



COVAMS



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Detailed Survey Activities

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1. Summary

Detailed survey composed of resource survey and training needs survey, was conducted in the target villages. This paper shows its procedures and gives the result of the survey, including its follow up activities for obtaining information to plan training programme and design training courses.

The detailed surveys to design training courses effectively for the target villages were done. The survey was conducted through having a meeting with village residents. The participants were divided into several groups with social similarity under facilitation of PIU members. As a tactic to nurture ownership to the forthcoming training, the project invited all households, without limiting the number of people from a household, of the respective villages to the meeting.

The survey revealed that the village residents are utilizing many available resources in their productive activities, and they are wishing to improve their productive activities. However, it is observed that they are not aggressively looking for other way or new ideas of utilization of available resources apart from what they are engaging in, although they seem to be interested in utilization of by-product of tree growing. The number of training needs is, in most villages, more than 10 subjects, and it made the project skeptical in the possibility to implement training courses of all requested needs. Accordingly, the project decided to give priority to the training needs of the respective villages, in order to avoid frustrations that will lead to unsatisfactory result of the village residents in the target villages. The priority was given to the respective needs with consideration of the residents' preference, existence of resources and existence of aid organization for productive activities relating to the needs. With this exercise, it was found that there is a great potential to improve the situation of tree growing and soil erosion with the residents' strong interest in these fields.

The project could not obtain adequate information to design training courses for respective needs through the survey. So the project decided to make follow-up activities to collect more information with specific shortfalls of the residents in knowledge and skills in order to plan effective training course contents after the survey. It was found that there is a difference among the project staff in understanding of practical training while having follow-up activities. The project held a meeting to bring equal understanding between the staff on the issue, and it resulted in being successful.

2. Purpose of the detailed survey

It is observed that many resources are utilized by village residents in their productive activities as well as in their livelihood improvement. However, the knowhow to utilize the resources is not well shared among the residents in villages. It is not the project's intention to find out the reasons but to provide opportunities to learn how to utilize the resources to those who don't know yet. On this

account, the project should find out resources which will be able to contribute to an improvement of the village residents' livelihood and shortfalls in the knowhow for their utilization. The project also expected to find out human resources in the villages, which the project would possibly utilize them as trainers, and new ideas of business using the available resources as well.

3. Method of the detailed survey

The detailed survey composed of resource survey and training needs survey was done in one meeting in the target villages. The project initially intended to continue the survey meeting in a village until the last person of the village would express his or her opinion towards the training needs. However, the project was advised that it would be enough with around ten people for collecting information of training needs by Mr. Noda, project overall advisor. According to his experiences, there would be no much difference between the village residents on training needs in a village since they are sharing the similar situation. In accordance with the advice, the project conducted one meeting only for the detailed survey in a village but without limiting number of participants. It is because the project thought that giving everyone an opportunity to express their opinion would help to nurture ownership to the forth coming training.

The villages conducted the detailed survey are Chuma, Chitawira, Tambala and Zwanya, Kamwendo, Mtema, Chiwalo in TA Kuntaja and STA Kapeni respectively. The survey was conducted in February and March 2008 by PIU members.

3.1 Procedures

The procedures of the survey conducted were as follows;

- ① A facilitator explained what the village residents would do in plenary meeting.
- ② The facilitator divided the participants into several groups, depending on the social similarity.
- ③ Each group selected a leader who could write and read in order to lead the group into a discussion on the questions and note the opinions of the group members.
- ④ The facilitator who is PIU member explained that the leaders were expected to invite everyone to the discussion.
- ⑤ The leaders started the discussion on resource survey followed by training needs survey.
- ⑥ The results were submitted to the project office through the PIU members and consolidated.

Resource map:

The project initially had village residents to draw a map indicating village resource on it in order to prompt the residents more utilization of resources around them into businesses or livelihood improvement. However, the map was not effectively done in a preliminary survey because of

inadequate understanding on the intentions of the project by the participants. With this result, the idea of drawing resource map was withdrawn until the village residents gain more understanding on the approach.

3.2 Resource survey

Focus was given on natural resources, productive activities and human resources for information collection as resources in a village. The series of questions are as follows;

- ① What kind of natural resources does the village have?
- ② How are the villagers utilizing the resources into the productive activities?
- ③ Who are performing better in those productive activities?

In addition, other activities not related to natural resources such as scone baking, knitting, tailoring etc were asked because those activities also can be training subject.

3.3 Training needs survey

After questioning on the resources in the village, the participants were asked the following questions;

- ① Any other new ideas of productive activities using the resources identified in the village?
- ② Of those identified productive activities, which ones do you feel you need training?
- ③ Any ideas for livelihood improvement to mitigate your problems or constraints?
- ④ Of those ideas for livelihood improvement, which ones do you feel you need training?

4. Result of the detailed survey

The survey was conducted by the PIU members. It seemed that the participants would have a potential to give right information when they were given appropriate questions. Only a few PIU members filled the questionnaire comprehensively. It probably attributed to inadequate explanation made by the project management staff and insufficient understanding of the intension of the exercise by the PIU members.

4.1 Resource survey

The identified resources and activities in connection with the resources in the target villages are shown in table 1.

As the table shows, the village residents' activities are quite diversified. The enterprises which exist already would be precious resources as well for the residents since not all the residents are engaging in. The area the residents want to expand their knowledge seems to be concentrated to utilization of by-product of tree growing. In this sense, tree growing could be promoted through introduction of the by-product enterprises. Many PIU members indicated several activities as new ideas using the

identified resources. However, most of them are not new ideas but they are already practiced by some other residents. Therefore, they are not indicated in the table 1 below. The ideas they indicated in the reporting form can be interpreted as training needs like it was explained at purpose of the detailed survey.

Some of the villages indicated the best or better performers of each productive activities on the form. It means that the village residents are recognizing the differences amongst the residents in their skills for the activities. With this respect to the performer, the project thought that it is possible to utilize the best performer as trainers. It was however, found while having discussion for preparing training contents that the residents were not convinced with the idea of the best performers as trainers. The residents were skeptical about the best performers' knowledge and skills in comparison to what extension officers have. With this tendency, the project decided not to utilize them as trainers at the beginning of the project. Therefore, the result of human resources is omitted from this paper.

Table 1: Resources and activities

Resources	Current Activities	New ideas
Trees	Herbal production Bee Keeping Timber production Pole selling Fruits selling Firewood production	Candle making (Bee keeping) Polish making (Bee keeping) Improving variety by grafting (Fruit) Juice production (Fruit) Oil extraction (Moringa)
Grass	Livestock production (Goat rearing, Rabbitory) Manure making Selling of grass (Thatching material) Mat making	Dairy (Milk production)
River	River sand selling Irrigated crop production Tree production Sugar cane production	
Reeds	Mat making Fence construction	
Dam	Fish farming Irrigated crop production	

Millet / sorghum	Beer brewing	
Stones	Quarry	
Clay soil	Pottery Charcoal burner	
Livestock	Selling Manure making	
Land	Brick making Horticulture	
Bamboo	Fence construction Chairs Shopping / laundry basket	
Brooms	Herbs Used as laundry soap	

4.2 Training needs survey

The participants during the meeting expressed their wishes in what kind of productive activity they want to engage in as training needs. Table 2 shows the needs with priority. The priority was decided collecting scores of each subject. The score was given to each subject according to their preference, existence of resources and supporting organization. The prioritization was not done during the survey meeting but in the follow-up meeting which was explained in the following section.

The result shows that the hypothesis made at the purpose of the detailed survey seems to be correct. Many village residents want to learn what others are doing, if not, they want to improve their knowledge on what they are already doing, and needs for new ideas of enterprise are given lower priority.

The training needs differ from one village to another. The project respects what the village residents want to learn as far as it can be recognized as training needs. However, there are some needs which created confusion in the project whether they want to learn some knowledge or they have different intentions. So, the project needed to collect more information on some of the needs, especially livestock. The village residents seemed to expect livestock, to be given not for the training but to share among the participants because of activity style of the pilot study project.

Table 2: Training needs

Village	Training needs
Chuma	Fish farming, Forest conservation, Modern farming, Live stock, Bakery,

	Knitting, Soap making, Cookery (Biscuit/Jam)
Chitawira	Fish farming, Afforestation, Bee keeping, Irrigated vegetable growing, Pottery, Knitting, Bakery, Agro forestry, Mushroom production, Poultry, Sheep/ Goat rearing, Dam construction, Dairy production, Piggery
Tambala	Afforestation, Bee keeping, Business management, Fish farming, Fruit production, Good farming practice (soil conservation), Horticulture, Irrigated vegetable growing, Knitting, Wood saving stove, Goat rearing, Dairy production, Layers, Piggery, Poultry
Zwanya	Bee keeping, Mushroom production, Carpentry, Afforestation, Maize planting / agro forestry, Vegetable growing, Piggery, Dairy production, Goat rearing, Layers, Business management
Kamwendo	Business management, irrigated vegetable growing, Tree production, Fruit production, Soap making, Bakery, Candle making, Knitting, Oil making, Juice making, Sugar cane production, Layers, Goat rearing, Carpentry, Dairy production
Mtema	Business management, Horticulture, Tree growing, Land conservation, Crop growing, Tobacco growing, Bee keeping, Bakery, Tin smith, Knitting, Layers, Goat rearing, Juice production, Piggery, Carpentry, Tailoring, Brick laying, Dairy production, Rabitary
Chiwalo	Business management, Irrigation (horticulture), Crop production, Tree growing, Bakery, Tinsmith, Knitting, Bee keeping, Egg production, Goat rearing, Milk production, Carpentry, Laying bricks and making, Piggery

5. Follow up of detailed survey

During the detailed survey, the participants expressed very wide open training needs like modern farming technologies for example. It probably attributed to that the village residents could not have concrete ideas or image on what the project is going to do. This tendency made the project difficult to extract their shortfalls in knowledge. At the same time, the training needs which the residents expressed are more than 10. It was not comfortable for the project to promise the villagers for implementation of all the training courses they requested. With these reasons, the project requested the PIU members to collect the following information before planning a training programme and design a training course;

- ① Priority of the residents' preference on the training needs
- ② Information on organizations which give aid to village residents
- ③ Breakdown of training needs into specific shortfalls of their knowledge

5.1 Prioritization of training course

The project takes a stance on that the training courses will be implemented as many as possible. However, it won't be possible that the project grants all the training courses because there is a limitation in project budget and time which the PIU members can allocate for a village. With this reason, the project decided to prioritize the village residents' needs by scrutinizing the following three aspects;

- ① village residents' priority,
- ② existence of resources, and
- ③ availability of aid for the activity

Approximately 10 training courses will be implemented for a village, although it can be adjustable depending on the situation. The project is going to reassess the training programme and make adjustment or modification if necessary, observing reactions of the village residents. The prioritized training courses of each village are indicated in table 3.

Table 3: Prioritized training courses of each village

Village	Training needs
Chuma	Fish farming, Forest conservation, Modern farming, Live stock, Bakery, Knitting, Soap making, Cookery (Biscuit/Jam)
Chitawira	Fish farming, Afforestation, Bee keeping, Irrigated vegetable growing, Pottery, Knitting, Bakery, Agro forestry, Mushroom production
Tambala	Afforestation, Bee keeping, Business management, Fish farming, Fruit production, Good farming practice (soil conservation), Horticulture, Irrigated vegetable growing, Knitting, Wood saving stove,
Zwanya	Bee keeping, Mushroom production, Carpentry, Afforestation, Maize planting / agro forestry, Vegetable growing, Business management
Kamwendo	Business management, Irrigated vegetable growing, Tree production, Fruit production, Soap making, Bakery, Candle making, Knitting, Oil making, Tailoring, Juice making
Mtema	Business management, Horticulture, Tree growing, Land conservation, Crop growing, Tobacco growing, Bee keeping, Bakery, Tin smith, Knitting
Chiwalo	Business management, Irrigation (horticulture), Crop production, Tree growing, Bakery, Tinsmith, Knitting, Bee keeping,

5.2 Identification of aid organization

It seems there are several aid organizations, operating around the project area. The organizations provide some materials for the village residents to start some productive activities.

Apart from these organizations, there is an organization which provides credit to famers to start

business in Blantyre.

Table 4 shows identified aid organizations operating in the project areas.

Table 4: Aid organizations

Subject	Organization
Business management	
Horticulture	Save the Children
Piggery	CISP, IRLAD
Goat rearing	CISP, OX-FAM, IRLAD
Poultry	ICOCA(WACRAD), Save the Children MARDEF, IRLAD
Fish farming	MRF, IRLAD
Tree growing	MRF, MARDEF
Bee keeping	OVOP MARDEF IRLAD
Dairy product	SHIMPA

5.3 Confirmation of training course contents

Rough picture of training contents of each course was found out through detailed survey and its follow-up meeting with the village residents. But the project found that the information was not enough for the trainers to design their training course. The project therefore, had to ask PIU members to go back to the village to find out more details such as specific variety of crops or trees, or specific shortfall knowledge of the expected trainees. For this exercise, the project assigned the PIU members who would be a trainer of particular training course in order to design an effective and appropriate training.

*Examples of specific knowledge:

- Vegetable growing
 - ✧ whole process of growing new varieties of vegetables
 - ✧ design of bed layout for irrigation
 - ✧ pest and disease control
 - ✧ application of fertilizer
- Tree growing
 - ✧ timing of work for tree growing
 - ✧ merit and demerit of tree growing methods

- Fish farming
 - ✧ construction of fish pond
 - ✧ feeding of fingerlings
 - ✧ harvesting (timing and method)

5.4 Explanation of Training concept

It was observed that there was a difference between JICA project staff and Malawian project staff on understanding of training under PRODEFI approach. JICA project staff understands it as a learning opportunity for those participating in the training, while Malawian project staff expands the idea to establishment of demonstration plot with consideration of an opportunity to start business of the group of interested people. With this understanding of the Malawian staff, especially PIU members, they designed practical training with large scale of quantity of materials and land size to grant village residents' wish.

For example, 25ares in land use for irrigated vegetable growing, and mode of field management was communal while its profit goes to the village to use it for village developmental activities with establishment of constitution for future benefit sharing.

Upon seeing the gap in understanding, a discussion was held to uniform it among the project staff. During the discussion, it was expressed that establishment of demonstration plot becomes an obstacle of the participation in training for some people who can't afford the time to work for the demonstration plot frequently. Besides, the activity such as establishment of demonstration plot is expected as reaction of the participants after the implementation of training.

The concept for the training was shared and uniformed among the project staff. After this discussion, the project decided to give every village the explanation of training concept before planning of training courses.

5.5 Confirmation of agreement on inputs sharing among training participants after the training

The project provides necessary minimum materials and tools for conducting training. With this provision, a farmer may benefit with the materials, tools and contributed work labours for the training when the training is conducted at the famer's premises while other participants will not. In due course, it may provoke a conflict. The project hence, felt necessary to facilitate a discussion among expected participants of a particular training how to share the benefit after the training course is done in order to avoid provoking conflict. The project shall keep an eye on this matter.

The following is one of the cases that happened in a village;

As an idea to address the possible conflict, the village headman allocated a portion of his land (0.5acre) as a communal land for the training. The intention of the headman and others was to establish a communal demonstration plot. Besides, the profit earned out of the activities is to be utilized as village development fund. In other words, they thought it is an opportunity to start a communal business.

The project hence, had a re-discussion with the same group of the village over the concept of training. Finally the group understood the points and agreed with scaling down of the land size.