quality life and help my children get good education.

Aziza watched Ruka Juu on ITV on Saturdays at 7pm at her sibling’s house and if she missed it, she watched it on TBC on Sunday at 10pm. In her village, people who did not have TV were able to watch the show because the neighbours take the TV outside on weekends. Aziza mobilized votes through the community and assisted people on how to vote through SMS. People also asked her to send them credit so that they could vote for her. She did not listen to the radio shows of Ruka Juu.

Through Ruka Juu, Aziza has become a well-known figure in her village as well as in the nearest town, and even in Arusha, and people come to her for farming advice:

I: Has Ruka Juu made you known in the community?

Resp: Yes. I had never thought that I would one time be seen on TV so I should say Ruka Juu has done a lot to me. When I go to town people call me by my name, saying that they have seen me on Television and they are very happy.

I: After seeing you on Television do people come to you to seek for advice?

Resp: Not advice as such but they come to ask me a number of questions related to agriculture. People in my community really follow the Ruka Juu shows.
4.1.2 Tatu

Tatu is 22 years and from Kilosa district in Morogoro region. She lives with her mother, younger siblings and her children, aged 5 and 2. Both fathers of her children have run away from their parenting responsibilities. She was given a piece of land by her mother and started farming three years ago. She uses half of the farm for African eggplant (Nyanya chungu) and the other for maize. She uses irrigation through rented equipment, and when she has money, she uses day labourers. She uses her own seeds but buys fertilizer and pesticides in Kilosa town. Tatu gets additional income from farming sugar cane and coconut trees which grow on the family farm and she sometimes works as a day labourer at other people’s farms.

Tatu sells her crops to a middleman in one of the villages. The price and the harvest varies, and she is not quite sure about her income but estimates it to be around 300,000 Tsh per cycle, and she harvests twice per year. She did not use to keep records but this is something she has started with through Ruka Juu:

Yes, I have started to write down my income, expenditures and profit. Femina gave us Tshs 100,000 and I noted down all the expenditures. This year when I harvest I will keep records of all the money I get and spend in my farming.

She is not part of any savings or loan associations and she does not have a bank account. She is afraid of taking loans because it involves the risk of losing property. If she is in need of money, she therefore rather works as a day labourer.

She mainly gets ideas about farming from her mother or from a fellow farmer, not from the agriculture extension officer. If you go to him for advice, he claims to have no time. Inspired by Ruka Juu, Tatu got a group together in her village to discuss farming activities:

Interaction began after Anna’s team [Femina] left the village. I called some farmers and suggested that we start a group of farmers that will be interacting and helping each other on issues regarding agriculture but I got only two females and four males.

The major learnings and changes through Ruka Juu for Tatu were the following:

First of all Ruka Juu has made me very confident unlike in the past. I learned about farming business such as how to access the market, use of right fertilizers etc. I can say I have learned a lot and all has been useful. [...] Before Ruka Juu, I used just to farm without minding where I will get the market but now I have changed my mindset. I now look for a market before harvesting.

Like Aziza, through Ruka Juu, Tatu has become recognized in her community:

Resp: Many people know me as a contestant in the Ruka Juu competition and they also ask me questions because they know that I have received training /education

I: What are they asking you?
Tatu watched the Ruka Juu episodes in a neighbour’s house on ITV. She also listened to the radio shows through her mobile phone on Kilosa Community radio. There is no electricity in her village so she had to buy petrol for his generator in order to watch the show (2,500 Tsh per time). She watched seven episodes and explained the reason why she did not manage to watch all shows:

*Because the owner of the house where I used to watch, his wife got a problem and he was not around. I went to other people but they could not access ITV/TBC and others refused because they were afraid that their things could get spoiled, even after telling them that I will buy petrol that would be used in the generator. I could not watch both sessions [ITV and TBC] because that would increase the cost. Remember that I had to buy every time I went to watch.*

It was tough for Tatu to mobilize people to watch and vote for her due to lack of electricity, money and the time:

*Ruka Juu TV shows are very helpful but the majority could not watch because there is no power in our village and people with TVs are also very few. [...] I’m grateful for two brothers who used to help me a lot. They went around with me to ask people to vote for me but the challenge was that people were willing to vote although they used to say that their phones did not have credit. Those who were not following the show were many compared to the ones who were. Others said night hours were not suitable for them, they would have come to watch if it was aired during daytime.*

Tatu has the following plans for the future, with an important part being to build a house through expanding her business:

*To expand my business and transport crops to the market centre myself, I mean not to use middlemen anymore and start another business to top up my income. [...] Maybe God will enable me to build my house, that’s the first priority to me because I have children and I need a good environment for them. I can think of moving to another place in the future but only when I have built my house already. I’m planning to buy a plot this year when I sell my crops, next year will buy blocks and so on. Perhaps when I get more money I can open up a shop as I continue with my farming business.*

### 4.1.3 Yusta

Yusta is the fourth child out of nine in her family and she is staying with both parents in a Kaingesa village in Sumbawanga district Ruka region. Both her parents are farmers, but her mother is also working as a teacher. She was the youngest contestant at 21 years old and she was the only female contestant who has gone through secondary school. She was given a piece of land by her mother in 2011 while waiting for her Form IV results. She cultivates maize and
tomatoes, but this year she has only planted maize because she is joining a health college where she will be doing a certificate in nursing for one year. Apart from farming, she runs a small business making doughnuts (maandazi) which she sells to students in a nearby secondary school or at the market a couple of days a week.

Yusta made a profit of around 50,000 Tsh to 100,000 last year and this year she is expecting to make a profit of 200,000. She will use most of the money to reinvest in her business because she does not have many other responsibilities right now. She is not part of any savings and credit groups and she does not have a bank account.

Yusta learned farming through her father and gets advice from other successful farmers in the village. Like Aziza and Tatu, she has not interacted with the agricultural extension officer:

No, he is not living in village and for about a month he has not been around. I also don’t see a good example from him because he is not farming and he lacks facilities.

Yusta states that the most powerful learning of Ruka Juu was about finding markets by being in a group. Through Ruka Juu, she has started using fertilizers, learned about loans and gained confidence:

Ruka Juu has really opened my eyes. For example in our village we did not know about modern farming at all. I was practising traditional farming and believed that God will help me. It’s only this year that I have used fertilizers. I also didn’t know how I could access a loan. I also gained confidence. I can stand and speak in front of people and this is all because of Ruka Juu.

She has already taken action as a result of Ruka Juu. She has opened a bank account and she is determined that this year she will not sell her crops though middlemen and she will wait until the prices go up.

Yusta watched three Ruka Juu episodes. She had to go to town where there is electricity to watch them at her relatives’ house. She did not listen to any of the radio episodes because it is not allowed to have radios in school, the reception of Radio Free Africa and TBC is not good, and the community radio Chemchem was not reliable. She waited more than three times for the show to be aired but they kept postponing the programme.

Regarding engagement from the community, she expresses that they were happy that she is representing her district and region. They have learned from her, but it has been difficult to access the show in her village:

They are learning a lot from me because they were also doing the same mistakes like not keeping financial records, selling crops to the middlemen etc. Though many people from my village did not watch because ITV is not easily accessed and on TBC it was shown in late hours which did not seem to be suitable for many people. Also, power is a problem and many people do not own TVs.
Yusta has become well known through Ruka Juu. People who do not know her greet her by name. People in her community, including her fellow youth, come to her for advice and how she has reached where she is. A common question that she gets is why she is not yet married, because it is not common for girls her age in the village to not be married. She then tells them the following:

_I tell them that I don’t want to be dependant therefore I first have to work for my living. Men in the village are very troublesome - they can beat you and even if they come back home at midnight you cannot question them. I see my fellow girls suffering because they did not work hard to be independent. Instead they relied on their parents and husbands._

Yusta was mobilizing her community to vote for her by assisting them to vote and her mother was also assisting her:

_Yes, and because people are very busy with their daily economic activities they may not be in a position to remember to vote, even when they had promised to do so. So what I used to do is that I would ask for their phones and help them to vote for me. Although they explain how to vote in the beginning of the show, many people don’t know how to do it. My mother is also helping me by motivating her fellow teachers to vote for me and I believe they are voting for me._

In the future, Yusta is planning to combine being a nurse and a successful farmer in the village:

_I will not be working 24 hrs in the hospital. Let’s say that I go in the morning and by the afternoon I’m back home. From there I can pick up my farming activities. If I’m working in the afternoon, then I will do my farming activities in the morning._

### 4.1.4 Joseph

Joseph was announced as the Ruka Juu winner on live TV and was awarded five million Tsh to reinvest in his agriculture business. He is 27 years old and lives in a village in Nkasi district, Rukwa region. He lives with his wife and is the father of four children, who are mainly taken care of by his wife who is a housewife. He grew up with his mother and his grandparents. His farm, which is close to five acres, is located about 1.5 hours away by bicycle. It was given to him after his maternal grandfather had died because he is the oldest son. However, it is still family land and he is not allowed to sell it. He started farming four years ago with capital of 200,000 Tsh, which was money he was given by his aunt after assisting her to buy crops. He is farming maize, tomatoes, beans and sweet potatoes through horticulture. He uses irrigation for his tomatoes and harvests three times per year, each time with an income of one million Tsh. He also has three cows, among which two are used for farming and one for business.

He sells the crops at the nearby market in Nkasi. For now he prefers it this way rather than transporting the perishable crops like tomatoes to Mpanda, a village further away, because of the bad roads, especially during rainy season. He reinvests the profit into the business. He uses 400,000 Tsh per cycle to buy fertilizers and pesticides and he has managed to buy a water
Through Ruka Juu, Joseph has gained recognition in his district:

Around 20,000 Tsh in Mwanza. Joseph was active in mobilizing votes. He went to the surrounding villages and spent only in his home community but in other areas where he has friends, such as in Tabora and in issues and business. Joseph thinks that he and listened to the radio episodes and he thinks they have been inspired regarding agricultural reception of TBC and Radio Free Africa. People in his community watched both the TV episodes and Joseph also listened to the Ruka Juu radio episodes but missed several shows due to bad reception of TBC and Radio Free Africa. People in his community watched both the TV episodes and listened to the radio episodes and he thinks they have been inspired regarding agricultural issues and business. Joseph thinks that he has played a role to make Ruka Juu well-known, not only in his home community but in other areas where he has friends, such as in Tabora and in Mwanza. Joseph was active in mobilizing votes. He went to the surrounding villages and spent around 20,000 Tsh himself on votes.

Through Ruka Juu, Joseph has gained recognition in his district:

The District Executive Officer (DED) called me to his office and he congratulated me for participating in the Ruka Juu competition. He didn’t know me before and he promised to visit my farm because I am representing my district and my region as well. He also introduced me to all the leaders at the district level and wherever I go, people call me by my name.
Through Ruka Juu, Joseph has received requests from students at the university in Tabora who have called him and said that they would like to come to Rukwa to start horticulture farming and they are asking for advice. Joseph has become an agricultural trainer in horticulture, with recognition even beyond Rukwa:

_There are changes in the community. People want to join my farm and we cultivate together because they can see the success. But I have put the condition that if they want me to assist them they should find another farm and we start practicing together on the new farm. There are people who came all the way from Morogoro to Rukwa to start watermelon farming and I am also helping them to follow the training we received during the Bootcamp._

Joseph has bought a plot in a neighbouring village and after the rainy season, he will start building his house. He has big ambitions for the future and imagines himself as a big farmer with livestock:

_I will be among the big farmers and I will be an inspiration to many people in my community. I will continue with business farming and also buy and sell cattle. This Mzindakaya man has his own industry and he slaughters over 300 cows per day. I think I will get a place to sell my cows because the price for a cow never goes down._

### 4.1.5 Lauriani

Lauriani is 28 years old and lives with his mother in Karatu, Arusha region. He started farming ten years ago and was given five acres of land by his mother from the family land. He earned his start-up capital through work as a day labourer. He farms maize, beans, peas and sunflower and also has livestock, including an ox which he uses to plough. He harvests each crop once per year - beans in July, maize in August and peas and sunflower in November. He buys seeds in the agricultural input shop, and he also uses fertilizers and pesticides. He does not use irrigation, as it is not common in the highlands where he lives. Lauriani is the only contestant who mentioned that he sometimes gets assistance from agriculture extension officers, but states that they are few and not often seen.

Lauriani is the only contestant who does not sell his crop to middlemen who come to his village. He transports his goods to the market place in Arusha through collective effort in his village where they rent transport and send one person to go and sell the crops on behalf of the others. He states that everything has become easier with mobile phones because they can call to know the market price before they bring the crops to the market, and it is easier to trust that the person they have sent comes back with the right amount.

Like Yusta, Lauriani has attended secondary school. He did not manage to continue with studies right after his primary education. It is through his farming business he managed to raise money to pay for school fees. Last year he used part of his profit to re-sit his Form IV examination to improve his results. Apart from his agriculture business, he is determined to continue with his education.
For Lauriani, the training at SUA was what he valued the most from being part of Ruka Juu, but also the travel experience and the inputs the contestants were given by the Femina team and the judges during the challenges:

I learned a lot of things when we were at SUA. In general I received good education. I learned about climate change, use of agricultural inputs, ways of adding value to farming business and record keeping. Also, reaching to new areas like Dar es Salaam and Morogoro and I have also benefited from the inputs that we were provided with which helped to improve my farming business.

Lauriani watched eight episodes of Ruka Juu, and listened to some of the radio episodes. He watched at his friend’s house. There is no electricity in the village so he agreed with his friend to put petrol in the generator so that they could watch. Like Joseph, Lauriani managed to mobilize friends outside his local community and had informed them about the time of the show. They called him from Arusha town, Ngorongoro and Shinyanga to tell him that they were watching the show. He is sure he is well known also outside his community. A sign of this is that when he goes to town, people stop and ask him “Are you not Lauriani from the Ruka Juu competition?”

People in Lauriani’s community have come to ask him to share his Ruka Juu experience, especially what he had learned during the bootcamp at SUA and he advised that they form a group to learn together:

There are youth who came to me asking me to share with them what I learned when I was at Sokoine University of Agriculture. I accepted but I advised them that it would be good if we form a group and we start our classes in a group, so that other people also can learn through our group.

Lauriani is now determined to put in practice what he has learned through Ruka Juu. He is planning to go for higher education or at least a diploma in agriculture. He had made these plans before Ruka Juu, but through Ruka Juu he became more motivated and encouraged to accomplish his plans. In five years, he believes that his farming situation will be very different:

My economy will be 5 times more than now because I will be using modern methods of agriculture. I will use inputs and the knowledge that I have acquired from Ruka Juu, consulting agriculture experts etc.

4.1.6 Mustafa

Mustafa is 27 years and lives in Mkindo village in Mvomero district, Morogoro where he is staying with his wife, one child, his mother and younger siblings. He became a farmer after years of trying to find a better life in Dar es Salaam where he went after finishing his primary school education. First he sold fish, then he had a small stand where he sold chips to primary school pupils and then he switched to selling groundnuts and sweets. Life in Dar es Salaam was
tough and in 2004 he decided to go back to his village and start farming. A few years later, his father died and Mustafa had to take on the role as the head of the household.

He farms 1.25 acres of land. One acre he inherited from his grandmother and one-quarter acre he bought for 200,000 Tsh. Before his grandmother died, she made sure that Mustafa’s name would appear in the papers and called the village chairman and a representative from the lower local government to arrange the paper work. Mustafa was thereby the only contestant with formal ownership of his land. He farms maize, African eggplant (nyanya chungu), peas and rice. He uses irrigation for the rice and thereby he can harvest twice. This year he harvested 22 bags of rice from one acre and sold them for 100,000 each. He sells his produce to middlemen, who he calls exploiters, but says he has no other alternative because there is no market in his village. Twenty-two bags of rice gave him an income of 2.2 million Tsh. He used 840,000 for farm inputs, day labourers and to rent a power-tiller, and remained with a profit of 1,160,000 Tsh.

He has an account in a SACC0, but has not yet received a loan. The previous leadership all ran away after a fraud case of 70 million Tsh and the new leadership is trying to stabilize the SACC0.

Through Ruka Juu, Mustafa learned to look for capital and markets, and to use agricultural inputs. He states that these aspects have influenced how he is conducting his farming business, among which finding capital was the most important:

Finding capital when starting up a business was to me the most key learning because finding capital was always a challenge. I now know that I can get a loan through financial institutions like banks, VICOB and through formation of groups like the one that I have just formed. We will start with classes but will later keep savings and take loans through the money that we have contributed.

Since the Ruka Juu challenges, and especially after the Bootcamp at SUA in Morogoro in January, Mustafa started to implement changes, such as increasing the farm size and keeping financial records:

Major changes started after the Bootcamp at Sokoine University of Agriculture. I used to cultivate only 1.25 acre of land that had rice but after the training and all the support that Ruka Juu has given me, I have now increased the size of the farm to 3.25 acres of land and I am expecting to increase more. Also, I now keep records etc. and all these are changes.

Mustafa watched all but one Ruka Juu episode on TV at a friend’s house who has electricity, and he listened to around eight episodes of the radio show. When comparing TV and radio, he finds that TV is a better medium:

Seeing and hearing is the best. I mean TV because people are seeing who /what is being discussed and personally I have received several calls from people and others I don’t even
know because they have seen me on TV. I am not saying radio is a bad channel but TV is the best because there is always good, better and best.

Mustafa knows for sure that people in his community followed the TV show closely, but was not so sure if people in his community listened to the radio episodes:

I am not sure because the radio program was at around 8 to 9pm and if they were to listen then they were listening from their homes, unlike the TV show where people would gather somewhere and watch. My family and I used to listen but I am not sure if others were listening too.

Mustafa says that people in his community were very inspired by Ruka Juu and are asking Mustafa for DVDs of the show:

They were very much inspired by the TV show and right now they are feeling bad because the show is coming to an end. They were asking to have a copy of the DVD where all these shows are documented so that they can watch and they asked me to go with it when I go back.

Like several of the other contestants, Mustafa has become an agricultural trainer in his community. People come to him for advice about the procedures of group formation:

I explain to them because many people had this attitude that they form a group to receive financial support but they are not ready to contribute anything. I am glad that I have two people who have understood my explanation. They are ready to contribute and we are forming a group that will first start with classes related to farming business, using my experience, and assistance from the extension officers. [...] It will be called “vijana group” and we will start with “shamba darasa” (agriculture classes) because many young people, and other farmers as well, are practising traditional farming. This doesn’t produce good results when it comes to harvests and that’s why we want to start by getting education on how we can improve our farming methods.

In five years’ time, Mustafa thinks that he will be an agriculture trainer to youth in his village. He will have bought his own power tiller and built a house with electricity.

4.2 Participatory viewing and listening

As described in section 3.3, the participatory viewing and listening was conducted in a ‘production site’, i.e. a place where parts of Ruka Juu had been filmed, and a ‘non-production site.’ The production site chosen was Kilosa in Morogoro region where Tatu, one of the contestants, was from. The non-production site selected was Kilombero in Morogoro region, where RUDI has an office.

In Kilombero, the site for the participatory viewing and listening was a rice storage warehouse in Mang’ula village. In Kilosa, the site was a classroom in a primary school in Magomeni ward,
just outside Kilosa town. Twenty youth had been selected at each site, a process that had been facilitated by the local partners with the instructions that the participants should be ten male and ten female youth aged 15-30, and that the group preferably should consist of a mix between in school and out-of-school youth.

Photo 1: Participatory viewing in Mang’ula, Kilombero

The youth in Mang’ula were mainly from households with parents who were farmers and were assisting their parents on these farms. The educational background varied. While some had completed primary school, others had dropped out of secondary school, and yet others had completed Form IV. One male youth had gone to university. None of the female youth had an income-generating activity of their own. In the male group, most were assisting the parents on their farm. Four had their own farm, which they owned or rented, and three of the male youth were, in addition to farming activities, running a small business. One was working as a teacher.

In Kilosa town, most youth were from farming households. Some had grown up with parents who were employed or running businesses not related to farming. A few male and female youth identified themselves as artists and one of the girls had just finished a secretarial course. Many of the youth in the Kilosa group were still in secondary school with further education on their minds, rather than agriculture.
4.2.1 TV

Each Ruka Juu TV episode is one hour and the youth watched two episodes: 4: *Inputs, equipment, budgeting and record keeping* and 6: *Sources of support and access to cash.*

In episode four, the presenter Amabilis (ABC) asks the contestants to make a list of things that he/she will need to improve their farming business. After this, they are given 200,000 Tsh and are instructed to go shopping for the things they listed. The challenge is to choose what to buy and what to forfeit if their list exceeds the given amount. If a balance remains, it needs to be returned to Amabilis, unless the contestant has a clear and reasonable plan on how to spend it for the benefit of her/his farm. In the comic segment, Bwana Ishi goes shopping in an Agro-shop without a shopping list. He wants to buy everything and in the end it turns out that he cannot even afford to buy half the things that the shop keeper patiently has prepared for him.

In episode six, each contestant is told that they have been given a piece of land the same size as what they have now. The extra land is virgin and they have to get it ready for the next season along with the land they already have. The challenge is to find capital to make the two pieces of land ready for the next farming season with everything needed, including equipment and inputs. They cannot ask family for this capital support and need to explore other avenues, including their own savings. The purpose of the challenge is to think about the options, other than family and relatives, which may be available to them, such as SACCOS, banks, VICOBAS, private investors etc. In the comic segment, Bwana Ishi decides to walk into a village savings group meeting asking for a loan although he is not a member.

During the viewing, the researchers observed the youth. The youth watched extremely attentively and took notes during the show. They watched in almost complete silence, apart from during the Bwana Ishi segment when they all broke out in laughter. After watching the two episodes, the youth were divided into two groups - male and female - for a Focus Group Discussion. Topics to be covered were about TV access and media access in general, previous experience watching Ruka Juu, learnings and inspiration from the show, favourite contestants and segments, and relating the show to their own lives.

**TV access and previous experience watching Ruka Juu**

Among the respondents in Mang’ula, only one of the participants had a TV at home. Thereby most had sporadic access through neighbours and friends, or in a shop or in the district hospital where they sometimes go and watch news, football or a specific event. Four of the female youth and four of the male youth had watched Ruka Juu when it was on air, but only a few episodes. Regarding access to other media, almost all had access to radio in their homes. They also had access to Fema magazine through secondary school students who pass on old copies, but not the recent ones. One of the participants, a male youth who had been to college and come back to Mang’ula, used the Internet where he accesses email, Facebook and browses for job opportunities. However, he said that although Internet is available in Mang’ula, most young people do not know how to use it.
Among the participants in Kilosa, access to TV was better than in Mang’ula. Five of the girls had TV at home and watched regularly, while the other five watched TV occasionally. Among the male youth, most of the participants had access to TV, but not at home, and expressed that they thereby cannot control what they watch. Three of the girls and one of the boys in Kilosa had watched Ruka Juu, but only a few episodes. In the group of male youth, they said that if they had known before what Ruka Juu was about, they would have made an effort to watch:

For us who live outside town, especially in the villages; it’s not so easy to watch TV every day and sometimes we watch only once a week. So, for a program like Ruka Juu to be watched by many people, Femina would have had to announce/advertise it in the villages before the show starts to be on air, because we are the targeted audience (male FGD, Kilosa).

This implies that although Kilosa was a production site of Ruka Juu, the workshop participants selected by the agriculture extension team that Femina worked with had limited knowledge about Ruka Juu. Some of the male and female youth in Kilosa were even part of a Fema Club called Tuseme Fema club and have access to Fema magazine, though they had not been provided with recent copies.

Messages, inspiration and learnings from TV episode four

While discussing episode four, the FGD participants in all groups identified the key message as being the need to make a budget and have a plan or a list of things that are needed before going to the shop. Other key aspects mentioned were the importance of fertilizers:

I liked the first one because all the contestants showed their competence in budgeting and planning and I also realized that of all things they bought, fertilizer never missed. To me this shows that farmers want to improve their produce and there is a need to make fertilizers readily available to farmers (male FGD, Mang’ula).

Yusta’s actions were put forward as inspirational:

The first episode where contestants were given money and I liked Yusta the most because she used the opportunity effectively, she added more acres of land for cultivation through renting a farm because she knew she would accrue more benefit by cultivating a big piece of land. She bought enough fertilizer etc., she really inspired me (Female FGD, Mang’ula).

Apart from budgeting, record keeping and the importance of fertilizers, some FGD participants also mentioned messages like enabling youth through finance, grasping the opportunity when given, thinking quickly, and accountability and patience, as this conversation from the group of female youth in Mang’ula shows:

Resp 1: It was about enabling contestants through giving them capital, I liked the way Yusta used the money. She used all of it knowing that an opportunity doesn’t come twice and that’s good.
Resp 2: Ability to think fast, because they were given money and within a short time they were supposed to list down the things they need and do shopping.

Resp 3: Budgeting and quick thinking in business.

Resp 4: I think the message was about empowerment, to help the young farmers to come out of poverty.

Resp 5: Accountability. The contestants were accountable to the money that they were given, they had to show how they spent it in terms of inputs bought and costs involved.

Resp 6: Patience in doing business, that’s what I saw there (female FGD, Mang’ula).

Planning and good language were also aspects brought forward from episode four, with Yusta as a good example, as in this group of male youth in Mang’ula:

Resp 1: Planning for agricultural necessities depending on the amount of money given.

Resp 2: Proper planning and budgeting according to the agricultural season you are in.

Resp 3: Enabling/empowering smallholder farmers.

Resp 4: Importance of preparation before starting to cultivate.

Resp 5: Planning and good language in business. For example Yusta asked the seller for a lower price when she was buying things and good language is very important for an entrepreneur (male FGD, Mang’ula).

Making use of available resources was also mentioned in relation to episode four, with Lauriani seen as not being a good example:

Good use of resources, e.g. I don’t believe that Lauriani did not have use for that money. We should be aware that an opportunity never comes twice (female FGD, Kilosa).

From Bwana Ishi, the youth learned about the importance to plan and be patient in business:

In the first episode, I learned that I need to have a plan/list of things that I need before going to the shop. Bwana Ishi failed to pay for the things he ordered because he had not planned (male FGD, Mang’ula).

The Bwana Ishi part, and I learned that for one to be a good businessman you shouldn’t be short tempered. We saw that lady who was selling at the shop, despite the fact that Bwana Ishi was very annoying for ordering so many things and yet he didn’t have money, she didn’t get angry (Female FGD, Mang’ula).
Messages, inspiration and learnings from TV episode six

When episode six was discussed in the FGDs, the main messages mentioned in the groups were the importance of savings and loans for farmers, belonging to a group in order to save and get loans, and searching and learning about alternative sources of finance:

\[\text{I liked the second episode because it brings creativity among farmers. They start searching for banks or saving and borrowing groups in order to get capital and through searching you get to know things that you could probably not know if things were just provided to you (female FGD, Kilosa).}\]

\[\text{You have to be an active member of a SACCOS/VICOBA group for you to receive a loan in that particular group (Female FGD, Mang’ula).}\]

\[\text{It meant to extend education to farmers and other entrepreneurs on the importance of making use of financial institutions because it seem that the farmers had limited knowledge about financial groups and how these groups can help them (male FGD, Kilosa).}\]

Similar to episode four, planning, budgeting and record keeping were also mentioned in episode six. Other learnings from episode six were to not depend on donors alone, that savings can be capital and that savings and loans groups and SACCOS are not only for employees:

\[\text{The need for farmers to find different channels to get capital and not depend on donors or sponsors alone (male FGD, Mang’ula).}\]

\[\text{The message that I got there is that we can make savings that will serve as our capital in future instead of depending on loans alone (female FGD, Kilosa).}\]

\[\text{I have learned that VICOBA/SACCOs groups are not only for employed workers but even farmers can join (female FGD, Kilosa).}\]

The Bwana Ishi segment in episode six reinforced the messages of the importance of getting information about how different groups work, and to be an active member in order to access loans:

\[\text{The importance of education because we saw that Bwana Ishi came into a group and started asking for a loan and he did this because he didn’t know the procedures and principles that govern the group/access to loans. If he had enough education on how it works he would have followed the procedures (Female FGD, Mang’ula).}\]

\[\text{You need to be an active member of a group before they offer you a loan. Bwana Ishi found people in their weekly meeting and because he saw a box of money he started asking for money thinking that they give money to anyone who asks for it (male FGD, Mang’ula).}\]
Other youth mentioned the need of behaving in a proper manner to be accepted in a group, which Bwana Ishi did not:

Use of proper language when you meet people in a formal meeting discussing issues concerning their group. Bwana Ishi’s language was poor and it becomes difficult for people to consider him to join their group because you can’t find people in a meeting and from nowhere you start asking for 200,000 Tshs. They might think you are crazy (female FGD, Kilosa).

Favourite contestants and the role of the judges

Interestingly, the favourite contestants in the two episodes viewed were the ones who got the most votes overall in the whole show - namely the runner-up Yusta and winner Joseph.

All my appreciation goes to Yusta because she is a young girl who is trusted in her community and very determined, if I had her number I would have called/texted her to encourage her, she is doing a great job (Female FGD, Mang’ula).

I liked Yusta more because she is a strong woman, dedicated, her ability to think fast, confident and she is the only contestant who managed to budget well for the money that she was given (male FGD, Mang’ula).

Yusta because she is a great entrepreneur with planned future goals, she has been farming on rented fields but she also plans to buy her own piece of land in future, I really like her (male FGD, Kilosa).

As illustrated above, Yusta was popular both in the male and female groups. Joseph was also mentioned as the preferred contestant in the male as well as female groups:

I liked Joseph more because he is determined to improve his farming business by not only cultivating crops but he also keeps livestock to support his farming business (male FGD, Kilosa).

I liked Joseph more. Apart from his hardworking attitude towards his farming business he was also keeping savings in a bank, which is very good (female FGD, Mang’ula).

This female respondent in Kilosa had followed most episodes, and she assured that Joseph was the overall best performer:

Joseph, if someone had a chance to watch all the Ruka Juu shows you would be in a position to understand why Joseph is the best to me. From the very beginning, Joseph was hardworking, determined, dedicated, keeps savings etc (female FGD, Kilosa).

Although Yusta and Joseph received the most appreciation, there was a variation with favourites among the other contestants. In the group of female youth in Mang’ula, Yusta was
the favourite, followed by Joseph and then Tatu. In the group of male youth in Mang’ula, five of the respondents liked Yusta best, three liked Joseph best and two favoured Mustapha. In the group of female youth in Kilosa, Yusta was favoured by four participants, Tatu by three, Joseph by two and Aziza by one. In fact, all contestants were favourites by some participants:

Tatu, first of all she comes from Kilosa and she is very strong and courageous. She rides a bicycle from Bombo to Magomeni town to buy inputs - which girl among us can do that? All my credits go to her. If she had decided to take a motorcycle from Ulaya village to town, it would have cost her 10,000 Tshs back and forth (female FGD, Kilosa).

Mustapha, because he made extra effort to get capital from groups, for example the SACCOs group. This shows that he is courageous and he is ready to take risks (male FGD, Mang’ula).

I liked the second episode especially sister Aziza because she has been honest before the judges. She made her budget and showed all the sources where she could get the money but 682,000 Tshs was still missing. She was supposed to raise it from somewhere else but she openly told the judges that there was no way she was going to be able to raise that amount again because she had already explored all avenues. I really liked her (male FGD, Kilosa).

Lauriani, because he was very honest. He was given money that could not cater for his listed needs at that time and he decided to take it back. He did not want to spend it on non-prioritized items (male FGD, Kilosa).

Regarding the role of the judges, there was mainly positive feedback from the FGD participants. The criticism by the judges was said to challenge the contestants to work hard to achieve their goals. It was also said that the judges’ advice not only benefited the contestants, but also themselves and the wider community:

We also received education through their advice, suggestions and criticisms where contestants went wrong (female FGD, Kilosa).

The judges were clearly showing errors done by contestants and by doing so they were also helping us because such errors are also done by many farmers in our community (male youth, Kilosa).

There is one thing that I have learned from them; to be creative. Every time the judges were complaining that the contestants are not creative enough and do not use the available resources that is surrounding them. For example some of them took back the balance to Amabilis instead of investing it for the next season, they only looked at the present (male FGD, Mang’ula).

There were some complaints about the judges, saying that they sometimes were unfair and tended to give high marks not necessarily for performance in the current challenge, but based
on the overall score or performance in the previous challenge, and that they tended to copy each other.

_in the first episode I did not like the way the judges gave Yusta lower scores because she worked so hard to look for capital. The people whom she expected to get the money from told her to wait and she decided to wait but the judges did not look at all the efforts she made to get money and decided to give her lower marks, I did not like it at all. They were not fair to her (Female FGD, Mang’ula)_.

They should not look at a contestant as an individual but rather what a contestant does because they had a tendency of giving higher marks to a contestant who had higher marks in the previous episode (female FGD, Mang’ula).

The judges were not fair in the second episode because they were blaming the contestants a lot for not being members of groups, without knowing that leaders in VICOBA or SACCOs have not given enough education to people in villages - they mainly put emphasis in towns. I don’t think farmers would not have joined the groups if they were given education about VICOBA and how it functions (male FGD, Kilosa).

**Relating the TV show to their own lives**

In the FGDs, there was a discussion about whether watching the Ruka Juu episodes motivated and educated them in relation to their own life situations. Some said that they feel encouraged because they believe they can do the things that the contestants were doing because they have learned a lot from them. Some mentioned that they learned that planning and belonging to groups is very important, and to have confidence to act:

_in the last statement that sister Amabilis made (the TV presenter), that youth farmers can decide to form groups and in those groups we can decide to cultivate one’s farm today, next day we go to another member of the group and cultivate there and the trend will continue. This will help us to cut the running cost like hiring laborers and make the workload easier. I am inspired to form a group that will be doing that (female FGD, Mang’ula)_.

Others were encouraged to start planning and budgeting with the income that they get, to start keeping financial records, and that agriculture is something which can actually be used to accomplish their goals:

Resp 1: _I am inspired and motivated, I never really liked agriculture from the start but after watching fellow young girls like Yusta and Tatu, I would also like to start farming business and I believe I can reach all my desired goals through farming._

Resp 2: _I think we have all been encouraged by the Ruka Juu contestants and their activities and we would like to be like them, or more than them because we have the advantage of education already (female youth, Kilosa)_.
As shown in the quote below, the research was regarded as a seminar. The youth who participated took the exercise very seriously and they were going to take action:

I’m happy that we received education in this short seminar or training day that you have been with us and I want to assure you that I will not be same again when I leave this place. I am going to teach my mum and I won’t let her go to plant without fertilizer etc. (male FGD, Kilosa).

Many farmers just use traditional methods, they do not use fertilizer, pesticides, they don’t prepare the farm well before planting and when they fail to get enough crops they say that they are bewitched. I also used to believe that but Ruka Juu has completely changed my attitude. Now I know what I should do for me to gain good produce and I will share this with my parents (male FGD, Kilosa).

Most favoured to continue with the theme of agriculture when questioned on the theme they would like to see for the next season of Ruka Juu. In the group of female youth in Mang’ula, nine suggested to continue with agriculture, among whom two wished to focus on sales and marketing in relation to agriculture. One participant wanted to repeat the topic of 2011. In the group of male youth in Mang’ula, all suggested to continue with agriculture - modern agriculture and sales and marketing related to agriculture. In the group of female youth in Kilosa, they suggested agricultural education and access to markets. In the group of male youth, the suggestions were slightly different. Three wished the theme to be about livestock, while others suggested health, gender and relationships, and climate change.

Results of the before and after viewing survey

As mentioned in section 3.3, before watching the two Ruka Juu TV episodes, the 20 youth in each site were asked to fill in a questionnaire. After watching the episodes, and the subsequent FGD, they filled in the same questionnaire again. Some of the questions were knowledge questions about farming and business, based on the content of the Ruka Juu episodes four and six (see questionnaire in appendix G). As shown in figure 1, the distribution of correct answers is more concentrated towards full-score (six out of six correct questions) after watching the show, which suggests that watching these two episodes have increased the viewers’ knowledge about farming.
Figure 1: Distribution of correct farm knowledge before (left) and after (right) participatory viewing

Another part of the questionnaire aimed to capture attitude questions related to career choice. One such question was about demand for further training in farming. The question was as follows: If you were offered a one week, full-time training course for free, which one would you choose between: office work, farming, health, vocational training, or don’t know? Figure 2 below shows the results before viewing the two episodes (left) and after watching (right). As can be seen, the percentage of youth who chose a course in farming increased from 65 per cent to 82 per cent after watching the show.
4.2.2 Radio

On the third day, the same youth were gathered to listen to two episodes of the 30 minute long radio show, which was followed by a Focus Group Discussion. As during the viewing exercise on the previous day, the youth listened quietly, attentively and took notes. They were amused by the Bwana Ishi and Tuli comic segments, during which they looked at each other and laughed.

The radio episodes selected were episode four: Micro-finance and savings schemes and episode five: Mobile phones and Farming. The radio shows do not have the competitive element with challenges and contestants. Each is comprised of different parts, including presentation of the topic by the presenters Michael and Rebecca, music, discussion, expert advice, a comic segment with Bwana Ishi and his wife Tuli, and interview with a role model.

The radio shows partly follow the TV shows. Radio episode four has the same theme as episode six of the TV show, discussed in section 4.2.1 above, with similar objectives: to motivate young people to identify support systems from their areas and understand how to benefit from them. The objective of episode five was to raise awareness and empower young farmers to positively use their mobile phones in improving their farming business.

Radio access and previous experience listening to Ruka Juu

In the group of female youth in Mang'ula, nine out of ten listen to radio and among the male youth, eight of the ten have a radio at home and the other two have easy access. The radio channels they usually listen to are Radio Abood, Pambazuko, Radio Planet, Radio Ulanga and
TBC. None of the participants had listened to Ruka Juu radio when it was aired, which was explained in the following manner by one of the respondents:

*We listen to other radio programmes but not Ruka Juu because we don’t know which radio station the programme is being aired on and also time and days, perhaps you give us the details and we shall start following up because we are interested* (male FGD, Mang’ula).

In Kilosa, eight of the female youth had radios at home and all listened to the radio. All male respondents listened to the radio. The radio channels they listened to were Radio Free Africa, Abood, Clouds and BBC Kiswahili. None of the youth in Kilosa had listened to the Ruka Juu radio shows.

**Messages, inspiration and learnings from radio episode four**

In the FGDs, it was said that the main messages in episode four were about planting suitable crops, use and management of resources, the need for affordable and subsidized inputs, and exploitation of farmers by middlemen. One example of learnings mentioned was that the discussion about different land types had taught them that what crops are suitable for which kind of land.

They also liked the episode because it highlighted and educated the audience about the importance of agricultural inputs and pricing of these, but also warned about the use of strong chemicals as the following two quotes show:

*I liked the first episode that was about use of resources and agricultural input and prices of agricultural products e.g. I have learned about the importance of fertilizers in farming* (female FGD, Kilosa).

*I liked the part of the expert where they come up with the topic and the discussion after, especially when they were warning us about the use of strong chemicals in vegetable cultivation because they have effects, but encouraged us to use locally made chemicals* (female FGD, Mang’ula).

Regarding resource management, the expert’s talk about use of day-labourers had caught the listeners’ attention:

*The first episode also talked about use of labourers in farming activities. He explained that many farmers use labourers even when there is no need to do so and that this increases the running cost, and that labourers sometimes do not do as good as the owner could have done* (male FGD, Kilosa).

It was also mentioned that the episode was very relevant because the discussion in the show about farmers being exploited by businessmen when it comes to sale of their crops is the real situation. In addition, several respondents mentioned that they had learned about the government’s role and influence on pricing and access to agricultural inputs, taxation and
where they can sell their crops, and formed opinions about this, as shown in this conversation among the girls in Kilosa:

Resp 1: The government should lower the prices of agricultural inputs because these inputs are available but farmers cannot afford them, thus their availability does not help if people cannot access them.

Resp 2: To stop farmers’ exploitation especially small scale farmers e.g. farmers are being charged high tariffs etc.

Resp 3: The government should not interfere with farmers’ decision. For example recently the government has been stopping farmers from selling their crops outside the country yet domestic prices offered are very low that farmers can nearly get no profit.

Resp 4: Subsidies should be given equally to all farmers and not favour certain people for certain reasons (female FGD, Kilosa).

One of the male respondents in Mang’ula expressed that he had been touched by the messages in the episode:

I liked the first episode that talked about four factors to be considered in farming business that really touched my heart. The factors mentioned were; land, seeds, market and prices of agricultural produce. Taking these four factors into consideration will greatly improve agriculture (male FGD, Mang’ula)

The comic segment with the dialogue between Bwana Ishi and his wife Tuli stimulated a lively discussion in the groups. Different respondents had caught different messages from the dialogue - about being brave, that farming is not a bad business as many people perceive it, that HIV/AIDS is not the end of life, and that credit is not the beginning of being broke:

It shows that Tuli did not have the intention or goals to engage herself in farming but her husband convinced her and I am sure she understood and accepted to join her husband. This part shows that farming is not a bad business as many people perceive it (female FGD, Kilosa).

Resp 1: Not to be afraid when you want to do farming business, we heard this from Tuli when she told her husband to buy her red shoes and instead her husband bought her gumboots to use while going to the farm something that really disappointed her because she thinks farming business is not a good deal to engage in. They say “no sweet without sweat”.

Resp 2: The message tried to show that being HIV positive is not end of life.

Resp 3: Though he said that being HIV positive is not end of life I don’t think that was the main message. The message that I got from the first episode was that engaging in
agriculture and getting access to credit is not the beginning of being bankrupt/broke, as his wife Tuli stated (female FGD, Mang’ula).

Bwana Ishi’s slogan had also caught the attention of some respondents:

The importance of agriculture with his slogan “kilimo ndio mpango mzima - agriculture is the best plan” because agriculture is a backbone of our economy (male FGD, Mang’ula).

Messages, inspiration and learnings from radio episode six

The topic in this episode - mobile phones and farming - was something most respondents in the groups could relate to. Although not all of them had a mobile phone, most had access to one. In Mang’ula, four of the female and all male respondents had a mobile phone. In Kilosa, eight of the female youth and all male youth had a mobile phone.

The respondents thought that this episode was very relevant because it showed that farmers can use their phones for agricultural activities, including networking, getting information about prices, and communication with buyers, agriculture extension officers and with input suppliers:

I liked the second episode because it has enlightened farmers that they can use their phones to communicate to other farmers in different areas to get updated information regarding their farming activities, market networking and prices of their produce without wasting any time (male FGD, Mang’ula)

I liked the second episode more because it has shown how mobile phone communication can contribute to agriculture growth and development, e.g. you can communicate with an extension officer in times of need for advice without wasting much time (female FGD, Kilosa).

I liked the second episode because the mobile phone facilitates the running of business. For example most agricultural shops are in town and not in deep villages thus I can give a call to a shop seller and he helps send the things I need, for example hoe, fertilizer, water pump etc (female FGD, Kilosa).

The comic Bwana Ishi and Tuli dialogue made the respondents laugh, but it was expressed, especially among the female respondents, that this type of conversation exists in their village, that mobile phones can be a source of jealousy and that many men tend not to involve their wives:

Resp 1: It exists especially in the second episode. We have seen couples fighting over mobile phone conversations because they are not being involved in many issues by their husbands.

Resp 2: Bwana Ishi did not involve his wife in the communication he had with “Bibi shamba” only to find her husband talking to a woman often times, this shows the importance of involving our partners in mobile phone conversations we have with opposite sex persons otherwise mobile phones can bring mistrust.
Resp 3: To add on what she has just said: a big percentage of men do not involve their wives in most things that they are doing, which isn’t a good thing to do (female FGD, Mang’ula).

A similar discussion was held in the other female group:

Resp 1: I think the message was about gender education because when Tuli saw her husband talking to a woman on the phone, what came to her mind was that her husband is cheating on her without knowing that her husband was talking to the extension officer on issues related to agriculture and nothing else. She was just jealous. I have learned that even when I get married in future I should not be jealous on issues related to work because it’s not always true that every time a man talks on phone with a woman then he is cheating.

All: Long laughter

Resp 2: If he calls “Bibi Shamba” all the time I will also start calling “Babu Shamba”, tit for tat.

Resp 3: Women to reduce unnecessary jealousy that is not helpful. For example, Tuli started quarrelling with her husband even without knowing the person her husband was talking to.

Resp 4: I have learned that when somebody of an opposite sex calls you, you should not go and receive that call from another place, because this will create suspicions and leaves him/her with unanswered questions (female FGD, Kilosa).

**Favourite radio episode segments & and parts less appreciated**

The comic segment with Bwana Ishi and Tuli was the favourite segment of most respondents, and it was suggested that this segment should be longer. The expert segment was also appreciated and it was said that their advice and suggestions are valuable, as well as the discussion part:

The expert’s part because it gives professional advice and discussion part where contributions from different people were welcomed and this allows wider range of knowledge (female FGD, Mang’ula).

I liked the discussion part where people/listeners were given an opportunity to give their contribution and this widens knowledge and also allows people to air out their grievances (male FGD, Kilosa).

The music segment was mentioned as a favourite segment by a few respondents:

I liked the music part, especially in the first episode “kila kitu kimepanda bei” meaning that everything has gone up in terms of price. Sometime back you could buy a lot with 10,000 Tshs but that’s no longer the case (female FGD, Mang’ula).
However, it was expressed that the music in the second episode was not well chosen for the episode:

I didn’t like the song in the second episode because the episode is about agriculture and the song says “nipigie honey” (call me honey), and although the topic was about phone use in agriculture, the song was meaning something else (male FGD, Mang’ula).

Overall, the presenters were praised, but there was one aspect which was criticised, namely that they sometimes talked fast and with a strange pitch:

Resp 1: Personally, I think there are times the presenters were very fast and we could not hear well all the words.

Resp 2: They were over-decorating their voice in a way that we could not hear what they were saying sometimes (male FGD, Mang’ula).

Relating the radio show to their own lives

Similarly to the FGDs about the TV show, there was a discussion about whether listening to the Ruka Juu episodes motivated and educated them in relation to their own life situations. Some said that they feel motivated by the advice of the experts in general:

I was so much motivated by the expert’s advice on the first episode when he talked about the need to know the type of soil, what crops suits for that soil and what kind of fertilizer to be used on that land (female FGD, Mang’ula).

One respondent says that she has become motivated because she learned that not a lot of money is needed to start farming activities, for example because local manure can be used instead of chemicals:

I am motivated, because I have learned that I do not have to have a very big capital to start farming but I can start by using local manure e.g. cow dung (female FGD, Kilosa)

Some have been motivated especially by the Bwana Ishi and Tuli segment:

Personally I feel motivated especially with the Tuli and Bwana Ishi part. When I get married I will make sure I know everything that my husband does by working together in the farm. If we get ten sacks from the farm I will then also see them because it becomes very easy for him to come and say he got seven sacks when I’m not there (female FGD, Mang’ula).

Others say that they will take action related to phone use by starting to utilize their phones for agro-business related activities:

I have learned that a phone is not only for chatting, for example Facebook, Twitter etc. I will use my phone to get agricultural related information from various sources, connecting myself to the market networks etc. (female FGD, Kilosa).
Some are ready to start farming activities, referring not only to the radio episodes, but also the TV episodes watched on the previous day:

Resp 1: I was highly motivated and if I manage to get a piece of land, I will start farming even this evening because I have seen the importance of farming through Ruka Juu episodes, both TV and radio (male FGD, Mang’ula).

Resp 2: Yes. I have learned the importance of knowing farming seasons and this coming September I will prepare a small piece of land and I will cultivate this year.

Resp 3: Yes and I will be of great help to my parents and other youth about agriculture because Ruka Juu has given me enough education and I have some tips on how to go about it (male FGD, Mang’ula).

4.2.3 Youth and (lack of) agricultural support

As previously mentioned, RUDI was particularly interested in participating in this research exercise to try to reach young people. In the FGDs, the issue of few youth in farmers’ associations was discussed. Some of the explanations by the youth were that the members, who are older, invite the ones they know, and they do not want to be challenged by youth. Another reason mentioned was that youth are not fully dedicated to farming because they still depend on their parents.

In the group of female youth in Mang’ula, one of the participants requested if we could link them up with an NGO that could train them in agriculture, livestock and to improve life in the village. This is what RUDI is already doing and they even have an office in Mang’ula. However, the youth in this group had not even thought that they could enter such an organisation and ask for assistance. They do not know the procedures and thought that they simply cannot just go to somebody’s office and start asking questions.

In the male group in Mang’ula, facilitated by Sesilia from RUDI, she tried to get an understanding of why few youth approach RUDI, and they gave similar answers. There seems to be a generational mistrust issue from the older people, and lack of initiative from the younger ones:

Mod: RUDI has been operating in Mang’ula for over seven years and we have formed several farmer groups but these groups do not have youth, what could be the reason?

Resp 1: Young people are not being involved in these groups, for instance in our village here, the older ones are in control of everything. Even when the facilitators come they only meet with the older ones, leaving the young people behind. If young people were involved in these groups I believe we would be the catalyst for development in our community.

Resp 2: Just like my fellow has said, the older ones are taking control of everything in those groups without involving the youth.
Resp 3: We never got an opportunity to participate because older ones are being selfish

Mod: Have you ever tried to inquire from them how you can become members in the farmers’ groups?

Resp 1: No. It becomes very difficult for a young man like me to go to them and start asking questions of how I can become a member because these old men see us in the village everyday but they have never showed interest of wanting us to be in their groups. They discuss their own things without involving us.

Resp 2: We were expecting them to motivate us to join in farmers’ associations groups as one way of bringing improvements in these particular groups because we are strong and we also have good ideas that can be of great help.

Resp 3: Older ones do not like to be challenged especially now that many young people are more educated than them and when information arrives in village related to these associations they only share among themselves. They have this bad feeling that when young people join, they will replace them and this kind of information is spread among many older people (male FGD, Mang’ula).

In Kilosa, similar reasons to those above were given. In addition, it was said that the associations meet in the mornings, which is not convenient for youth who are in school. However, among the youth who participated in the FGD, there were two male participants in Kilosa that were not interested in farming:

Resp 1: I am not interested in farming and I won’t farm because of all the problems associated within the agriculture sector

Resp 2: I don’t want to die poor. I have never seen someone doing hand hoe cultivation successfully, so I can never engage myself in farming - unless I am provided with inputs, machines, tractors etc. The government has to prove to me that agriculture is really the backbone of our economy (male FGD, Kilosa).

The youth in Mang’ula made a request to Sesilia from RUDI and to Francis from Femina:

Resp 1: I would request that you provide us with continuous education that will help to bring prosperity in our group. The problem with many Tanzanians is that we can discuss things today and after the discussion everything is forgotten there. I am begging you to continue supporting us and I am sure fruitful results will be achieved.

Resp 2: I am requesting to have more agriculture experts in our village and I will be glad if you could help us with this because we only have one extension officer in the entire village and yet we expect to have great success in agriculture, this nearly makes it impossible.
Mod RUDI: Let me finish by saying this; I work with RUDI that operates in Mang’ula. We have several groups that we have formed but all these groups lack young farmers thus we aim to have young people whom we can work with. We are afraid that in a few years to come when these older ones are not there or can’t farm anymore then the agricultural sector will be dying. RUDI gives education through our experts e.g. an extension officer, a project manager, an entrepreneurship trainer etc. We don’t have money to give you, but we can connect you to financial institutions, though we normally encourage farmers to form a VICOBA group because it offers lower interest rates compared to banks. We have a women’s group that we encouraged to form a VICOBA group and they now already have about five million Tshs although it has just started.

Mod Femina: If you are interested to work with us, I am requesting you to write down your names, invite other youth who are not here and bring that list to us. I want to assure you that if you are serious with it we will start working with you effectively next month and that the same group will be a FEMA club where you will be receiving FEMA magazines. Choose leaders among yourselves and once you are ready then we will also be ready to start working with you.

As shown above, the youth in Mang’ula and Kilosa are not part of farmers’ associations. They also do not seem to get support from the agricultural extension officers, for the same reasons that have already been mentioned by the contestants in section 4.1, namely that they are either not visiting the villages or that they are socially distant to small-scale farmers:

It is very difficult to get these extension officers to come and visit your farm. They are government employees but for them to come and visit your farm, you need to pay them extra even if they are using motorcycles that were given to them to ease their work (male FGD, Kilosa).

The problem with government workers in this village is that they feel better than ordinary farmers. Even for normal greetings, you need to be very close with them for them to say hello. How do you expect such a person to help a poor farmer like my mother? (female FGD, Mang’ula).

4.2.4 Action plan and action in Mang’ula and Kilosa
At the end of the three days’ research exercise in each site (orientation and training of the local team, participatory viewing and listening with youth, and community viewing and listening), the last point on the agenda was Action Plan. This was facilitated by RUDI in Mang’ula and by the District and Ward Agriculture Officers in Kilosa.

Mang’ula

Before the meeting in Mang’ula, the 20 youth had already met and formed a youth group they had named Mang’ula Youth Farmers’ Association (MAYOFA), which would also be MAYOFA
Fema Club. At the meeting, they selected leaders among themselves (chairperson, secretary and treasurer). They planned to rent a shamba and farm with advice from the agriculture extension officers (Bwana/Bibi shamba). Sesilia from RUDI facilitated the meeting and made it clear that RUDI does not provide funds but can offer to link the group up with the RUDI Bwana shamba and business advisor, as well as VICOBA training. She also said that RUDI cannot work with only 20 youth and urged the youth to recruit others. Francis from Femina explained that if the association registers MAYOFA Fema Club, they will receive the magazines and if there is a Femina road show in Kilombero, MAYOFA Fema Club may be one of the clubs they would contact. There was a request from the youth and from RUDI to Femina to get a complete set of the Ruka Juu TV and radio episodes which could be used as part of the activities.

Since the action plan meeting, action has taken place in Mang’ula. For various reasons, the leadership did not last long. New leaders were elected and now the group is functioning well. The number of MAYOFA members has increased from the original 40 to 110 members. The group already has a piece of land where they will start practising System of Rice Intensification (SRI) farming after training by RUDI. MAYOFA is currently receiving VICOBA training from RUDI facilitators and they are planning to form VICOBA groups after training. RUDI would like to repeat the research exercise in Iringa and Mbeya where they are also working in order to facilitate that youth join the more than 25 farmers’ associations they are working with. In order for this to take place, they would like to continue to collaborate with Femina and through using the TV and radio episodes promote that new youth farmers’ associations also become Fema clubs. Sesilia from RUDI stated that the research collaboration with Femina was the starting point for RUDI to initiate youth targeted activities and RUDI is now a committed partner that wants to spread these activities to other areas where they work. Sesilia also stated that through this research exercise, she as an M&E officer has contributed something very new, interesting and useful to her organisation.

The only aspect that did not work well during the joint research was that Femina has a policy of giving compensation to youth who have participated in a Femina exercise. RUDI has a different system with no compensation if the activity is less than four hours and lunch (not money) if the activity is longer than four hours. RUDI has reported that this has been a challenge to them during the follow-up activities because the youth expect to be compensated when they attend activities.

**Kilosa**

In Kilosa, the Action plan meeting started with Sesilia sharing the experience of what had happened at the action plan meeting in Mang’ula a few days earlier. The meeting was co-facilitated by the ward and district agriculture officers. Also in Kilosa, there was interest among the youth to start a farmers’ youth association, though there were different interests within the group. Fourteen people wanted to be part of an association that deals with the chicken business, four wanted to do farming and two wanted to be part of a savings and credit association that also runs a chicken business. The ward and district officials committed to follow-up with the youth what would be the most feasible association options.
Since the action plan meeting, there has been a lot of reorganization among the youth. Many of the youth who participated in the research exercise were still in school and some had recently completed Form IV. Some joined high school and other schools. There were only two youth from the original group that remained and their effort towards farming is recognized by the extension officers. However, interestingly, there are other youth groups that have been formed by copying the ideas from the youth who attended the participatory viewing and listening. These new groups have become more active than the two members who remained in the first group. The extension officers at district level are now working closely with these groups, which previously was not the case. They also offer agricultural advice and training via Kilosa community radio three times per week. The extension officer Mark Farahani stated that these activities have been realized through the experience and training that they received during the research visit by RUDI, Femina and DPC. Also in Kilosa, there is a strong interest to collaborate with RUDI and Femina and to use the TV and radio episodes in their activities.

4.3 Community viewing and listening

In the evening on the second day of the research in Mang’ula and Kilosa respectively, the two Ruka Juu TV episodes were shown in the community, using RUDI’s van, equipment and sound system. The show had been announced in the community earlier during the day by the RUDI car with a loud speaker and the Ruka Juu song. The community viewing was attended by about 200 people at each site, and many were youth. There was a lot of activity during the viewing. Children were sitting down at the front, and some were playing and running around. Youth and adults were standing up watching. People were arriving, leaving, talking, watching, and laughing. It was clearly a different setting than the active viewing earlier during the day.

When people started gathering for the show, youth between 15 and 30 were invited to fill in the same questionnaire that had earlier been administered to the youth in the classroom setting. Every second youth was invited to fill in the questionnaire before the episodes and every second youth was invited to come and fill in the same questionnaire after the two episodes. As described in more detail in the methodology chapter, he two groups were distinguished by red and blue armbands. At each site, the questionnaire was completed by about 30 youth before, and 30 youth after the show.

The results are shown in figure 3 and figure 4 below. As in the participatory viewing setting reported in section 4.2.1, the distribution of correct answers have concentrated towards more correct answers, but not to such extent as the results in the active viewing setting. This suggests that the participatory viewing setting is a more effective way to increase knowledge, through active learning. This of course needs to be weighted towards the number of people reached, i.e. a large impact on few people or a small impact on many people. While 40 youth watched the episodes in the participatory viewing setting, around 400 people watched the episodes during the community viewing. In addition, as will be discussed below, the community viewing conditions could be improved.
Photo 2: Community viewing in Kilosa

Figure 3: Distribution of correct farm knowledge questions before (left) and after (right) Community viewing
Figure 4 below shows the results from the community viewing regarding the demand for further training in farming. As can be seen, in contrast to the participatory viewing setting (figure 2 in section 4.2), the left (before) and right (after) bars look exactly the same which implies that watching the two Ruka Juu episodes have not increased the willingness to participate in a one week training in farming. It should be noted that the willingness to participate in a course in farming was very high to start with (around 75 per cent) which suggests that there is an interest in these communities to learn more about farming.

![Graph showing percentage during community viewing survey](image)

**Figure 4: Percentage during the Community viewing survey who selected the option farming course before viewing (left) and after viewing (right)**

It was powerful to see more than 200 people gathered to watch the show. However, the community viewing involved some challenges. To watch two episodes, each one hour long, turned out to be difficult. The viewing started at about 7pm, which meant that the show was not over until 9pm. Because questionnaires were also administered after the show, some respondents had to wait until 9.30-10pm, which is far too late. This could also have influenced the impact of the community viewing because people were tired. It would not have been possible to start earlier to screen the Ruka Juu episodes because it was the TV lighting up in the dark which attracted people to gather. Therefore, it is advisable that only one episode per night is shown during community viewings.

The following day, community listening was tried, without major success. It did not at all have the attraction of the TV. Even though the RUDI car was there and the show was aired over loudspeakers, people simply continued with their activities and did not gather around the radio as they had done during the TV viewing. Radio is accessed by many in rural areas. As TAMPS
2012 shows, 94 per cent of people aged 15-30, in rural as well as in urban areas, listen to the radio, compared to TV which is watched by 47 per cent in rural areas and by 83 per cent in urban areas (TAMPS 2012). People listen in homes, and in shops people carry their radios around and listen to the radio on their mobile phones. According to recent statistics, in Tanzania with a population of 45 million, there are 28 million mobile phone subscribers (TCRA, 2012).

4.4 TV or radio?

As stated above, the community viewing was far more successful than the community listening. Across the FGDs, in particular in Mang’ula, TV was the preferred medium among the two. The main argument was that with TV, they can see with their own eyes what is happening, while with radio you can only listen and if you are not careful, information can pass your attention. With TV, even if there is some interference that limits you from hearing, you can still see what is happening.

TV is much better because we can see. I was happy to see Yusta and how she does things - would I be able to see her through radio? definitely no! (female FGD, Mang’ula).

TV, given the same reasons my fellow has just said. For example we could see the contestants being given money and the things that they bought. Some of us maybe didn’t know how certain pesticides or water machines look like but through TV we were able to see them (male FGD, Mang’ula).

The moderator tried to challenge the girls in Mang’ula by saying that one of the reasons why most of them had not watched Ruka Juu was that they do not have TVs at home. Therefore, do they not think that radio serves them better since all of them have radios at home and they can even listen through their phones?

It’s true that radios are more available than TV but radio does not give a chance for us to see the actions and the practical things that are being said. We were able to see contestants’ farms and that really inspired us. Do you think it makes sense for presenters to say ‘we are here at Yusta’s farm’ on radio and we are not seeing? We wouldn’t have gotten the motivation we are having now (female FGD, Mang’ula).

In Kilosa, the girls and boys had slightly different opinions. While some said that they prefer TV, five of the girls and two boys preferred radio. One argument was that the Ruka Juu shows on radio targets everyone, while the comments and suggestions on TV were depending on what the contestants had done. Another argument favouring radio was the possibility of multi-tasking and the time factor:

Radio because I can continue with my other activities e.g. cultivating while listening unlike TV where I have to sit and watch thus consuming a lot of time (female FGD, Kilosa).

Yet another argument for radio was availability of radio:
Radio because it is easily accessed in rural areas, even if you do not have a radio, you can use your phone (male FGD, Kilosa).

Some in Kilosa put forward that they would like to have both TV and radio and that both media have advantages:

Both medial channels are good because they all help to educate youth on farming related issues (male FGD, Kilosa).

TV is the best way because I can see and hear though radio is the most easily accessed media channel in rural areas like our community, not many people have TVs at home (male FGD, Kilosa).

When asked about whether the radio episodes should follow the same flow as on the TV episodes, the answer was no, in Mang’ula as well as in Kilosa, as this quote illustrates:

It wouldn’t be attractive if they had followed the same flow. For example, it wouldn’t be nice to hear on the radio that Tatu is now riding a bicycle heading to town to do shopping, yet we are not seeing. Therefore, I think that the radio flow was nice and unique in its own way (male FGD, Kilosa).
5 Concluding discussion & Lessons learned

5.1 Do the contestants and participants Know, Feel and Do?

From the research with the Ruka Juu contestants, it is clear that Ruka Juu has been a very important journey for them, in terms of inspiration, education, as a source of resources (the water pump and money used for the challenges that they were allowed to keep) and having gained a new role in their community.

The contestants have learned in particular about the importance of record keeping and budgeting in order to know their income, expenditure and profit, and they have already started to put this into practice. They have been inspired to bring the crops themselves to the market to get a better price and avoid exploitation of middlemen. Before Ruka Juu, only Lauriani had been bringing the crops to the market place himself. They had also been inspired to plan their business better and expand their shambas. Through Ruka Juu, the contestants also learned about the importance of belonging to a group to save and get loans. Triggered by requests from youth in the local communities they live, and beyond, they have been inspired to initiate groups to share the knowledge and experiences they have acquired through Ruka Juu, not least from the Bootcamp at Sokoine University of Agriculture where the contestants gathered for one week and were trained to improve their agricultural and business practices. Several contestants have already formed groups where they will share their knowledge and learnings about agriculture. The group will learn together, and will also function as savings and loan associations. Through these groups, they are putting that knowledge gain into practice and are giving back to the community. The contestants have become well known in their local communities by citizens and leaders who have watched them go through the challenges, and they have been inspired and have learned from them.

The contestants are determined to take their farming business to the next level, and started to do so during the course of the Ruka Juu production. Through the learning groups, this could also be an outcome for other youth in their communities, hence an impact beyond the contestants themselves. That members of the community approach the contestants to say that they have found the show to be very inspirational and educational, and that they ask the contestants for advice and training, is an indication that the audience and not only the contestants have been inspired and have increased their knowledge. They have been triggered to seek further knowledge and approached the contestants for advice. As the contestants have narrated, the community members knew about Ruka Juu because of them.

As has been shown through the research with the youth in Mang’ula and Kilosa in the participatory viewing, the youth in the participatory viewing have actively viewed the two TV episodes and listened to the two radio episodes, have learned a lot, changed their attitudes and taken action. They surely know the importance of preparing a checklist and that it is possible to
negotiate with the shop keeper to get a better price on products. They also know that it does not necessarily require a lot of capital to start a farming business and that there are ways to reduce costs, including using natural fertilizers instead of chemical fertilizers, which also has the benefit that they are not harmful. They know that there are different sources of financial support which may suit their needs, and that it is important to compare different alternatives, come prepared, and behave in a professional manner. They also know that their mobile phones are a useful tool for farming, including finding out about market prices, for farming information services and for farming networking purposes.

As has also been shown, the youth who actively watched and listened to Ruka Juu, certainly feel inspired by the contestants and were motivated to learn more, both about record keeping, budgeting, planning, farm inputs and about different sources of support. They have also felt inspired to join a group and view farming as a viable option for them, and that since the contestants can do it, so can they. Those who do not have their own farm feel inspired to inform their parents about better farming practices and some are thinking about starting farming activities of their own in the near future. After listening to the radio shows they also feel empowered to use their mobile phones more actively for farming purposes rather than just as a means to communicate with their friends.

After the research, it is more difficult to assess what the youth who actively watched the two Ruka Juu TV episodes and listened to the two radio episodes actually do with the acquired knowledge and inspiration. It is hoped that they keep records, make a budget, write down their plans, seek technical expertise and use the appropriate tools and other farm inputs. It is also hoped that they approach different groups and financial institutions to learn about what they have to offer, and that they use the mobile phone more actively for farming activities, including finding out about market prices and to network. What we know for sure that they are doing is that they have joined youth farming associations - that youth in Mang’ula and Kilosa get professional support from RUDI and Kilosa District Agriculture Office, and that Mang’ula Youth Farmers’ Association are undergoing VICOBAs training.

It is interesting that the major learnings put forward by the youth were similar to those of the contestants: the importance of record keeping, budgeting and planning, to belong to groups to save and get access to loans, but also to share knowledge. The contestants were seen as role models who have inspired them to engage in their own farming business or improve the way their parents are conducting their farming activities through a ‘if they can, so can we’ attitude. However, since a majority of the youth who participated in the viewing and listening exercise do not have a piece of land of their own and were mainly assisting their parents, to take action may not be as direct as in the case of the contestants who already have their own piece of land and who have undergone an intensive treatment during the Ruka Juu process.

The participants developed a personal relationship with the contestants and feel like they ‘know them’ although they have never met. They remember certain segments and events through the actions of the contestants, both actions that have impressed them and where they would have done it differently. The power of the example sticks in people’s minds. All
contestants were favourites among some youth, but Yusta and Joseph were the most popular candidates among the youth. Interestingly, Joseph was the final winner and Yusta was the runner up. This points to them having certain qualities that they used successfully through the show and that were recognized by the youth in Mang’ula and Kilosa, by the judges and by the voting audience around the country. Some of the qualities Yusta displayed was that she was strong, brave and a good planner. Joseph was said to be hard working, determined and has diversified his farming business with livestock. Being the only contestant doing horticulture, Joseph also seemed to have that ‘little extra.’ He had impressed people around the country to the extent that he was contacted by people in Tabora and Morogoro wanting to do what he does. It should be noted that this was not an effect of having won the Ruka Juu competition because Joseph reported this before he was announced as the winner.

The role of the judges as mentors worked in the TV programme. The participating youth in Mang’ula and Kilosa expressed that the criticism by the judges made the contestants work harder to achieve their goals and that the advice from the judges also had benefited themselves. The experts on radio through the expert segment was also appreciated by the youth in the FGDs, especially from a learning point of view. They gained new knowledge about farming as a business, such as the importance of inputs, that natural fertilizers can also be used and that the mobile phone is a useful tool in farming. The comic segments with Bwana Ishi on TV and Bwana Ishi and his wife Tuli on radio were very popular and although the characters were exaggerated, the FGD participants stated that the mistakes that Bwana Ishi made and the conversations he had with Tuli are common in the communities they live. They had learned, and laughed, by the mistakes and conversations.

When comparing the results from the TV survey questionnaire between the participatory viewing and community viewing, the results show a difference between the two settings, both in terms of increased farming business knowledge and an increased interest in farming (measured through the interest in participating in a farming course compared to other courses). Clearly, to watch the show in a warehouse or classroom setting, followed by a discussion, had a greater effect than the community viewing. This setting resulted in an intense learning experience, which resonates with Femina’s drive towards using the different media products and working more with active learning, through clubs and partners. It should be said that a lot could be done to improve the learning environment in the community viewing setting. To show two episodes took too long, which meant that people got tired and started going home. It would therefore be interesting to see the effect of the community viewing with an improved setting where only one episode is shown at a time. What is particularly powerful with the community viewing, as well as TV and radio broadcasting, is the potential to reach many people, which the classroom setting does not allow for. The results of active and passive viewing can be compared with the study by Farm Radio International (2011), referred to in section 2, which shows a much greater effect of active listening compared to passive listening, but with passive listening still having considerable effect. The active listening was defined as listening in areas where the programme was actively promoted, and the passive listening was listening to the programme in areas where it could be accessed but was not actively promoted.
5.2 Access, Viewership & Listening

The greatest concern emerging from this study is the seemingly low viewership and listenership in the rural areas from where we have examples, through the contestants and the youth in Mang’ula and Kilosa who were part of the participatory viewing and listening. The narratives from the contestants show that all of them watched at neighbours’ houses and that almost all of them had facilitated watching by buying petrol for the generator because their villages do not have electricity. This implies that the contestants from villages with no electricity had to make a real effort to watch the show. Yet, most contestants were not able to watch all episodes. In rural areas without electricity, which is still the case for most rural areas in Tanzania, are people willing and able to buy petrol in order to watch Ruka Juu? This surely demands mobilization, such as that illustrated by the contestants.

People need to know about the show and they need to know that they will be entertained as well as educated and inspired by watching the show - which makes marketing crucial. The first point is important, and relates to the findings from the FGDs in both Mang’ula and Kilosa, namely that less than half of the participants had watched Ruka Juu on TV, and then only a few episodes. None of the participants had listened to Ruka Juu on the radio. Several youth reported that they had not heard about Ruka Juu before the research team met with them, and if they had heard about it, they had not realised that it would be that relevant for them. Even those who reported that they read Fema magazine and were part of Fema clubs did not know that Ruka Juu had recently been broadcast on TV and radio, which could be related to the finding that they only had access to old copies of magazines from Femina. This suggests that Femina has a big challenge to advertise the show so that the information reaches the target audience on time. A missed opportunity could have been timely distribution of the Fema magazine. A suggestion is therefore to review the Fema distribution system to ensure timely delivery.

Once they know that the show is on and that it is relevant for them, the next challenge is access to the medium, which may be a social as well as an economic issue. The power of the medium was also discussed in the Ruka Juu report from 2011 (Helgesson Sekei 2011). If somebody with more power than you over the TV - such as your neighbour, the shop owner or a parent - does not want to watch, or watch something else, you will not be able to watch. The ones with the power over the medium therefore need to be convinced that it is a worthwhile programme, and they may be even more willing to show the episodes if the cost of buying fuel for the generator is shared. The discussion about access to the medium is a strong argument for radio. As the statistics show, and as the youth who participated in the study say, most of them have access and listen to a radio, also listening through their mobile phones, over which they have exclusive control.

However, although the youth really liked the radio episodes and had gained a lot from listening to them, TV was the preferred medium among the two. The main argument was that with TV, you can see what is happening while with radio, the risk is greater that you miss information if you are not attentive enough or if there is disturbance. They also said that there is no way that
the competition can be on radio because to them, it would not make sense for presenters to say ‘we are here at Yusta’s farm’ but they cannot see Yusta on the farm. Some participants preferred radio, putting forward several arguments such as that the radio show targets everyone, while the comments and suggestions on TV were depending on what the contestants had done. Other arguments favouring radio were the ability to do something else while listening to the radio and the wide access to radio in rural areas and through mobile phones. To view the TV and radio versions as complementary channels therefore makes sense rather than looking at it as either/or.

5.3 Lack of support and initiative

One finding from the interviews with the contestants as well as from the participating youth in Mang’ula and Kilosa, was the lack of support by agriculture extension officers. The agriculture extension officers played an important role during Femina’s scouting trips and Femina found them very helpful and resourceful. However, a critical finding from the research with the Ruka Juu contestants is that the agriculture extension officers seemed to be largely absent. Different reasons why they were not available to provide advice were given by the contestants as well as by the participating viewing and listening youth. They were said to be physically as well as socially distant, such as living in town running agro-businesses, seldom visiting the villages to give advice and hold trainings, and seeing themselves as better than ordinary small-scale farmers. It is therefore important to ask if the agriculture extension officers are an underutilized resource. They are government employees, paid with taxpayers’ money, but are they serving the citizens sufficiently? The lack of support from agriculture extension officers is in line with the recent study from Restless Development (2013a).

During the Ruka Juu research, it was also found that the youth themselves do not take the initiative to seek support, be it from the agriculture extension officers or from organisations working in the area. They do not feel that they have the authority to approach them and do not feel welcome because, according to the youth, the existing members (older) tend to favour membership among themselves and do not want to be challenged by youth. Lack of youth participation when it comes to having their views considered is also in line with the findings from Restless Development (2013a).

As illustrated in this report, the respondents had learned, been inspired and even taken action after watching two episodes of the Ruka Juu TV shows and two episodes of the radio show. Mang’ula Youth Farmers’ Association (MAYOFA)/MAYOFA Fema Club was formed. In Kilosa, even though most of the original youth are not active, new groups have been formed as a spillover effect from the research exercise in Kilosa. So how can Femina work with the challenge of advertising the TV and radio shows in rural areas and facilitate the opportunity to watch and listen to them?
5.4 The power of collaboration and active learning

The research collaboration between Femina, RUDI and Kilosa district agriculture office was a fruitful experience for all parties. RUDI and Kilosa district reached youth and found new ways to work with youth, and Femina reached Mang’ula and Kilosa through the partners. As Sesilia from RUDI stated, the research collaboration with Femina was the starting point for RUDI to initiate youth targeted activities and she as an M&E officer has contributed something very new, interesting and useful to the organisation. There lies a big potential for Femina to work with partners and provide them with recordings of the TV and radio shows. Thereby, the TV and radio shows can be promoted and recycled. A simple viewer/listener guide can be produced to promote active learning through watching/viewing followed by a discussion, facilitated by the partner, teacher or by peers. This form of ‘active learning’ through participatory viewing and listening followed by discussion is an intense form of watching and may result in more active and effective learning than watching TV at home or at a neighbour’s house. In addition, and importantly, to watch Ruka Juu through DVDs will surely also contribute to more access to Ruka Juu TV episodes in rural areas, through Femina partners. After the first season of Ruka Juu, there was also a demand for a set of the episodes. Some copies were distributed to partners. For example, the first season of Ruka Juu is used as a teaching tool by the University of Dar es Salaam Entrepreneurship Centre (UDEC). To reproduce and recycle the Ruka Juu episodes and distribute through partners who can use them as a tool was not an active strategy after the first season, but could, and should be, this time.

5.5 Recommendations

Based on the results of this study and the concluding discussion above, the recommendations are the following:

- Continue with Ruka Juu with agriculture as a theme. This was suggested by the contestants and most of the participants in Mang’ula and Kilosa, with some variation within agriculture, such as focusing on markets and livestock.
- Continue to work with TV and radio as complementary media. The introduction of Ruka Juu on the radio was appreciated by the listeners and it functioned well to have the competition broadcast on TV with complementary discussions on the radio.
- Intensify the work with partners on the ground. The research collaboration with RUDI and Kilosa district agriculture office was beneficial for Femina as well as the partners - RUDI and Kilosa district reached youth and found new ways to work with youth, and Femina reached Mang’ula and Kilosa through the partners. It is important that the partners on the ground decide on the compensation mechanism, if any, in order to make sure that the activities are sustainable for them.
- Provide the partners with a set of the Ruka Juu TV and radio episodes together with a participatory viewing and listening guide. This will stimulate active learning and reach youth who have not watched and listened to the show.
- Promote community viewing, but with one episode per night, not two. To stimulate active learning during the community viewing a moderator from the partner institution...
could use key questions from the suggested participatory viewing and listening guide to facilitate a discussion among the audience.

- Make greater efforts to make sure that the potential audience, i.e. youth in and out of school, in particular in rural areas, know about Ruka Juu, when and where it is broadcast and that the show targets THEM. To work with partners to market Ruka Juu will be important, as well as to look over the distribution system to make sure that the newly issued copies of Femina’s magazines are delivered.

- Publish the Bootcamp training in Femina’s magazines. Since the Bootcamp training at SUA seemed to have been particularly useful for the contestants, and they are using them in the groups they have established in their communities, different parts of this training could feature in Femina’s magazines.

- Advocate for the Ruka Juu TV and radio sets to be used in Village Savings and Loans Associations, VICOBAs and similar groups. The Ruka Juu contestants showed the potential for this through the creation of learning groups, with a vision that these groups will be savings and loan associations. Through the Ruka Juu experience, the young people who participated in this study have been inspired to belong to groups. In Mang’ula, this desire was realised by RUDI through the facilitation of VICOBA training for youth. By creating partnerships with organisations and institutions that promote savings and loan associations, the Ruka Juu material can be used in existing groups, as well as to encourage youth to be part of this movement.
References


# Annex A: Fema TV Show - Ruka Juu episode guide

## Ruka Juu Episode Guide

<table>
<thead>
<tr>
<th>Episode One: Ruka Juu Season One Contestant Follow-Up</th>
<th>Episode Two: Introduce Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Highlight achievements of season one contestants and the impact of Ruka Juu on their lives. Show how their success can be a motivating factor for audience to watch new season and be inspired to pursue entrepreneurship in farming.</td>
<td>Objective: Help viewers understand the benefits of farming as well as Land Rights Issues by describing how our contestants acquired their land and explaining how viewers can get land to farm as well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode Three: Know Your Region/Know Your Competition</th>
<th>Episode Four: Inputs, Equipment, Budgeting and Record Keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Help viewers understand how outside forces affect farming businesses; what they can do to better understand the needs of crops; and the best methods for cultivation in their specific region.</td>
<td>Objective: - Educate viewers on good resource management practices for farms; how to start, sustain and improve a business; and how to increase young farming productivity by using the best equipment, tools and inputs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode Five: Water and Climate Change</th>
<th>Episode Six: Sources of Support and Access to Cash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Ensure viewers understand importance of water management in farming; introduce affordable irrigation systems; encourage tree planting to curb deforestation and drought; and educate on challenges involved with climate change.</td>
<td>Objective: Demonstrate the importance of business planning and change the negative mindset of receiving micro-finance loans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode Seven: Mobile Phones</th>
<th>Episode Eight: Harvesting And Getting Produce To Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Show how farmers can use mobile phones to help with farming and selling.</td>
<td>Objective: Provide information on transportation, storage and produce sales; educate on best practices around harvest activities; and encourage farmers to seek technical advice from agriculture extension workers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode Nine: Saving and Investing Profit</th>
<th>Episode 10: Boot Camp: Keeping Safe and Healthy After the Harvest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Provide information on budgeting for farming activities; explain methods for predicting profit and loss; teach about saving, re-investing and wise spending.</td>
<td>Objective: Educate audience on importance of good health; motivate youth to live healthy lifestyles; show how excessive drinking, wasting money and engaging in risky sexual behavior is a recipe for failure.</td>
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</table>

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<tbody>
<tr>
<td>Objective: Demonstrate the importance of communication and team-work; show the role that women play in Tanzania as 'the backbone of agriculture.'</td>
<td>Objective: Review the major themes and lessons learned at Boot Camp.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Episode 13: Grand Finale!</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Winner of Ruka Juu Season Two announced!</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Host, Amabilis Batamula, their nickname is ABC) begins by welcoming the audience and introducing the theme of the show.</td>
</tr>
<tr>
<td>2</td>
<td>She briefly reviews the premise of Ruka Juu and the six contestants.</td>
</tr>
<tr>
<td>3</td>
<td>Dada Bahati welcomes the audience and thanks them for participating in the Ruka Juu short code SMS platform.</td>
</tr>
<tr>
<td>4</td>
<td>Dada Bahati reviews the SMS short code system for voting, comments, and answering the question of the week. Next she reviews the contestants' current rankings.</td>
</tr>
<tr>
<td>5</td>
<td>ABC introduces the judges. The two regular judges are Astronaut Bagile (left) from the organization, Women in Social Entrepreneurship and Derek Marusuri (right) from the Institute for Corporate Management. In addition, there is always a guest judge. In episode 5 Carol Mango (center) from the International Institute of Tropical Agriculture is the guest.</td>
</tr>
<tr>
<td>6</td>
<td>Next ABC visits each contestant in their home community and hands them a card with the challenge printed in it. Episode 5's challenge is, &quot;Assemble this irrigation machine and then explain the way it can help with your farming.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>This contestant, Tatu, assembles the irrigation machine but ultimately forgets a step and asks for assistance from ABC (this received criticism from the judges).</td>
</tr>
<tr>
<td>8</td>
<td>The challenge continues with a question and answer session in which Tatu is asked to how an irrigation machine can help improve her farming practices and to explain what she knows about global warming—the ultimate goal being to see if the contestants can find a link between climate change and the need for improved farming techniques.</td>
</tr>
</tbody>
</table>
The judges then evaluate the performance of each contestant immediately proceeding completion of their challenge (scores are not yet issued). They give criticism and/or accolades, advice and further information on the theme. Afterwards the next contestant is visited and the show proceeds until all six contestants have completed the challenge and the judges have responded.

After all the contestants have competed, there is a short comedy sketch by Bwana Ishi. The sketches portray a down-on-his-luck guy who finds himself in silly predicaments that he tries to solve using the easy way out, but always ultimately fails. In this episode he is attempting to fill up large buckets of water using small cups, and he is yelling at his arms for being weak and not working together. After filling the buckets he proceeds up a hill and falls over.

Following the comedy sketch the judges score each contestant, give further remarks on their performances and a rationalization for their scoring.

Duda Bahati returns to wrap up the show by announcing the cumulative score for each contestant.

Cumulative scores are based 50% on the judge’s marks and 50% on audience votes through SMS.

Duda Bahati announces the winners from last week’s question of the week, and she reads the current question: “Name two forms of irrigation that are environmentally friendly.”

ABC closes out the show by reviewing the major themes and lessons learned. A few clips for the following week’s episode are shown.
## Annex C: Fema Radio - Ruka Juu episode guide

<table>
<thead>
<tr>
<th>Episode</th>
<th>Topic</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Benefits of farming and historical overview</td>
</tr>
<tr>
<td>2</td>
<td>Know your region</td>
<td>When to plant, what to plant and extension services/ workers</td>
</tr>
<tr>
<td>3</td>
<td>Resource Management &amp; Utilization</td>
<td>Hiring labour, negotiation for daily wages, tools and equipment</td>
</tr>
<tr>
<td>4</td>
<td>Microfinance &amp; Savings Schemes</td>
<td>Sources of cash and support, accessing credit, business plan</td>
</tr>
<tr>
<td>5</td>
<td>Mobile phones &amp; Farming</td>
<td>Benefit of having a mobile phone, mobile money and mobile banking</td>
</tr>
<tr>
<td>6</td>
<td>Draught &amp; Irrigation</td>
<td>Irrigation, climate change, drought &amp; deforestation</td>
</tr>
<tr>
<td>7</td>
<td>Marketing your produce/harvest</td>
<td>Pre-harvest and post harvest preparation</td>
</tr>
<tr>
<td>8</td>
<td>Saving &amp; Investing profit</td>
<td>Budgeting, savings, expenditure, re-investing and planning for next season</td>
</tr>
<tr>
<td>9</td>
<td>Keep safe &amp; healthy after harvest &amp; sale</td>
<td>Protect your life and your family, stay healthy and protect your dreams,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>social support network</td>
</tr>
<tr>
<td>10</td>
<td>Gender issues in farming</td>
<td>The role of gender in the farming industry, emphasizing that successful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>farming requires cooperation between men and women.</td>
</tr>
<tr>
<td>11</td>
<td>Pesticides</td>
<td>Diseases that affect crops and types of pesticides that can cure crops.</td>
</tr>
<tr>
<td>12</td>
<td>Audience Feedback</td>
<td>Questions and answers, letters and SMS feedback</td>
</tr>
<tr>
<td>13</td>
<td>Fertilizers</td>
<td>Methods to prepare land, seeds, planting methods, crop rotation and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fertilizers</td>
</tr>
<tr>
<td>14</td>
<td>Land Rights and accessing inputs</td>
<td>The availability of fertile land and the struggle for land between</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pastoralists and farmers.</td>
</tr>
<tr>
<td>15</td>
<td>Recap and Wrap Up</td>
<td>Summary of the entire season.</td>
</tr>
</tbody>
</table>
Annex D: Know, Feel & Do concepts in design documents

TV

In episode four (Inputs, Equipment, budgeting and recordkeeping), the purpose is to educate the audience about good resource management practices with the following impact on the audience:

Know: The importance of preparing a checklist, assess costs of what is needed, where to seek more information about different tools and basic equipment, that to scale up implies creativity with the resources an how to deal with the suppliers to get the best price possible.

Feel: Inspired by the contestants’ attempts and challenged to take a step themselves, motivated to learn more and confident that a resource mobilisation plan will help them scale up their farming businesses.

Do: Informed choices and actions on resource management and practice better planning, as well as seek technical expertise on appropriate tools, equipment and other farm inputs.

In episode six (Sources of support and access to cash), the following impact on the audience is desired:

Know: How to identify different sources of support suitable for their situation, why it is important to plan and have your plans documented, how to approach the various sources in a professional manner and what questions to ask and that it does not necessarily require a lot of capital to get your farming business moving.

Feel: That it is possible to try to raise money, encouraged to looking beyond the sources they are used to, and empowered to go out and start talking to various sources and to create business relationships.

Do: Write down the plans and approach financial institutions to learn more about what they have to offer. Join a group suited for your needs, such as a village Savings and Loan Association, or form a group (Femina HIP 2012c)

RADIO

In episode four (Micro-finance and savings schemes), the objective is to motivate young people to identify support systems from their areas and understand how to benefit from them. The following impact on the audience is aimed for:

Know: Where to source cash and support and where to get information. The importance of groups, that farming can be a profitable business, the value of documentation and record keeping, how to do market research, the importance of a business plan and where to get assistance to develop a business plan.
**Feel:** Empowered to identify different sources of information and support (including financial) encouraged to seeking more information on agribusiness and confident about the understanding of what a business plan is.

**Do:** Identify close support systems for farmers, initiate record keeping and documentation, initiate the groundwork for developing a business plan, seek expertise on planning for business, make a checklist to contact sources of support, including finance and agriculture extension officers, and seek information about policies relating to agribusiness in the region.

The objective of **episode 5 (Mobile phones and farming)** is to raise awareness and empower young farmers to positively use their mobile phones in improving their farming business. The aim is that the audience after listening to the programme will:

**Know:** How to use their mobile phones to benefit their farming business, the power of mobile phones as a farming promotion tool (for example about information about market prices, for marketing and farming information services and to use the mobile phone to listen to radio) and how to optimize the use of mobile phones.

**Feel:** Empowered to positively use mobile phones to sustain their farming activities and be motivated to seek more information on how to use the mobile phone for the benefit of agriculture activities.

**Do:** Use the mobile phone to get information in relation to farming and markets, to find the price of products in the market, access other information through the mobile phone, such as about the weather, and communicate with middlemen or transport facilities to improve their farm work (Femina HIP 2012b)
Annex E: Interview guide - Ruka Juu contestants

INTERVIEW GUIDE RUKA JUU II CONTESTANTS

Sokoine University of Agriculture (SUA) Morogoro, 27-28 January 2013

My name is _______ and I will be leading this interview with the help of ________.

Thank you for agreeing to take part in this interview, which we are conducting with all six Ruka Juu contestants. We want to talk to you about you and the activities you are involved in. We want you to be open and honest because this will help us a lot when we write the report which will be read by others who want to learn about Youth, farming and Ruka Juu.

We would like to record this session in order to use it in our research reports and planning. Is that OK with you? The interview will be between 1 and 1.5 hour.

1. [Interviewer uses the Ruka juu contestants’ profile to confirms the profile and complements this information in order to capture family situation (children, partner, living with parents?), education background. Also probe on what the parents do, what siblings do and where they are, and if the respondents ever have migrated.
2. How do you make a living? (probe on other livelihoods apart from farming)
3. When and how did you get into farming? (probe: By choice or no other option?)
4. What does a typical workday look like?
5. Which crops do you have? Please go through your farming cycle
6. Probe: Harvest once or twice? Use of irrigation/water harvest? Use of inputs (probe on seeds, fertilizers, pesticides and tools and if yes, where get these), use of labour?
7. How did you get access to the land? Size? (probe on ownership)
8. How do you get access to money to run the farm?
9. When do you sell the crops? Where and to whom? Is this where you want to sell your crops? If not, where would be a better option?
10. What is your income from a farming cycle? How much do you spend? (on inputs labour, tools etc)
11. How do you use your farming income? (probe on expenditures, reinvesting in business and savings. Bank account?)
12. Part of a group/association (for savings, pooling resources, loans, discussions etc.) If not, why not?
13. Do you feel motivated in your daily work with your agriculture business? If yes, how/explain? If no, why not/explain?
14. Do you feel successful in your agriculture business? (probe: compared to others in your community? In Tanzania?) If yes, how/explain? If no, why not/explain?
15. Where have you learned about farming? (Probe: Do you actively seek new knowledge/advice about farming? If yes, from whom? If no, why not/explain. If not mentioned, probe: What about the Agricultural Extension Officer?)
16. Are you updated on the newest knowledge in your field of farming? If yes, where do you access this knowledge? If no, why not?
17. Do you take actions to improve your agriculture business? If yes, in what ways? If no, why not?
18. Do you have a mobile phone/phones? What do use it for? (Probe on farming related activities, and mobile money) Probe: Are you aware that there are farming advice services through the mobile phone? If yes, how did you hear about it?
19. Do you keep financial records? If yes, when did you start with this? What do you record and how? If no, why not?
20. Do you have a written business plan? If yes, what does it contain? If yes, when did you write this? If no, why not? If not mentioned, probed on budgeting and planning.
21. How do you interact with people in your community view agriculture?
22. Do you interact with people in the community beyond your family and friends? If yes, in what ways? Probe on leadership roles.
23. Tell us about how you became part of Ruka Juu
24. Highlights of the Ruka Juu process so far? What has been positive? Not so positive? What has been the key learning you take away from Ruka Juu? Which of the challenges/exercises so far has been the most relevant to you? Why?
25. What are you hoping to learn during the Bootcamp?
26. What are your expectations of being part of Ruka Juu?
27. What are your plans when Ruka Juu is over? (short term)
29. Do you watch TV? (where, channels?) Watched Ruka Juu in 2011? If yes, who was your favourite contestant and why? If no, why not? Watched Ruka Juu 2013? Where, how many episodes?
30. Do you listen to the radio? (where, channels). Listened to Ruka Juu on Fema radio? Where, how many episodes?

Thank you very much for participating in this interview. Your feedback has been really helpful and we take it very seriously. We will follow up with an interview some months after Ruka Juu is finished so it would be great if we could complete this sheet about your contact details.
FOLLOW-UP QUESTIONS TO THE RUKA JUU 2 CONTESTANTS BEFORE THE FINAL, 25 MAY 2013 – THE RUKA JUU EXPERIENCE

Viewing and listening

Have you viewed any of the episodes? Listened to Ruka Juu radio? Where? What about other people in your community? What are the reactions?

Recognition

Has Ruka Juu made you known in your community? If yes, what are the expressions for this? Probe: Do people come to you for advice because of Ruka Juu?

Voting and messages

Have you voted in Ruka Juu? Mobilized votes? Do you know of people in your community who have voted for you? What about sending messages, for example responses to the question of the week?

Highlights

What are the highlights your participation in Ruka Juu? Positive? Not so positive? Key learnings? Inspiration?

Changes?

Has the Ruka Juu experience changed your life in any way? Changed the way you do farming? Changes in your community?

The future?

What are your plans now when Ruka Juu is over? How do you see yourself in 5 years time? Probe: Doing what? Living where? Family situation? Ambitions for the farming business? If you could choose, would you also like your children to engage in farming as a business in the future? Have your future plans changed because of Ruka Juu?
Annex F: Participatory Viewing & listening guide

PARTICIPATORY VIEWING AND LISTENING GUIDE, RUKA JUU – YOUNG FARMERS IN BUSINESS

Methodology

Questionnaire

Before the viewing starts, the participants will fill in the questionnaire together with a facilitator (the same which will be used in the participatory viewing with the community). They will fill in the same questionnaire after the show and discussion.

Participatory Viewing/listening

Participatory viewing/listening will be employed when testing the Ruka Juu episodes with the participants. Before Ruka Juu will be shown, the facilitators introduce themselves, Femina, RUDI and the purpose of the workshop (Note: Do not disclose too many details) and the procedure. Then the participants introduce themselves in turns. Note down the following information:

- First and last names (Name tags can be developed).
- Age
- Gender
- Level of education

After this, the two Ruka Juu TV episodes will be shown/radio shows aired. It is important not to disclose the overall theme or messaging in TV Show/radio show, as this may pre-empt the answers of the participants and bias them. For example, it is inappropriate to say:

‘We are going to watch what you should know about budgeting and what you need for your farm and then I will ask you some questions.’

Instead say

‘We are going to watch two episodes of Ruka Juu together and then we will ask you questions about it to get your opinions.’

While the Ruka Juu episodes are shown, the facilitator is present to observe the participants’ reactions during the show. It is important that the facilitator does not interact with the participants during the show and remembers to take notes of the participants’ reactions and
behaviours. When the episodes are over, the participants will be divided into groups and a FGD will take place.

Focus Group Discussions (FGDs)

After watching/listening to Ruka Juu, the FGDs can take place. Strive to develop an informal and casual environment, so participants feel comfortable to express their honest opinions freely.

After the FGDs, the participants are given participant allowance, which they will have to sign for. Also, on the signing sheet, the participants will note down their contact details such as full name and phone number.

<table>
<thead>
<tr>
<th>FGD tips</th>
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| ● Probe: Probing is a technique to obtain as much specific information as possible during FGD or interview. If participants give short one syllable or very general answers, it is appropriate to probe for more details. Consider the following example:  
  Facilitator: What did you think about the Ruka Juu episodes?  
  Participant: It is a nice programme.  
  Facilitator (probing): What specifically do you find nice about it?  
  Participant: The challenges.  
  Facilitator (probing): What is nice about the challenges?  
  Participant: They inspired me to become a farmer |

In the example above, the facilitator keeps asking the participant until specific information has been given about what it is, the participant finds nice about Ruka Juu. This is crucial to obtain as much specific information to feed back into the production process.

- Time management: Not all participants are expected to answer all the questions, which would also be too time consuming. Allow respondents to speak when and if they want, but feel free to cue people around time or to move to the next question if you are concerned about time.
- Management: Ensure all participants, also the quiet ones, get to speak throughout the FGD. If one individual talks a lot, cut him/her off and include others.

Introduction (5 min):

My name is _______ and I will be leading this session with the help of ________.

Thank you for agreeing to take part in this exercise. We want to talk to you about the Ruka Juu shows and also the activities you get involved in. We want you to be open and honest and critical.
We will be recording this session and using it in our research reports and planning. However, everything you say is confidential and individual names will not be mentioned in the report.

There are a few basic rules for this session!! (No 1) There are no bad opinions. Speak your mind. Be honest. (No 2) Let everyone have a chance to speak (No 3) Don’t interrupt but if you disagree, speak out when the person has finished speaking (No 4) Out of respect for one another anything discussed in this group should be kept confidential (No 5) Put your phone on silence (Last but most importantly!!) (No 6) Relax and have fun!

Participant Introductions (10 min)

Now, can you each in turn introduce yourself to the group. No more than one minute each please!

Media consumption habits (10 min)

- How many of you watch TV/radio? (raise of hands) (If some don’t watch, make a follow up on why they don’t watch). How, when?
- How often?
- How many of you have ever watched/listened to Ruka Juu before today? (raise of hands) If no, why not?
- Which other media do you engage with? (Radio, magazines, Internet)

Attraction (20 min)

- Which of the two episodes did you like best, the first or the second? Why?
- Which segments of Ruka Juu did you enjoy the most? (TV: to follow the participants during the challenges, studio discussions with judges, Bwana Ishi, Bahatika na Bahati or the voting?) Why? (Radio: Presenters intro, interview, voices, expert, music, Bwana Ishi and Tuli, Question of the week)
- Which segments of the TV Show did you enjoy the least? Why?
(The facilitator should get deeper into finding out how the group perceives the other parts. A good opportunity for a quick ranking exercise)

- What is your opinion of the expert/s and the topics he/they talked about?
- What is your opinion about the contestants? Who did you like the most? Why? (This question is only for TV, not radio)
- Would you want to watch/listen to another episode of Ruka Juu? Why/why not?

Comprehension/Information (20 min)

Episode four

- What were the main messages?
- What was the main message in the comedy segments?
- What were the main messages in the expert segments?
- What have you learned from the TV Show/radio show?
- Was there something which was not clear?
Episode six

- What were the main messages?
- What was the main message in the comedy segments?
- What were the main messages in the expert segments?
- What have you learned from the TV Show?
- Was there something which was not clear?

Reliability/Relevance – (10 min)

- Are the experts reliable?
- Are the presenters trustworthy?
- Is Bwana Ishi a realistic character? (radio: Bwana Ishi and Tuli)
- Were the issues in the Ruka Juu episodes relevant to you? Explain why/why not?

Motivation (10 min)

Are you inspired/motivated/encouraged to do anything after watching/listening to these Ruka Juu episodes? Yes, what?/No, why not?

Could you be one of the contestants? Probe: Who inspired you the most?

Young farmers in business? (10 min)

- Are youth in this area interested in farming? If no, why not?
- What are the challenges of youth in farming? (probe on low income, lack of tools, access to land, inputs, capital)
- Are there any youth in farmers associations? If not, why not?
- Would you be interested to join a Farmer’s association/club for youth? If yes, what would motivate you to join? (probe on education, savings and credit, linkage to markets, linkage to input supply, other activities?)
- Would you be willing to take the initiative?
- Support from Bibi and Bwana shamba?

Wrap up (5 min)

- Which themes would you like to see featured in future series of Ruka Juu?
- Comparison TV and radio, preferred medium? Why?
- Future plans
- Do you have any additional comments you would like to share with us?

Close and thanks

Thank you very much for participating in this exercise. Your feedback has been really helpful and we take it very seriously. We hope that next time we meet, it will be in a club for young farmers

(1 hour and 40 minutes)
Annex G: Viewing questionnaire

After-show survey

Pre-show survey: Drop Section B (Program evaluation)

A. Background information

Name

Gender

Age

Location, specify village

Level of education

Occupation

Are you married (Y/N)

Do you have a mobile phone? (y/n)

Children (write number; if no children, write 0)

Had you heard of the TV show “Ruka Juu Young farmers in business” before today? (Y/N)

How many episodes of “Ruka Juu Young farmers in business” have you watched on TV before today? (Write 0 if no episode)
Which channel? (TBC/ITV)

Had you heard of the radio show “Ruka Juu Young farmers in business” before today?

How many episodes of “Ruka Juu Young farmers in business” have you listened to on radio before today? (Write 0 if no episode)


B. Program evaluation

B1. Satisfaction with the show

Which episode did you like the most? (1/2)

“Shopping for inputs” = 1

“Finding capital” = 2

Why did you like this episode the most? (1/2/3/4)

It was more entertaining = 1

It was more useful = 2

It was more entertaining AND more useful = 3

Other = 4, please specify

Which contestant inspired you the most? (Write name)

Joseph, Tatu, Lawriani, Aziza, Yusta, Mustafa

Why did this contestant inspire you the most?
B2. Program content

Q1. Which contestant is leading the competition at the beginning of the first episodes that you watched?

Joseph
Tatu
Lawriani
Aziza
Yusta
Mustafa

Q2. Which contestant got the most points from the judges in the first episode (“Shopping for inputs”)?

Joseph
Tatu
Lawriani
Aziza
Yusta
Mustafa

Q3. Which contestant got the least points from the judges in the second episode (“Finding capital”)?

Joseph
Tatu
Q4. Which region does the contestant Lawriani come from?

Arusha
Mtwara
Morogoro
Rukwa

Q5. How much money was the contestants given to shop for inputs?

50 000 Tsh
200 000 Tsh
1 million Tsh
2 million Tsh

Q6. What did Aziza buy for the money?

Seeds
Pesticides
Water pump
Fertilizer

Q7. How did Tatu travel to the shop?

Taxi
Bicycle
Motorbike
On foot

Q8. What is the name of the comedian in the show?

Bwana Solo
Bwana Ishi
Dada Amabilis
Dada Bahati

C. Farming knowledge

Q1. What is important when purchasing items for your farm?

To have a checklist of the items you need
To make sure there is a bicycle available for transport

To make sure you always buy the most expensive item

To make sure you have a balance left after the purchase

Q2. What is important when buying pesticides?

Make sure the package looks nice

Make sure that it has not expired

Make sure that you buy the same pesticide as last year

Avoid buying from the same supplier every time

Q3. What is true of SACCOs?

You need to become a member to get a loan

You can get a small loan, even if you are not a member

You can only get a loan if you have friends in the group

You can only get a loan if you have formal employment
Q4. When making a budget for your farm, it is important to:

List as many items as possible

List only the most expensive items

List only the items that are necessary

List as few items as possible

Q5. What characterizes an entrepreneurial farmer?

One who always plants the same crop as last year

One who changes crop every year

One who uses the profits to buy luxury goods

One who uses the profits to invest in the business

Q6. What is an important benefit of fertilizer?
The crops become more nutritious

The crops become beautiful

The crops never rot

The crops are never attacked by insects

D. Attitudes to risk

Q1. What would you choose if you could choose between 2000 Tsh for sure or a lottery, where if you a flip coin, then heads, you get 4000 Tsh, tails, you get nothing.

2000 for sure The lottery (4000 if lucky, nothing if unlucky)

Q2. What do you consider a common characteristic of women in farming? Tick off only one.

Fast in decision making

Good at collaborating

Never give up
E. Career choice

Q1. If you were offered a one week, full-time training course for free, which one would you choose?

Tick off only one

- [ ] A Training in office work
- [ ] B Training in farming
- [ ] C Training on health issues
- [ ] D Vocational training
- [ ] E Don't know

Q2. If you were given the opportunity to join a youth organization, which one would you choose? (Tick off one)

On HIV
On Farming

On Corruption

On Gender issues

Q3. What would you do if you had 1 million Tsh? (tick off only one)

A  Use them to buy something nice for myself or my family

B  Use them to start a farming business

C  Use them to pay for my education

D  Other, specify

If other, specify here
Q4. Where do you see yourself 5 years from now?

The scale is from 1-5, where 1 means very unlikely and 5 means very likely.

I see myself as a:

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Somewhat</th>
<th>Neutral</th>
<th>Somewhat</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see myself as a</td>
<td>Unlikely</td>
<td>Unlikely</td>
<td>Likely</td>
<td>Likely</td>
<td></td>
</tr>
<tr>
<td>1. Teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Tailor</td>
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<td>3. Nurse</td>
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<tr>
<td>4. Shop owner</td>
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<td>5. Government office employee</td>
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<td>6. Farmer</td>
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<td>7. Unemployed</td>
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<tr>
<td>8. Other, please specify:</td>
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</tbody>
</table>
Q5. Where do you see yourself living in 5 years from now?

The scale is from 1-5, where 1 means very unlikely and 5 means very likely.

<table>
<thead>
<tr>
<th>I see myself living in:</th>
<th>Very Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Neutral</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Big city</td>
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<tr>
<td>2. Small town</td>
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<tr>
<td>3. Rural area</td>
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<tr>
<td>4. Outside Tanzania</td>
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</table>

Q6. What would motivate you to join a youth farming association?

Savings and credit/loans

Education

Linkage to input suppliers

Linkage to markets