

Project

# LISTEN

**CRS MALAWI**

**Evaluation Report/Case Study**

*May 2007*

Case study of a project designed and implemented using the  
CRS Integral Human Development conceptual framework



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**CRS**  
CATHOLIC RELIEF SERVICES



**Project**  
**LISTEN**  
**CRS MALAWI**

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*May 2007*

Case Study of a project designed and implemented using the CRS  
Integral Human Development conceptual framework

**Prepared for Catholic Relief Services by Amy Hilleboe, Consultant**



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# ABBREVIATIONS AND ACRONYMS

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|                 |   |
|-----------------|---|
| <b>ADRA</b>     | Adventist Development and Relief Agency                                     |
| <b>AI</b>       | Avian Influenza   |
| <b>CADECOM</b>  | Catholic Development Commission of Malawi                                   |
| <b>CAP(s)</b>   | Community Action Plans  |
| <b>CI</b>       | Chiteseko I   |
| <b>CORDAID</b>  | Catholic Organisation for Relief and Development AID – The Netherlands      |
| <b>CRS</b>      | Catholic Relief Services  |
| <b>C-SAFE</b>   | Consortium for Southern Africa Food Security Emergency                      |
| <b>DRM</b>      | Disaster Risk Management (CADECOM program funded by CORDAID)                |
| <b>FFP</b>      | United States Agency for International Development Office of Food for Peace |
| <b>FRB</b>      | Food Resources Bank (US based NGO focused on increasing food security)      |
| <b>GVH</b>      | Group Village Headman   |
| <b>IHD</b>      | Integral Human Development  |
| <b>IR</b>       | Intermediate Results  |
| <b>JEFAP</b>    | Joint Emergency Food Assistance Program (USAID/ FFP Funded)                 |
| <b>MASAF</b>    | Malawi Social Action Fund   |
| <b>M&amp;E</b>  | Monitoring and Evaluation   |
| <b>MoA</b>      | Ministry of Agriculture (Malawi)  |
| <b>MRSB</b>     | Malawi Rural Savings Bank   |
| <b>PL</b>       | Project LISTEN – Livelihood Strategies for Eliminating Need                 |
| <b>PLA</b>      | Participatory Livelihoods Assessment  |
| <b>SARO</b>     | Southern Africa Regional Office   |
| <b>SILC</b>     | Savings and Internal Lending Communities                                    |
| <b>SO</b>       | Strategic Objective   |
| <b>SSI</b>      | Small Scale Irrigation  |
| <b>SV&amp;F</b> | Seed Vouchers and Fairs   |
| <b>T for T</b>  | Training for Transformation   |
| <b>USAID</b>    | United States Agency for International Development                          |
| <b>VH</b>       | Village Headman   |

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# I. EXECUTIVE SUMMARY

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*“Project LISTEN has been good for our village. It’s alright if the project finishes because it’s our project, not your project”.<sup>1</sup>*

Catholic Relief Services’ Project LISTEN (PL), a one-year project initiated in 2004, was designed as an exit strategy program to reduce risks to food security shocks as emergency food distributions were concluded in Malawi and Zambia. The program was carried out simultaneously in the two countries in communities that had been receiving food aid through the Consortium for Southern Africa Food Security Emergency (C-SAFE) and the Joint Emergency Food Assistance Program (JEFAP). The project utilized CRS’ IHD framework and was perhaps one of the first CRS programs to directly apply the framework as a central part of the program.

CRS/Zambia completed the project after the first year. CRS/Malawi designed two subsequent phases of PL, thus implementing Phase I, II and III during 2004-2006. The focus of this report is on Project LISTEN Phase I and Phase II in Malawi and does not include Project LISTEN in Zambia for which a separate, independent report exists.

The goal of the project was to increase resilience to food security shocks in drought prone areas in Malawi and Zambia and reduce dependency on external food aid. This goal was to be achieved through engaging the community in the identification of their own assets and capacities and, to increase their understanding risks and vulnerabilities for improved risk management. The project applied a highly participatory process whereby CRS and partner CADECOM staff worked directly with communities to conduct a Participatory Livelihoods Assessment including a wealth ranking exercise to identify the most vulnerable. This exercise was followed by a facilitated process through which the same communities developed a Community Action Plan to reduce risks and increase resilience to future food security shocks in the short and long-term.

Due to the intensity of staff time required to carry out the community-led processes, the project was far more time consuming than originally thought. In Malawi, Phase I involved only five communities rather

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<sup>1</sup> Quote from Project LISTEN Participant.

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than 30 planned. However, the rewards of a participatory, community-led project are worth the resources invested as demonstrated through evaluation interviews with the beneficiaries who stated that since they identified their own risks and determined a plan to increase resilience, they achieved an increase in food security through realistic goals and plans, e.g. small scale irrigation schemes, improved agricultural practices and small animal production.

Project LISTEN has many successes. Beneficiaries stated that they now have a greater level of food security as a result of PL. Furthermore, the participatory approach and working as a community were highly valued by Project LISTEN communities. Through understanding their own assets and actively working to reduce risks, beneficiaries reported an increase in self esteem and greater appreciation of working as a community to achieve results.

The purpose of the this evaluation was to assess the effects of applying the IHD framework to program development and, to the extent possible, evaluate the impact the IHD had on the project design and outcomes, and did not seek to measure achievements against objectives. Additionally, one of the intentions of the evaluation was to document Project LISTEN in the form of a case study as an illustrative contribution to a body of knowledge within CRS on effective uses of the IHD. It is expected that this will assist in the replication of PL in other CRS country programs and continued application of the IHD.

## II. BACKGROUND

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### Project LISTEN Summary

In 2004, Catholic Relief Services (CRS) initiated a one-year program designed as an exit strategy to assist communities to transition from emergency food distribution programs to increase resilience and reduce long-term vulnerability to food security shocks in drought prone areas in Malawi and Zambia. In short, ***Project LISTEN: Livelihood Strategies for Eliminating Need (PL)***, was designed to engage high levels of community participation to facilitate villagers to identify their capacities, assets, vulnerabilities and risks and to determine a course of action within their own means to reduce long-term vulnerability as emergency food distribution programs were phased out of the target areas. The program utilized the CRS Integral Human Development framework (IHD) to ensure a holistic approach and was perhaps the first field program to apply this framework directly to the project design as well as to the evaluation process.

Project LISTEN was inspired in part by the experience gained by several CRS and partner staff in the Southern Africa Regional Office (SARO) who attended the “Reducing Risk and Protecting Livelihoods” course in 2003, directed by Dr. Ailsa Holloway at the University of Cape Town. This approach is in harmony with CRS’ IHD framework as both begin program design with an examination of assets and capacities followed by a study of risks and vulnerabilities leading to a plan for reduced risk and increased resilience. Both methodologies also draw upon a participatory approach in program design and implementation.

Drawing from knowledge gained at the aforementioned course and extensive experience in emergency and developmental relief programs, including the Consortium for Southern Africa Food Security Emergency (C-SAFE) and the Joint Emergency Food Assistance Program (JEFAP), CRS staff designed a program rooted in the IHD to institute practices to reduce risks and vulnerabilities and increase resilience to future food security shocks in target villages faced with continual drought and HIV and AIDS. Project initiatives were modeled largely on the training manual *Learning About Livelihoods: Insights from Southern Africa*<sup>2</sup> (Annex B Explanation of Project LISTEN Tools).

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<sup>2</sup> Learning About Livelihoods: Insights from Southern Africa is produced by the Disaster Mitigation for Sustainable Livelihoods project (DiMP) at the Department of Environmental and Geographical Science at the University of Cape Town.

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This innovative one-year project was funded primarily by the CRS Africa Crisis Fund<sup>3</sup> and took place simultaneously in Malawi and Zambia. The funds were used to support CRS and partner staff to facilitate Participatory Livelihoods Assessments (PLA) in select target communities during which villagers identified capacities, assets, risks and vulnerabilities particular to their community. Staff then carried on to facilitate the development of Community Action Plans (CAP) in each of the communities where a PLA had been completed. The CAPs included a number of measures to reduce risks to future shocks and food insecurity that drew from a new understanding of assets, e.g. previously unused water sources for small scale irrigation and low-land plots, improved agriculture systems, small animal repopulation, etc. Due to severe drought conditions over the previous years, CRS' proven Seed Vouchers and Fairs (SV&F) methodology was included in the initial design to allow farmers to select seed of their choice from a wide variety of high quality seed in time for the planting season.

CRS/Zambia concluded Project LISTEN after the first year. Though CRS/Malawi greatly overestimated program coverage due to the level of effort required for the facilitation of the PLAs and CAPs, reaching only five communities rather than the planned 30 the first year, the program did deliver results. Due to the successes during Phase I, CRS/Malawi and implementing partner Catholic Development Commission of Malawi (CADECOM) decided to continue the project. Project LISTEN Phase II was implemented in 2005 and Phase III in 2006.

As the program was designed as an exit strategy to assist people who had been receiving emergency food aid over the past four years through the C-SAFE and the Joint Emergency Food Aid Program II (JEFAP II), both phasing out or concluded, Phase I beneficiaries were those that were no longer able to rely on food aid from these programs. In Malawi, Phase II and III activities extended beyond this group but continued to focus on Northern and Southern parts of Kasungu district under Mzuzu and Lilongwe Dioceses respectively with CADECOM as the implementing partner for all three phases. Phase I, II and III are summarized below:

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<sup>3</sup> An addition to the \$275,401 from the Africa Crisis Fund, \$25,000 was provided by the Seiben Foundation for the Seed Voucher and Fairs for Project LISTEN in Malawi.

## Project LISTEN Phase I, II, III

|   |   |  |
|---|---|--|
| <b>Phase I</b>  | <b>Jan-Dec 2004</b>   | <b>\$300,401</b> = \$275,401 Africa Crisis Fund + \$25,000 Seiben Foundation |
| <u>Goal</u>   | Household capacity to increase resilience in Malawi and Zambia is improved.                                       |  |
| SO1   | Complementary agriculture production is improved in 6,500 households (1,600 in Malawi).                           |  |
| IR1.1   | Access to diverse, high quality seeds of highly-nutritious foods is increased.                                    |  |
| IR1.2   | Household knowledge of appropriate nutrition is increased.  |  |
| SO2   | Community capacity to increase resilience to shocks is improved in 30 communities (10,000 individuals in Malawi). |  |
| IR2.1   | Community knowledge of risk mitigation is increased.  |  |
| IR2.2   | Community capacity to develop risk management plans is improved.  |  |
| <p><i>Implementing partner/areas of implementation: Chikwawa Diocese (Chikwawa District), Mzuzu Diocese (North Kasungu District), &amp; Lilongwe Diocese (South Kasungu District)</i></p> |   |  |

|  |   |   |
|--|---|---|
| <b>Phase II</b>  | <b>Apr-Dec 2005</b>   | <b>\$61,183</b> = \$49,929 Food Resources Bank + \$11,252 CRS Private |
| <u>Goal</u>  | Food insecurity is decreased in target communities of Malawi.   |   |
| SO1  | Household resilience to food security shocks is increased for (2,000) vulnerable households and communities (in 60 villages). |   |
| <p>Plan to provide 60 cash grants of up to \$500 provided to 32 villages that participated in Phase I and include an additional 28 villages. Communities to be trained in community livelihood assessments to identify risks, assets and capacities in their own villages.</p> |   |   |
| <p><i>Implementing partner/areas of implementation: Mzuzu Diocese (North Kasungu District), &amp; Lilongwe Diocese (South Kasungu District)</i></p>  |   |   |

|   |  |   |
|---|--|---|
| <b>Phase III</b>  | <b>Apr 2006-May 2007</b>   | <b>\$105,458</b> = \$50,000 FRB + \$25,000 P.Zecchi + \$ 30,458 Private |
| <u>Goal</u>   | Food insecurity is decreased in target communities of Kasungu district in Malawi.                    |   |
| SO1   | Household resilience to food security shocks is increased for vulnerable households and communities. |   |
| IR1   | Resilience to shocks for targeted households and communities.  |   |
| <i>Implementing partner/areas of implementation: Lilongwe and Mzuzu Dioceses to four new communities in Kasungu district trained in community livelihood assessments to identify risks, assets and capacities in their own villages</i> |  |   |

### III. MALAWI PROJECT LISTEN EVALUATION

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#### Purpose of the evaluation

The purpose of the evaluation was to assess the effects of applying the IHD framework to program development and, to the extent possible, evaluate the impact the IHD had on the project design and outcome. The evaluation did not seek to measure achievements against objectives however the recommendations cannot help but include specific suggestions as to how to improve future programming toward achieving the stated objectives. Additionally, one of the intentions of the evaluation was to document Project LISTEN in the form of a case study as an illustrative contribution to a body of knowledge within CRS on effective uses of the IHD. It is expected that this will assist in the replication of PL in other CRS country programs and continued application of the IHD.

#### Methodology

An external consultant was contracted to design an evaluation plan using a participatory approach with a team of 12 CRS and CADECOM staff from Lilongwe and Mzuzu Dioceses (Annex C Evaluation Team Composition and Interview List). The core evaluation team consisted of the external consultant; the CRS Senior Technical Advisor for Agriculture, Environment and Sustainable Livelihoods; CRS/Malawi Deputy Head of Programming and CRS/Malawi M&E Project Officer. The majority of the work took place in-country over a three-week period and included an extensive document review, interviews with key stakeholders and Project LISTEN participants, a review of findings with the evaluation team and a presentation of preliminary findings to CRS and CADECOM staff (Annex D Evaluation Calendar; Annex C Evaluation Team Composition and Interview List; Annex H Documents Reviewed).

The IHD was used to guide the entire evaluation process. Interview questions sought to gather information on a change in assets, systems and structures, and vulnerability as a result of a community's participation in PL. The framework was also used to analyze the evaluation data to determine what changes took place through the adoption of new strategies for reducing risk relative to the assets identified and the shocks target groups face, principally drought and HIV and AIDS.

Upon arrival in Malawi, the core evaluation team interviewed CRS key stakeholders to agree upon the purpose and approach for the

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evaluation including who was expected to use the information and for what purpose. It was also important to take time to interview various CRS staff members involved in the project over the past two years to get a clear understanding of what had transpired during the first two phases of Project LISTEN since many of the activities had not been documented.

Following interviews at the CRS headquarters office in Lilongwe the evaluation team proceeded to spend four days conducting field interviews in four of the five PL community sites. To launch the field visit, one day was dedicated to planning and coordination with the with 12 team members from CRS and CADECOM. The evaluation team determined that it was important to interview not only PL participants but also, spontaneous adopters (villagers who replicated PL activities on their own), along with the District Commissioner, the project holders (the Bishops), non-participants from neighboring communities and MoA extensionists (Ministry of Agriculture [Malawi]) to gain a full perspective of Project LISTEN. The team reviewed the evaluation plan and finalized and translated questionnaires. They then separated into two groups to expedite the task. Each group conducted two full-day interviews in two PL communities.

After the field interviews were completed, the team met to consolidate and examine beneficiary responses to the questionnaires, detail observations and develop recommendations to be included in the final report. Their valuable contribution has been incorporated into the document, particularly, in the recommendations section.

## **Limitations to the Data**

Due to time constraints the field-visit was limited to four days, a relatively short time given the scale of activities. It should once again be emphasized that the purpose of the evaluation was not to measure achievements against objectives, rather to identify the effect of the use of the IHD framework and to capture a change in attitude and increased resilience as a result of this participatory and community-driven approach to reduce risks to food security shocks.

The Phase I project proposal included indicators detailed in a ProFrame format that clarified the strategic objectives, intermediate results, activities and indicators. The ProFrame facilitates monitoring and evaluation however, the two PL annual reports did not follow the same

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format which resulted in limited information regarding achievements toward objectives and accomplishments of intermediate results. Neither Phase II or III proposals included a Proframe nor both lacked measurable indicators. Therefore there was no solid reference for measuring progress for these two phases.

Reliable information on the number of beneficiaries participating in the PLA and CAP initiatives were not clearly documented for Phase I or II. As well, the numbers of spontaneous adopters has not been captured for either phase. The clearest tracking mechanisms for numbers of beneficiaries are found in the SV&F exercise and the sub-grant program where participation has been followed to an exact number. Still, outcomes of these two activities have yet to be documented to demonstrate measurable increased crop yields, income produced and improved savings.

To date, some data on production levels and proceeds is available at the CADECOM offices but the information has not been systematically compiled or reported to CRS/Malawi. Without this information, it is difficult to quantify project outputs. This information should be gathered during Phase III. Additionally, outputs from the sub-grant program and planned payment to new PL villages will need to be closely managed and monitored to ensure proper proliferation during Phase III.

The evaluation team attempted to conduct a cost-benefit analysis of the project but was unable to obtain the data from the CRS/Malawi finance department as financial documentation for the program was not available at the time. Start-up costs for the first year of programming were high due to the amount of capital equipment required for the program. These costs will surely be offset by the continuation of the program during Phase II and Phase III for which additional capital costs were not required. It would be important for CRS/Malawi to conduct a basic cost-benefit analysis once the figures are available.

## IV. ANALYSIS

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### A. Summary of Accomplishments and Challenges

#### Phase I

##### *Accomplishments:*

1. Overall, accomplishments during the 9-month period of Phase I were commendable. Though the level of effort required to facilitate the Participatory Livelihoods Assessments and develop Community Action Plans was far more intense than was expected, the investment of time and staff resources was key to Project LISTEN's successes.
2. During the PLA exercises, villagers overwhelmingly identified hunger as their greatest risk. Beneficiaries reported that through an examination of community assets they were surprised to find previously unused resources, i.e. potential for small scale irrigation, within their reach. In addition, there was a consensus among those people interviewed that one of the greatest benefits of the project was the newfound strength in working together, a practice that had been lost through the years.
3. As a result of the PLAs and CAPs, Group Village Headmen (GVH) and Village Headmen (VH) allocated land for cultivation to those who did not have access to land and to the community as a whole. The plots were in areas that could easily be irrigated but had previously been idle.
4. Utilization of small scale irrigation in low-land plots in addition to traditional rain-fed crop production allowed beneficiaries to produce two, and in some cases, three harvests per year.
5. SV&Fs were completed during Phase I reaching 1,587 (of 1,600 planned) beneficiaries. This activity was highly regarded by the beneficiaries interviewed as a vital component of the program increasing livelihood inputs. Interviewees stated that the fairs were well organized, that they were very pleased with the process and that the seed produced well, except in one village in Kasungu North that had continually experienced serious drought conditions. Villagers noted that for the first time they were able to obtain high quality seed of their choice and were able to select from varieties not previously available to them in one location, thus contributing to crop diversification.

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6. Technical assistance provided by CADECOM staff and the MoA was also a significant contribution to the project. Farmers interviewed repeatedly cited how grateful they were for learning to increase production by planting one seed per station at 25 cm intervals rather than the previous practice of planting three seeds per planting station at one meter intervals. Those engaged in small animal production stated that through technical assistance, they had acquired the skills to manage these endeavors, skills which they did not previously have.
  7. Learning to make compost manure was highly regarded by beneficiaries as one of the significant accomplishments of the program. This simple practice was unknown to most farmers in participant communities prior to Project LISTEN and is now a routine activity.
  8. In addition to the five communities that formally participated in PL, i.e. PLAs and CAPs facilitated by CRS and CADECOM staff in Phase I, numerous groups began to replicate activities on their own; identifying unused assets such as water sources, making compost manure and copying improved agricultural practices. These groups have been labeled “spontaneous adopters” and were also included in the evaluation interviews. Due to the unstructured nature of spontaneous adopters of Project LISTEN, the numbers involved have not been calculated. Spontaneous adopters replicating successful practices demonstrated by PL continues to grow.
  9. Advancing self-reliance, self-governance, self-replication and pride/dignity were among the greatest achievements of Project LISTEN. Quotes from participants:

*“Before Project LISTEN we didn’t know how to work together. Now we are working together so that we all have food throughout the year”.*

*“The community has regained pride because we can now feed ourselves”.*

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## *Challenges*

Two of the greatest principal challenges to Project LISTEN Phase I were:

1. The commencement of the project was delayed until March rather than the intended January start date. Though funding was from CRS internal funds was made available as soon as the proposal was approved at headquarters, CRS/Malawi had to wait until funds from previous/ongoing CRS projects managed by CADECOM had been liquidated in order to disburse additional allocations for PL activities. This delay in launching the program caused some of the villages to miss the window of opportunity to implement small scale irrigation schemes at an opportune time for planting.
2. Initially, it was planned that CRS and CADECOM would facilitate PLAs and subsequent formation of CAPs in 30 communities<sup>4</sup> over a 12-month period. As this type of participatory initiative had not been undertaken before and time requirements were unknown, staff were able to conduct PLAs in only five communities rather than the 30 planned. Each of these communities did succeed in the development of a CAP.
3. Engaging people accustomed to programs offering handouts in the form of food, seeds and non-food items, in a community-driven program that lacked traditional hand-outs, was more challenging than expected. Target communities were familiar with the opportunities brought by development and humanitarian aid and many were anxious to understand potential new offerings demonstrated by the high level of preliminary interest at the well-attended sensitization meetings. However, after Project LISTEN was explained and people understood that the plan did not include handouts, many lost interest and initially chose not to participate.

Community members interviewed stated overwhelmingly that the lack of inputs in the project was a deterrent for many of their neighbors. However, the achievements in the early months of the project quickly became clear and involvement has grown steadily within PL villages as well as those spontaneous adopters who have copied PL successes in their own communities.

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<sup>4</sup> In the Malawi context, a community is made up of a number of villages. However, an exact definition is difficult to specify as the numbers of villages that make up a community vary widely (see Annex E Malawi Political Structure).

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## Phase II

### *Accomplishments:*

1. Phase II was planned for a nine-month period over which Project LISTEN would be expanded to 38 new villages (not communities, see footnote #4). During this phase a system of sub-grants was introduced to make up to \$500 available for village groups to purchase inputs of their choice to further reduce food insecurity.

To manage the sub-grant component CRS and CADECOM developed a simple grant application process and reviewed each request for funds. Throughout the period, 54 sub-grants were disbursed to 1,514 (768M, 746F) people in 54 groups with an average amount of US\$ 30/person (US\$ 367/group). Sub-grants were available to both Project LISTEN beneficiaries and spontaneous adopters in Phases I and II.

The loans were used for:

- 21 Small-scale irrigation projects.
- 14 Piggery projects.
- 29 Poultry production projects.
- 3 Goat production projects.

In addition, each sub-grant recipient signed a loan agreement stating:

- 5% of the loan amount be deposited in the Malawi Rural Savings Bank (MRSB) prior to receiving the loan disbursement.
  - A commitment to making compost manure.
  - The group would pay back the loan in the form of outputs to new Project LISTEN beneficiaries at a rate of 25% of the original input provided by the loan. Even though some of the grants were disbursed as late as December 2005, many of the groups are preparing to provide piglets, goats and chickens to new beneficiaries as their assets grow.
  - Beneficiaries to provide extension services and technical know how to newly formed groups, e.g. farmer to farmer.
2. Every group that received a loan formed a club to manage their investments. Each club has a management committee that includes a secretary and a treasurer. They meet on a regular basis to discuss production, profits and losses, problems and other issues (either

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several times per month or weekly depending on the group). The majority of clubs have developed their projects according to their plan and have recently started marketing products, e.g. eggs, or are about to start when offspring are produced, e.g. piggeries and goats.

3. Loan beneficiaries also received training in basic bookkeeping and systems to track production.
4. Beneficiaries noted that they are very proud to have a culture of savings in their communities as a result of the terms of the sub-grants that includes a savings component.
5. CRS and CADECOM staff cited an increased appreciation for working with community groups in the identification of their collective assets, risks and vulnerabilities and a plan of action to reduce risks. They have attained new community skills through Project LISTEN.

*“Some people are copying what we are doing. Some have approached the LISTEN villages for guidance”.*

*“At first some people were not interested in joining Project LISTEN. After the first sensitization meeting, only 42 of 100 people were interested and formed clubs”.*

*“But seeing what is happening, the others now want to join”.*

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## Challenges

The most pronounced challenge during Phase II was funding:

1. There was a delay in receiving approval to use unspent Phase I funds from the CRS Africa Crisis Fund due to CRS Finance requirements for carry over of fund balances. This caused a temporary suspension of activities until access to these funds could be confirmed.
2. It took considerable time to access funds from the Food Resources Bank (FRB), from whom CRS/Malawi received approval for funding for Phase II (with help from CRS Corporations and Foundations staff). The lack of secure funding left CADECOM staff in a predicament since several staff salaries were funded 100% by Project LISTEN. The uncertainty of funding meant that they were not sure if staff would remain employed from month to month. This not only disrupted the flow of the program but also resulted in a great deal of frustration and stress on the part of the staff.

## B. Analysis of Questions Posed by CRS/Malawi Senior Staff

**Q1: Was the IHD applied in project design and implementation (Phases I, II and III)? What was the effect on program design and, ultimately, on decreased vulnerability of target beneficiaries and the overall objective of promoting Integral Human Development?**

**Q1 Analysis:** *The IHD was explicitly applied in Phase I.* This was accomplished through the use of a checklist based on the components of the IHD framework that was used to guide the Participatory Livelihoods Assessments (PLA).

Including villages in the participatory process of the PLA and in the development of CAPs was an essential factor of the program that resulted in realistic and practical outcomes. Through the PLA and the CAP processes, previously unrecognized existing assets to increase productivity and resilience became clear to villagers. For example, as a result of carrying out the PLA and the CAP, one community identified the potential for small scale irrigation by drawing water from the Bua River to augment production during the off-season in low-land areas, a practice not previously employed. The community now has access to food and income that is independent of rainfall, greatly reducing their vulnerability to drought.

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The participatory process brought about significant community ownership of outcomes. It should be noted that communities implemented the Phase I CAPs with very little financial support from CRS and CADECOM. Their advancements came about through reliance on their own resources with the support of facilitated community discussions and technical support.

*The IHD framework was not specifically applied in Phases II and III. PLAs and CAPs were not conducted after Phase I. Rather, it appears that options for increasing assets and reducing vulnerability developed in Phase I were simply duplicated in additional villages in Phase II and III. This is not necessarily negative since many neighboring villages had similar assets and risks as the five Phase I villages. As a result, many CAPs that were developed based on the original five PLAs were highly relevant for neighboring villages and communities. This is a very important outcome because it supports the concept that PLAs can be done in representative communities and the results can then be widely applied.*

**Observation/ Recommendation:**

It was not compulsory to use the IHD and repeat the PLAs for positive results in subsequent phases as long as PL neighboring communities were able to select projects/interventions relevant to their own situation. The key is that communities take responsibility for assessing local opportunities and improving their wellbeing thereby building confidence, capacities and resilience quickly and appropriately.

It is important to note that it is not clear if the most vulnerable are benefiting from the replication of Project LISTEN initiatives since activities that followed Phase I included self-selecting beneficiaries. This differs from the process that took place during Phase I where the PLAs included a component of wealth ranking whereby community members identified vulnerable groups among themselves as appropriate target beneficiaries for PL activities. As this process was absent in Phase II and III, it is not known if PL is now reaching the most vulnerable.

By carrying out a PLA and CAP a broad level of community profiles can be managed including a balance of vulnerable groups ensuring gender, age and other vulnerable group representation. Though these processes, long-term risk reduction concepts can be systematically identified and

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assessed for the most vulnerable groups. For the future, it might be possible to adapt some of the Training for Transformation (T for T) modules to carry out these two time consuming activities, especially since CADECOM has experience with T for T. Utilizing a T for T methodology would also further the principles of the program by increasing community level involvement in the overall goal to reduce risks to food security shocks.

Hunger was identified by the communities as their greatest risk at the conclusion of the PLA and CAP processes during Phase I. HIV and AIDS was recognized as a major issue in the initial project proposal however this overarching risk later faded from the forefront and was not cited as a priority in subsequent documents. A few communities did note that increased production and income had reduced out-migration and therefore contributed to reduced risks for HIV and AIDS. Others stated that HIV and AIDS was part of other programs in their communities carried out mostly by the Government of Malawi and not a focus of PL. In terms of project action, HIV and AIDS was not a major aspect of Project LISTEN.

**Observation/ Recommendation:**

The team responsible for the PLAs and CAPs was primarily made up of staff with an agriculture focus and did not include an HIV and AIDS specialist. Team composition should be multi-sectoral to include a broad range of perspectives, and especially, an HIV and AIDS Technical Advisor in high prevalence areas to ensure that this dimension is incorporated in all relevant parts of the program.

In addition, the field team was primarily (all) male. It is very important that there be a gender balance on the field teams to facilitate discussions and ensure input from both men and women.

*The project design did contribute to promoting Integral Human Development. As noted above, upon reviewing their assets and opportunities, local structures and systems, and risks and vulnerabilities, Phase I communities identified hunger as the primary threat to their lives and livelihoods. They then developed strategies to reduce their vulnerability to the perceived threat, articulated in the language of the IHD framework as follows:*

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Systems and structures:

- Communities called upon local chiefs to allocate unused land near water sources that could be irrigated.
- Groups requested assistance from the local agricultural extensionists to learn improved crop and small animal production methods.

Assets:

- *Physical Assets:* Communities were able to identify locally available assets that they could use in new ways to improve their livelihood strategies.
- *Physical Assets:* Working together, participants constructed dams and animal shelters, obtained and operated treadle pumps, and other equipment, etc.
- *Human & Spiritual Assets:* Farmers gained knowledge of improved agricultural practices, increased capacity to use resources, new skills obtained to track production, self confidence and dignity in the ability to manage their own problems and a notable degree of pride.
- *Natural Assets:* Communities acquired a greater understanding the importance of maintaining and enhancing natural assets (soil fertility, maintaining river banks, etc.), vital to rural productivity.
- *Financial Assets:* Communities achieved increased income from proceeds from augmented production, increasing crop diversification, expanding their agricultural calendar to include off-season planting with SSI, adding small animal production activities.
- *Social Assets:* The process strengthened community cohesion through working together and the formation of effective sub-committees and clubs.
- *Political Assets:* Working as a group, people clearly felt more empowered, and cited that they now had a louder voice, i.e. requesting assistance from the MoA on their own.

In most cases, as a result of PL, participants declared that they were now better able to meet their basic human needs. Simultaneously they increased their human dignity (this was noted by several of the participants, as well as the Bishop of the Diocese of Lilongwe). It is likely that the issue of social justice was also improved because of the greater unity within the communities, and a reduction of extreme poverty. However, this last question requires further investigation as to whether the very poor did participate in Phase II and III projects.

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It can be concluded that the application of the IHD framework in the project design and implementation did in fact further CRS' strategy to increase Integral Human Development for the people we serve.

**Q2:** What was the cost/benefit ratio of the project (including tangible and intangible outputs)?

**Q2 Analysis:** *Initial (anecdotal) indications are that the return on project investments has been quite good, especially in small-scale irrigation which reportedly showed substantial returns in terms of food (maize and beans) and cash (sale of vegetables).* However, to form a valid conclusion, more quantification of project outputs is required. Data appears to exist at the CADECOM offices in Kasungu and Mzuzu Dioceses as the groups that received small grants during Phase II have provided data to the CADECOM offices on production and sales levels. This data has yet to be compiled for analysis.

**Observation/ Recommendation:**

The CRS M&E staff should spend time at each of the relevant CADECOM offices to collect quantified output data. This should include production and sales data from the 54 Phase II grants projects<sup>5</sup> as well as production levels from the Phase I projects during the first year of operation. This data can then be compared with overall cost of Phase I and Phase II for an approximate cost/benefit calculation.

In addition, M&E staff should assist in developing a report format to capture this information on a regular basis to establish an ongoing monitoring system for this program component.

There are some benefits of this project that are extremely important and are very difficult to associate with an economic assessment but should not be overlooked. For example, the increased sense of pride and value of working together as a group recognized by the community as well as attitudinal changes toward self-sufficiency are difficult to quantify and to value monetarily but could be measured through the use of a self-assessment tool and factored into the overall analysis even though not assigned a monetary value.

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<sup>5</sup> Reliable production data from livestock projects (poultry, goats, pigs) may not be available for another 4-6 months, since these animals have only now started to reproduce.

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**Q3: Did the project result in a change in attitudes among target beneficiaries ending the “dependency syndrome”?**

**Q3 Analysis:** *It appears that attitudes did change in a very positive way as illustrated in the following examples:*

In Kadammanja, the small scale irrigation club had received financial support from PL which allowed them to establish small scale irrigation systems to produce additional crops (maize, beans and some green vegetables). For the subsequent planting season, the club collected the necessary funds from its membership to purchase all the seed and fertilizer required, e.g. after the injection of resources from PL, the group was able to provide for themselves.

In Chazilala, once the small scale irrigation club had constructed a dam and started irrigating with watering cans purchased with PL support, on their own initiative they found an opportunity to access capital and to purchase two treadle pumps through a public government program. The fact that they acquired their own capital is a clear demonstration of initiative and independence.

Further evidence that the project encouraged independent action was demonstrated through frequent experiences with spontaneous adoption of some of the project innovations by communities close to project sites. Several of the groups visited by the evaluation team were planning to assist neighboring villages to start new projects (with livestock and technical assistance) once their own projects were running smoothly. They were anxious to share their new skills to assist in reducing vulnerability in other villages. When asked what they thought about future PL programs, many stated that the most important thing would be to extend PL to new communities so they could find their own ways to increase resilience.

*There was some evidence of a residual “dependency syndrome” in some villages, particularly Phase II groups. When asked what Project LISTEN should do next, some of the villagers in these groups suggested additional credit facilities and larger grants, support to start more resource intense projects (like small dairy), requests for motorized pumps for irrigation clubs, and bore holes for potable water.*

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**Observation/Recommendation:**

Attitude change can take considerable time. It appeared that Phase I participants were more inclined to cite expansion of the principles of PLA as important for the future and Phase II beneficiaries were more focused on additional external economic inputs. This suggests that a system for retaining an emphasis on self-sufficient risk reduction measures should be refreshed in Phase II communities.

As noted in previous sections, promoting the principles of T for T may be necessary in places where it is not possible to go through a complete PLA. The T for T methodology is in keeping with the principles of the IHD and therefore would be an appropriate initiative to incorporate into future programs.

**Q4: What is the level of sustainability? Does this approach represent a viable exit strategy?**

**Q4 Analysis:** *A qualified yes.* Villages like Kadammanja are now in their third year of irrigated production and are continuing well during this un-subsidized year. Though this was a serious drought year for this area, they are not requesting external aid or support. Nonetheless, some villages will need more time before they can “graduate” to full independence, e.g. in Chazilala where due to a broken dam, villagers will not be able to produce irrigated off-season crops this year and will need to put forth additional resources to repair the dam in time for the next season. Also, some areas like Sitolo Village will need more time in the program as they were hit hard by drought in the 2005 and 2006 season.

**Observation/Recommendation:**

In addition to including some components of Training for Transformation in the program as mentioned above, other additions that could strengthen independence and long-term sustainability include:

- 1 Internal savings and lending programs based on proven models appropriate for the rural Malawi context (e.g. SILC).
2. Basic business skills training such as simple Market Opportunity Identification, profit and loss, bookkeeping, value chain analysis, customer care, bargaining and collective marketing methods.

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3. Additional technical support will be required to correct the problem that caused the dam to break as the new dam is constructed. It is highly advisable that an environmental impact study be conducted where dam construction is planned.

*Project LISTEN does have merit as a successful exit strategy from emergency food distribution programs. As such, PLAs and CAPs should be initiated in communities as early as possible prior to the end of food aid to allow time for the implementation of CAPs soon after (or even during) the suspension of food distributions. As noted earlier, PLAs and CAPs could be conducted in several representative communities with activities replicated in others. T for T could be engaged as a methodology that would allow for rapid expansion of risk reduction actions.*

**Observation/ Recommendation:**

To be truly effective, CRS/Malawi and partners need to have a well thought plan to reach the thousands of people who face the enormous risks of living with drought and HIV and AIDS, and who have become accustomed to receiving food aid. Through the serious shocks of recent years, traditional practices for self-sustainability have vanished. A plan for extensive outreach on a scale that would benefit a vast number of vulnerable communities would need to be scaled up to include several additional program components:

1. Identify a practical roll-out package to simultaneously and systematically carry out PLAs in multiple representative communities (not all target communities). This includes ensuring that partner capacities are up to the task and that dependable funding has been secured for the time frame specified.
2. Plan for flexibility recognizing that all communities do not have the same opportunities. An expanded small-grants program closely linked with extension support and provided early on in the project would be advantageous especially in areas of the country hard hit by continuous drought.
3. Include basic T for T modules as part of the overall scheme to reinforce self-sufficiency and to extend outreach to communities where PLA has not taken place or are difficult to reach.
4. Add internal savings and lending components and basic business skills training for beneficiary groups to allow them to manage

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new assets and income streams.

5. Continue program support for a minimum of two years in order to “graduate” groups to independence.
6. Link communities to other service providers. The need for additional improved infrastructure cannot be ignored. Many villagers interviewed indicated that some of their basic needs are not being met; specifically, access to potable water. Although this is not a focus of Project LISTEN, CRS could help by linking communities to other opportunities available through other government bodies and NGOs such as Adventist Development and Relief Agency (ADRA) whose technical assistance includes the construction boreholes for potable water.
7. Coordinate with other organizations carrying out projects that are similar to PL to enhance coverage.

All of the above would require a major commitment from implementing partners, a significant amount of capacity building both for CRS project managers and relevant partner staff and a longer-term commitment of funds for extensive program coverage. Staff dedicated exclusively to this program would need to be funded at both CADECOM and CRS/Malawi for the duration of the project. The potential result is radically more productive and resilient communities in the long-term which would justify the cost and commitment of such a program, especially when compared with the cost of frequent emergency food aid programs that will otherwise be necessary over the next decade.

**Q5: Should this approach be duplicated?**

**Q5 Analysis:** *Yes, with above recommendations, and especially with a longer project time frame; 2 years minimum per community/village.*

**Q6: Equity and Do No Harm analysis: Did the project benefit the very poor in target communities? Was a Do No Harm analysis conducted, and did the project result in a more united community? Were any sections of the community excluded, and if so, did this cause any serious divisions or bad feelings within the community?**

**Q6 Analysis:** *A “Do No Harm” analysis was not conducted as part of any phase of PL in Malawi. At the time of the evaluation, no community divisions were apparent. However, since participants were self-selecting as*

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described earlier, the most vulnerable groups were not explicitly included. While it is likely that some of the most vulnerable were part of the program, there is no specific evidence or quantification of their engagement. In addition, some village respondents mentioned that there was an increase in theft of chickens, crops, etc. by non-participant communities. This indicates that tension (dividers) has been created by the absence of opportunities in neighboring villages. While some react by copying actions, others resort to theft.

**Observation/ Recommendation:**

1. A targeted survey should be undertaken to determine the make-up of current Project LISTEN beneficiaries by wealth category. This could quite easily be carried out by working with the community clubs to identify profiles of participating members.
2. A baseline survey should be conducted for all new villages to provide information not only on who is participating but to provide a foundation for measuring project outcomes.
3. Include a Do No Harm analysis as part of initial PLAs.
4. Provide clear and transparent information regarding plans for program extension to neighboring villages.
5. Coordinate with other actors implementing similar or related activities to expand opportunities and achieve adequate program coverage. CADECOM has a Disaster Risk Management (DRM) program funded by CORDAID which offers similar/complementary activities and the NGO Total Land Care has a program that might help to fill some of the existing gaps.

*“The future of Project LISTEN should be to help more villages so that they can benefit as we have”.*

## V. ADDITIONAL RECOMMENDATIONS

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### Project Design

1. Continue to feature Participatory Livelihoods Assessments and Community Action Plans as a central component of Project LISTEN in a sub-set of new communities as they join the project.
2. Include HIV and AIDS messages in the program.
3. Facilitate club member exchange visits to expand technical assistance, learn from one another and continually reinforce the principle of self-sufficiency and utilization of community and individual assets.
4. Establish a savings and lending component for the program (based on proven models appropriate for the rural Malawi context).
5. Secure longer-term funding so that activities may carry on uninterrupted and future programming plans may be made. This would reduce the burden of constantly looking for funds, which can be enormously time consuming and detract from delivery of high quality programs.
6. Reduce donor reporting requirements to every six months if possible to break the cycle of always either preparing a report or seeking funds.

### Process

1. **For all projects that handle fowl, measures to preclude avian flu should be incorporated into the technical assistance provided. This should be done without delay.** (See AI contingency plans from CRS-Zimbabwe as a starting point).
2. Increase technical assistance for livestock management as this is a very recently revitalized traditional practice in these areas that had been inactive for a number of generations.
3. Conduct community sensitization meetings on the importance of savings to continue to strengthen a culture of savings.
4. Continually advise communities of other service providers such as MASAF, Office of Social Welfare, ADRA, etc. in order to link communities to opportunities for complimentary services.

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5. Continue to work with communities to emphasize the benefits of using their own assets – not expecting to engage sophisticated high technology responses (dams, incubators etc.) for long-term self-sustainability and attitude change.
  6. Consider introducing T for T for all villages that do not go through a PLA and CAP process. T for T might lead into a CAP process in many communities.
  7. Include women, elders and representatives from vulnerable groups in the various project processes to ensure equity and impartiality.

## **Monitoring and Evaluation**

1. Hire an M&E officer for Project LISTEN by CRS partners, or ensure that an adequate amount of time in an M&E officers' portfolio includes Project LISTEN.
2. Develop SMART indicators in all future proposals to strengthen the ability to monitor and evaluate of the project and achieve objectives.
3. Improve documentation. All project proposals and reports should follow an outline such as that found in the CRS ProFrame Manual or the CRS Emergency Preparedness and Response Handbook. A ProFrame should be completed for each project proposal and referenced in annual reports. Though it takes a bit of time, it is very useful to ProFrame all project proposals as this serves as a clear and useful map throughout the life of the project. All documents should also be dated.
4. Conduct a baseline survey in new programs to enable measurement of improvement at the end of the project.
5. Determine if the project is assisting the appropriate target groups. This could be done by sampling groups and conducting a participatory wealth ranking exercise.
6. Design a way to measure the increase in program activities through spontaneous adoption rates by other communities, i.e. additional communities managing their own risk. Perhaps using a simple chart

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that notes the village/community name, numbers involved, activities included and approximate date of adoption of activities. The villagers know one another, so they are easily identified, and many spontaneous adopters have been included in the sub-grant program during Phase II.

7. Conduct a cost/benefit analysis when the data is available.

## **CRS and CADECOM Staff**

1. Train CRS and CADECOM Project LISTEN Staff in:
  - IHD (for CADECOM Staff and CRS Staff not present in the May 2006 IHD training in Malawi).
  - Participatory Rural Appraisal.
  - How to conduct a Participatory Livelihoods Assessments and Community Action Plans.
  - Concepts and principles of risk management.
  - Monitoring & Evaluation.
  - Management and business skills.
2. Convene quarterly, or at a minimum, bi-annual meetings between CRS and CADECOM Project LISTEN staff to exchange lessons learned and experiences. “Take time to learn and reflect. This is a learning process”.<sup>6</sup>
3. Continue to hire enthusiastic dedicated staff and ensure that they have capacity for community facilitation.
4. Work closely with project holders to ensure timely liquidation of project advances so that they may receive additional funds (as was emphasized at the Field Evaluation Debriefing with CRS and CADECOM staff on May 12, 2006).

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<sup>6</sup>Quote from the evaluation team field debriefing with CRS/Malawi and CADECOM staff.

## VI. CONCLUSIONS

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Project LISTEN in Malawi has been a successful program to assist people to examine their own assets and capacities, risks and vulnerabilities and take action to increase their resilience with respect to food security. The application of the Integral Human Development framework was useful in shaping a successful program that incorporated all of the IHD: assets, structures, systems and vulnerabilities, into the project design.

It will be important to continue to monitor Project LISTEN communities in the long-term, especially through the next drought, to determine to what degree risks have actually been reduced and how people are able to manage their food security during difficult times with the introduction of new risk reduction strategies. The long-term results of the program should be reviewed over the next few years to verify the effectiveness of the program and true attitude change.

In addition, the scale of future shocks should be carefully considered in ascertaining the extent to which risks have been reduced. Some shocks may be so severe that even increased resilience will be challenged. The degree to which during times of shock people rely on their own resources, however meager, and their capacity to protect and rebuild their assets would be a strong indicator of self-reliance.

Project LISTEN would serve as an excellent model for replication in other CRS programs. As every setting is unique, the process and tools may need to be modified to best meet the needs of each situation. Nevertheless, the design and tools now exist which will streamline replication for future programs.

## Project LISTEN Scope of Work for the Consultant

**Name:** Amy Hilleboe

**Begin date of contract (approximate):** 25 April, 2006.

**End date of contract (approximate):** 15 June, 2006.

### **Responsibilities and Expected Outputs:**

#### *Responsibilities:*

- Lead in defining the make-up of the Evaluation team (with G. Heinrich and CRS/Malawi Point Person).
- Outline a format for the evaluation, and finalize this with G. Heinrich and the CRS/Malawi point person (information to be reviewed, Key questions to be answered, key informants and communities to interview, sequence of the processes, etc.).
- CRS/Malawi Point Person to organize the logistics of the Evaluation (set up interviews with Key Informants and communities in advance of the evaluation, ensure availability of transport and accommodation for the team, etc.) in collaboration with the Consultant.
- Collect and synthesize all necessary background materials on Project LISTEN. Ensure key documents are available to evaluation team members in advance of the evaluation (at least upon arrival in Malawi).
- Brief the Evaluation Team on background of Project LISTEN at start of Evaluation process (in Malawi), and lead the discussion with team members on finalizing Key Questions to be answered, and how that information will be obtained.
- Participate in field visits, interviews and internal discussion processes of the evaluation.
- With G. Heinrich, facilitate the final discussions of the evaluation team in Malawi, and record conclusions of the team.
- Write up the Evaluation Report, including the composition of the evaluation team, Key Informants, the process followed, and a report of the findings of the evaluation (including an Executive Summary). Draft version of the final report will be due 30 days after completion of the evaluation in-country. Final report to be reviewed/approved by G. Heinrich and CRS/Malawi Point Person, and comments to be incorporated in the final document completed by the Consultant.

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*Deliverables:*

- Initial list of Evaluation Team Members.
- Agreed Schedule/Program for the Evaluation.
- Introductory “Background” presentation to Evaluation Team members in Malawi.
- Summary report on final discussions and conclusions of the Evaluation Team.
- Final Report on the process and outcomes of the Evaluation.

## Explanation of Project LISTEN Tools

### LISTEN Checklist

The revised checklist replaces the original checklist, which served as a tool for the community and household livelihood assessments. Based on the information collected in the livelihood assessment tested in Kadamanja village, we refined the checklist to serve only as a tool for guiding the design of the community and household tools. For each “box” in the IHD, information which needs to be collected from the community and the household is noted. With this information, we are able to design a tool which includes all of the pertinent, required information. To create the tool for the Community Livelihood Assessment, we referred to the “Community” column of the checklist to ensure that questions will capture the information needed. The checklist will then be used for the household survey to ensure that appropriate information is gathered.

### Community Livelihood Assessment Guidelines

The guidelines for the Community Livelihood Assessment are included in the tool. Guidelines/instructions for how to collect information appear in boxes, while the questions stand along with prompts to guide the facilitator. PRA methodology is used for collecting various pieces of information.

One Community Livelihood Assessment will be conducted in each village/community, followed by feedback to community members, action planning and, eventually, the yet-to-be-developed household survey.

### Community Livelihood Assessment Report Format

This is the report format in which the information collected in each village/community should be documented. The report format was created in order to ensure some continuity between reports for different villages in Malawi and Zambia.

### Monthly Activity Report

The Monthly Activity Report allows implementing partners to track implementation of activities for both SOs of LISTEN. The report simply track output, while asking for some spare information about beneficiary numbers and other achievements during the month. As the report is

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linked to the implementation plans for each implementing partner, it allows partners to adjust schedules as needed.

### **Community Action Plans**

This report is a first attempt to collect information for the community action plans created based on both the community and households assessments. Revisions may be required.

## **Documents to be Completed**

### **Household Survey**

Based on the results of the original assessment conducted in Kadamanja village in Malawi, the LISTEN team decided that a quantitative household survey would most appropriately allow for collection of information among households, while also serving a tool to assess the impact of the project activities, as the survey tool will be used at the beginning and end of the project. As mentioned, the checklist will ensure that specific questions related to the IHD are included in the survey. The survey will include questions on asset levels, coping strategies, HIV and AIDS and quality of life, as well as basic household demographics.

Because the scope of the project has been narrowed both in Malawi and Zambia, the LISTEN team will be able to conduct the survey in each household, gathering information on approximately 250 households in both countries.

# Annex C

## Project LISTEN Evaluation Team Composition and Interview List

### Team A

|   |                    |                              |     |                  |
|---|--------------------|------------------------------|-----|------------------|
| 1 | Allison Zakaliya   | M&E Officer                  | CRS | Malawi           |
| 2 | Andrew Chiona      | Relief Project Officer       |     | Mzuzu Diocese    |
| 3 | Patrick Namakhoma  | Field Officer Project LISTEN |     | Mzuzu Diocese    |
| 4 | Madalisto Makalani | Field Officer Project LISTEN |     | Lilongwe Diocese |
| 5 | Levison Chinseu    | Field Officer Project LISTEN |     | Lilongwe Diocese |
| 6 | Amy Hilleboe       | Consultant                   |     |                  |

*Visited:*

Chitseko I in Lilongwe Diocese on Thursday, May 11, 2006

Sitolo in Mzuzu Diocese on Friday, May 12, 2006

### Team B

|   |                  |  |         |                  |
|---|------------------|--|---------|------------------|
| 1 | Benard Chikopa   | Emergency & Risk Reduction Program Officer | CRS     | Lilongwe, Malawi |
| 2 | William Kawenda  | Project Coordinator                        | CADECOM | Lilongwe Diocese |
| 3 | Andrew Nyirenda  | Field Officer Project LISTEN               | CADECOM | Mzuzu Diocese    |
| 4 | Phillimon Sube   | Project Officer Project LISTEN             | CADECOM | Mzuzu Diocese    |
| 5 | Yohannes Antonyo | Deputy Head of Programming                 | CRS     | Lilongwe, Malawi |
| 6 | Geoff Heinrich   | Senior Agriculture Technical Advisor       | CRS     | Baltimore        |

*Visited:*

Kadammanja in Lilongwe Diocese on Thursday, May 11, 2006

Chazilala in Mzuzu Diocese on Friday, May 12, 2006

## Interview List

|   | <b>Chazilala</b>                                      | <b>W</b> | <b>M</b> | <b>Total</b> |
|---|---|----------|----------|--------------|
| 1 | Community members participating in Project LISTEN     | 32       | 24       | 56           |
| 2 | Village Headmen                                       |          | 3        | 3            |
| 3 | Group Village Headmen                                 |          |          |              |
| 4 | Community Committees                                  | 3        | 2        | 5            |
| 5 | Clubs: Poultry, Piggery, Goat, Small-scale Irrigation | 5        | 5        | 10           |
| 6 | Spontaneous adopters                                  | 5        | 9        | 14           |
| 7 | Community members not participating in Project LISTEN | 1        | 1        | 2            |
| 8 | Two success stories from each village                 | 1        | 1        | 2            |
| 9 | Extensionists   |          |          |              |
|   | Total Interviewed                                     | 47       | 45       | 92           |

|   | <b>Kadammanja</b>                                     | <b>W</b> | <b>M</b> | <b>Total</b> |
|---|---|----------|----------|--------------|
| 1 | Community members participating in Project LISTEN     | 25       | 31       | 56           |
| 2 | Village Headmen                                       |          | 4        | 4            |
| 3 | Group Village Headmen                                 |          |          |              |
| 4 | Community Committees                                  | 6        | 4        | 10           |
| 5 | Clubs: Poultry, Piggery, Goat, Small-scale Irrigation |          |          |              |
| 6 | Spontaneous adopters                                  |          |          |              |
| 7 | Community members not participating in Project LISTEN |          |          |              |
| 8 | Two success stories from each village                 | 1        | 1        | 2            |
| 9 | Extensionists   |          |          |              |
|   | Total Interviewed                                     | 32       | 40       | 72           |

|   | <b>Sitolo</b>   | <b>W</b> | <b>M</b> | <b>Total</b> |
|---|---|----------|----------|--------------|
| 1 | Community members participating in Project LISTEN     | 7        | 9        | 16           |
| 2 | Village Headmen                                       | 1        |          | 1            |
| 3 | Group Village Headmen                                 |          | 1        | 1            |
| 4 | Community Committees                                  | 2        | 2        | 4            |
| 5 | Clubs: Poultry, Piggery, Goat, Small-scale Irrigation | 3        |          | 3            |
| 6 | Spontaneous adopters                                  | 2        | 3        | 5            |
| 7 | Community members not participating in Project LISTEN | 1        | 1        | 2            |
| 8 | Two success stories from each village                 | 1        | 1        | 2            |
| 9 | Extensionists   |          | 1        | 1            |
|   | Total Interviewed                                     | 17       | 18       | 35           |

|   | <b>Chitseko I</b>                                     | <b>W</b>  | <b>M</b>  | <b>Total</b> |
|---|---|-----------|-----------|--------------|
| 1 | Community members participating in Project LISTEN     | 24        | 15        | 39           |
| 2 | Village Headmen                                       | 1         | 6         | 7            |
| 3 | Group Village Headmen                                 |           |           |              |
| 4 | Community Committees                                  | 7         | 15        | 22           |
| 5 | Clubs: Poultry, Piggery, Goat, Small-scale Irrigation |           |           |              |
| 6 | Spontaneous adopters                                  |           | 2         | 2            |
| 7 | Community members not participating in Project LISTEN | 1         | 1         | 2            |
| 8 | Two success stories from each village                 | 1         | 1         | 2            |
| 9 | Extensionists   |           | 1         | 1            |
|   | <b>Total Interviewed</b>                              | <b>34</b> | <b>41</b> | <b>75</b>    |

### **Other interviews:**

|   | <b>Name</b>        | <b>Title</b>                  | <b>Affiliate</b> | <b>Date</b> |
|---|--------------------|-------------------------------|------------------|-------------|
| 1 | Schuyler Thorup    | Country Representative        | CRS/Malawi       | May 2       |
| 2 | Ian de la Rosa     | Director of Programming       | CRS/Malawi       | May 2       |
| 3 | Yohannes Antonyo   | Asst. Director of Programming | CRS/Malawi       | May 2       |
| 4 | Emily Burrows      | Public Resources Officer      | CRS/Baltimore    | May 9       |
| 5 | Madalisto Makalani | Field Officer Project LISTEN  | CADECOM          | May 11      |
| 6 | Levison Chinseu    | Field Officer Project LISTEN  | CADECOM          | May 12      |
| 7 | Bishop Felix Mkori | Bishop                        | Lilongwe Diocese | May 15      |
| 8 | Sostin Nyoni       | CADECOM Secretary             | Lilongwe Diocese | May 15      |

## Evaluation Calendar

| Sunday                                     | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   | Saturday  |
|--|--|---|---|--|--|---|
| April 30<br>Arrive Malawi<br><b>AH, GH</b> | May 1<br>Holiday in Malawi.<br>Review LISTEN documents, generate questions for clarification & review overall plan.<br><b>AH, GH</b> | May 2<br>Convene evaluation team. Review general plan for Malawi visit.<br>Determine: Reason for the evaluation? Who will use the findings? Their expectations.<br><b>AH, GH, YA, IHR, ST, AZ, BC</b> | May 3<br>Clarify questions regarding program.<br>Finalize key issues to be addressed by the evaluation & finalize activities calendar.<br><b>AH, GH, YA</b> | May 4<br>Finalize interview questions for all interview groups.<br>Ensure that questions are posed in a culturally appropriate way to obtain the information needed.<br><b>Malawi Evaluation Team*</b> | May 5<br>Confirm interview schedule with all participants/ stakeholders.<br><b>Malawi Team</b> | May 6<br>Finalize and photocopy interview question format in preparation for field visits.<br><b>AH, GH</b> |
| May 7<br>Travel to Zambia<br><b>GH, AH</b> | May 8<br>IHD Training in Zambia.<br><b>GH, AH</b>  | May 9<br>Return from Zambia via road.<br><b>GH, AH, SM</b>  | May 10<br>Travel to Kalungu Field Interviews.<br><b>Field Evaluation Team**</b>   | May 11<br>Field Interviews.<br><b>Field Evaluation Team</b>  | May 12<br>Travel to Mzuzu Field Interviews.<br><b>Field Evaluation Team</b>                    | May 13<br>Field interviews.<br><b>Field Evaluation Team</b>   |
| May 14<br>Organize data<br><b>AH, GH</b>   | May 15<br>MoA interviews.<br><b>Evaluation Team</b><br>Consolidate findings & prepare for debriefing.<br><b>Evaluation Team</b>      | May 16<br>Prepare for debriefing.<br><b>Evaluation Team</b>   | May 17<br>Debriefing to Malawi staff a.m.<br><b>Malawi Eval Team</b><br>Debrief to visitors p.m.<br><b>Malawi Eval Team</b>                                 | May 18<br>Geoff H. & AH depart for the US.   | May 19   | May 20  |
| May 21                                     | May 22<br>Draft report<br><b>AH</b>  | May 23  | May 24  | May 25   | May 26   | May 27  |
| May 28                                     | May 29   | May 30  | May 31  | June 1<br>Circulate draft evaluation report to team.<br><b>AH</b>  | June 2   | June 3  |
| June 4                                     | June 5   | June 6<br>Comments on draft report due to AH.<br><b>Evaluation Team</b>   | June 7<br>Finalize Evaluation Report.<br><b>AH</b>  | June 8<br>Finalize Evaluation Report.<br><b>AH</b>   | June 9   | June 10   |
| June 11                                    | June 12  | June 13   | June 14   | June 15<br>Final LISTEN evaluation report due<br><b>AH to GH</b>   | June 16  | June 17   |

\* See Annex C for Evaluation teams.

## Malawi Political Structure

A number of households form – a **Village** (1).

A Number of villages grouped together form (2) – a **GVH** (Group Village or Community).

- VDCs (Village Development Committees) exist at this level.
- CAC (Community AIDS Coordinating Committees) exist here.

A number of GVHs form a **TA** – (3) (Traditional Authority).

- Headed by a Senior Chief or just a TA.

A number of TAs form a **District** (4).

- Headed by a DC.

On the political side.

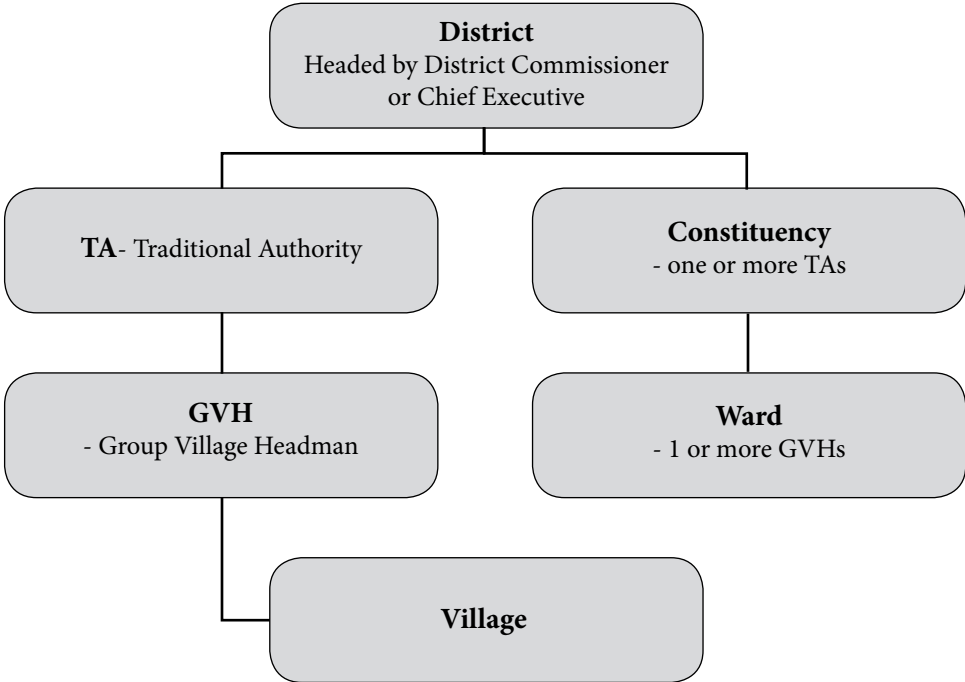
- The smallest unit is a Ward.
  - Headed by a Councilor.
  - Consists of a number of GVHs.
- A number of wards form a constituency.
  - Headed by an member of parliament.
- 1 or more constituencies form a district.
  - Headed by a District Commissioner.
  - May have a city in a district in which case the city will be headed by a Mayor. The two will not report to each other.
  - May have towns in a district in which case the town will be headed by a Chief Executive. The two will not report to each other.

Assembly.

- A leadership structure at district level.
- Under Ministry of Local Government (MoLG).
- May be a district assembly or town assembly or city assembly
- Comprises.
  - DC or Mayor or Chief Executive as head.
  - Sector heads at district level.
  - All Members of parliament in the district.
  - All councilors in the district.
  - All Senior chiefs.

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# Malawi Political Structure



## Evaluation Interview Questionnaire

### I. Questions for Community Committees

1. What is your impression of Project LISTEN? What are the greatest benefits.
2. What are its strengths?
3. What are its weaknesses?
4. Please describe how your committee works-its structure (total number, number of men, women, representation of younger and older community members) frequency of meetings, issues addressed...
5. Does the committee continue to meet to work with the Community Action Plans even though the project has ended?
6. Does your community have plans to update the Community Action Plan to include additional assets gained during the first phases of the project?
7. Do you feel that the community is less vulnerable than they were 1 or 2 years ago? If yes, in what way? If no, what could have been done differently to direct them to a higher level of resilience?
8. How do you think community members' attitudes have changed regarding having more control over their own food security?
9. Were any members of the community excluded from project activities or were all community members direct participants?
10. Do you feel the project was a success? If no, why not? If yes, in what way?
11. If there were another project of this type, what would you want it to include?

### II. Questions for Beneficiaries/Communities

1. What did you gain by participating in Project LISTEN?
2. Was your food intake and improved: increased or diversified?
3. Was there a change in food available during the hungry season for you and your family after Project LISTEN?
4. Did your income increase as a result of participating in Project LISTEN? If so, by approximately how much? How is this measured (increased crops, animal production, reduced losses...)?
5. Did you participate in the risk mapping exercise? Were your ideas included? Was the meeting held at a convenient time? Did it take too much time? Was the map worth putting the time into its development?

- 
6. Was the community action plan agreed upon by the whole community? What was the community action plan? Was there disagreement? If so, how was this resolved? Did CADECOM or CRS visit the community after the community action plan was developed and implemented? Who implemented the action plan?
  7. What do you see as the greatest risk to your community?
  8. Have your risks been reduced as a result of this project?
  9. What did you think of the seed fairs? Was the plan for conducting the seed fairs explained to you? Did you receive what you expected to receive? Did you plant the seeds? Were the seeds productive? Was there more food for your family during the lean season as a result of the seed fairs? Were you able to save seeds for next season?
  10. Was the community grant program clear to you? Did you receive a grant? If so, for what and in what amount? Did you understand the terms of the grant? Would you participate in a grant program again if given the opportunity?
  11. How were these activities perceived by non-participating communities?
  12. If there were another project of this type, what would you want it to include?
  13. Would you recommend that other communities participate in a similar project in the future if offered?

### **III. Questions for Project LISTEN Adopters (Non-participating communities):**

1. What do you think of Project LISTEN?
2. Why did you not participate?
3. In observing some of the activities of Project LISTEN, has your community begun any similar activities on its own? If yes, how are they doing this-with their own resources?

### **IV. Questions for Extensionists:**

1. What was your role in Project LISTEN?
2. What are your impressions of the project?
3. What is the demand of your services to the community and how has that changed as a result of Project LISTEN?
4. Do you know of other similar projects in the area? If so, how do these projects compare to Project LISTEN?

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5. What lessons have you learned from Project LISTEN?

**V. Questions for Village Headmen:**

1. What was your role in Project LISTEN?
2. What are your impressions of the project?
3. How could the project be better (question added to Sitolo GVH only)?
4. Do you feel that your village will be able to better manage situations of drought in the future as a result of their participation in Project LISTEN?
5. Do you know of other similar projects in the area? If so, how do these compare to Project LISTEN?
6. What lessons have you learned from Project LISTEN?

## Consolidated Field Interview Data

### I. Questions for Community Committees.

**Chitseko I:** 15 men and 7 women from four committees; main committee, poultry committee, irrigation committee, piggery committee.

**Sitolo:** 2 men and 2 women.

**Kadammanja:** 4 men and 6 women.

**Chazilala:** 5 men and 5 women; included members of the piggery & SS irrigation committees.

#### 1. What is your impression of Project LISTEN? What are the greatest benefits?

**Chitseko I:** New farming techniques, manure making, livestock production, Poultry, soil conservation, crop diversification and its importance, group dynamics, improved livelihoods as they are now able to produce during the lean season which they never did before.

**Sitolo:** it has increased the knowledge of compost manure making; housing goats and poultry and has brought a culture of saving money with the local bank.

**Kadammanja:** Boosted agriculture and livestock production in the area. (e.g., knowledge of agronomic methods, compost manure making; now able to utilize the Bua river (which was previously lying idle); soil and water conservation).

**Chazilala:** By working in a group we have reduced our hunger problem. We no longer rely on rain-fed crops alone, but also have small scale irrigation.

#### 2. What are its strengths?

**Chitseko I:**

- Irrigation, acquisition of small scale farming techniques, now each household raises about MK 3,000 every lean season harvest.
- They are able to produce food throughout the year.
- Manure making is a new notion to them.
- Most have never kept money in the bank.
- The community relationship with the extension workers has really improved.
- The program has increased their vision.

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**Sitolo:** SSI, poultry production, and culture of saving money.

**Kadammanja:** It has promoted small scale irrigation in the area, livestock production and given strong extension messages which can be easily implemented. *It also empowered them to develop their vision and become self-reliant.* Also has taught them good soil and water management techniques.

**Chazilala:** It has promoted crop diversification (soybeans, beans). It has empowered them economically through the sale of soybeans, vegetables, and eggs. It has improved their nutritional status. They have access to seed through seed fairs. There is main-streaming of HIV and AIDS. They are utilizing the Kanjaluni river for irrigation.

### 3. What are its weaknesses?

**Chitseko I:** The project does not

- provide them other essential tools such as watering cans, treadle pumps and the support provided is limited.
- does not provide for potable water for the community.
- seed fairs were only done once for everyone and they need more seed.
- does not link them to access cheap fertilizer.

When their food resources diminished the project didn't respond to their food needs (food distribution). The entry into the community was the exit strategy from previous food distribution programs that were closing down. This worked well except that in 2004 there was a serious drought and though they needed food distributions because they weren't THAT resilient by that time. The government was distributing food to non LISTEN communities and they thought that since PL communities were now more resilient and didn't need food but PL communities weren't very far along in the program yet at that point in time.

**Sitolo:** Grant amount was too low and came too late for the SSI. Also, there were no exchange visits to other clubs or communities.

**Kadammanja:** In regards to grants, beneficiaries are simply told *verbally* what amount has been deposited and what has been done with any interest accrued. (Authors note – this looks like a self-criticism. Not clear what was meant here).

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**Chazilala:** Cultivation was done in July but they got funds for buying inputs in late September when the water level was already low. As a consequence, they cultivated only once instead of twice.

**4. Please describe how your committee works-its structure (total number, number of men, women, representation of younger and older community members) frequency of meetings, issues addressed...**

**Chitseko I:**

Main committee: 4 males 1 female youngest 22, oldest 47.

SSI: 11 members, 4 m & 7 F, youngest 25 oldest 78.

Piggery: 3 m + 2 F; youngest 26, oldest over 60.

Poultry: 4 F + 1 M, youngest 29, Oldest 73.

Meet once a week except piggery every fortnight.

Review progress and make plans, resolve conflicts, act as a link between CADECOM and the community.

**Sitolo:**

Poultry committee= 5m + 5W ages 23-35.

Goat committee-4m + 6W ages 32-56.

SSI= 4m + 6W ages 23-60.

They discuss planned activities, talk about activities that have been completed and those activities that have failed. Share financial reports, review progress of planned activities and update one another on new information.

Poultry meets 3x/mo; goat and SSI 1x/wk.

**Kadammanja:**

- The enforce rules and regulations for the Club and encourage members to participate in project activities. They account for all activities that are taking place.
- There is an Executive Committee for LISTEN (3 members, 1 Females, 2 males).
  - Sub-committee Irrigation: 10 members, 4 M, 6 F.
  - Piggery: 10 members, 4 male, 6 female.
  - Poultry, 11 members. 8 female, 3 male.
  - In all committees, have youth representation (males are “boys”).
- Sub-committees meet 2 x week – in these meetings they identify implementation problems and find solutions and carry out activities planned for that week.

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**Chazilala:** The committee is composed of 10 people – chair, vice, secretary and vice, treasurer and vice, plus 4 committee members. Chimwemwe – 7 M, 3 F; Chamhoyo – 7 M, 3 F; Chiganga Poultry club – 9 F, 2 M. None of these clubs have representation from youth. All committees meet twice a week (Mondays and Fridays). Issues addressed at meetings include: evaluation of activities in past week, progress reports (given to the LISTEN office – extension); committees act as a bridge between community and CADECOM in implementation of activities; instilling discipline among members.

**5. Does the committee continue to meet to work with the Community Action Plans even though the project has ended?**

**Chitseko I:** They will never cease meeting!

**Sitolo:** Yes.

**Kadammanja:** Yes. Phase II has ended, but the work in the community goes on as normal.

**Chazilala:** Yes – they want to sustain the knowledge they have gained, and they want to fully implement the action plan they have developed.

**6. Does your community have plans to update the Community Action Plan to include additional assets gained during the first phases of the project?**

**Chitseko I:** Their new action plan incorporates lessons learned from Phase I. They still continue activities from Phase I.

**Sitolo:** The action plan has been reviewed several times including incorporating lessons learned thus far.

**Kadammanja:** Yes, they do plan to update the Community Action Plan because the first one had very positive outcomes.

**Chazilala:** Yes. They are looking specifically at the maintenance of the dam, which is currently broken.

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7. **Do you feel that the community is less vulnerable than they were 1 or 2 years ago? If yes, in what way? If no, what could have been done differently to direct them to a higher level of resilience?**

**Chitseko I:** They are more resilient especially those that participated in Project LISTEN. They are maximizing on their use of time. The project participant levels have increased from 46 to 86 that have joined in subsequent phases.

At first, a lot of people dropped out of the program because there were not “hand outs”. But as they saw the progress on the initiatives they wanted to join in and now the numbers have really grown. Most people want everyone to do the same thing and become more self-resilient which PL has led them to understand.

**Sitolo:** Yes because of the increase in production of maize due to new farming technology. Eggs are now available to purchase within the village and production has increased due to the ability to collect manure from the chickens and goats.

**Kadammanja:** Yes, they are less vulnerable because they are able to generate food and income from the irrigation and livestock activities. Besides this, they are able to use the knowledge gained from Project Listen in their own gardens, and they harvest more because of this.

**Chazilala:** Yes. They are now economically empowered – e.g., they are growing vegetables to sell, and getting income. Secondly, they have diversified their crops – even in their main gardens (e.g., sweet potatoes). The community has also come together socially, so they are stronger that way too.

8. **How do you think community members’ attitudes have changed regarding having more control over their own food security?**

**Chitseko I:** People can now afford to stay put during the dry season and they are eager to participate in more projects throughout the year. They really want to be self-reliant they are always talking about that.

**Sitolo:** They now practice crop diversification.

**Kadammanja:** Before the project they were waiting for government handouts. Now with LISTEN they did not need hand-outs. They relied

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on the produce from small scale irrigation.

**Chazilala:** There is transfer of knowledge of what they have learned from project LISTEN to their own gardens. Also, they are no longer relying on rain-fed irrigation – in fact they have started another irrigation area further down the river where they are growing maize, beans, sweet potatoes, cassava, sugar cane and vegetables.

**9. Were any members of the community excluded from project activities or were all community members direct participants?**

**Chitseko I:** Yes there were many who were excluded. They did not know exactly how many but it was many.

**Sitolo:** At first some people were not interested in joining. After the first sensitization meeting, only 42 of 100 people were interested and formed clubs. But now, seeing what is happening, they want to join.

**Kadammanja:** Last year direct participants were 26 households. This year there are 36 households participating (all of the households in the community).

**Chazilala:** Some are still not taking part – they thought it was a waste of time initially, and now they are “shy” to ask if they can join in now.

**10. Do you feel the project was a success? If no, why not? If yes, in what way?**

**Chitseko I:** Yes. People are now more self dependent.

**Sitolo:** Yes. They are now more self-reliant because of having two crops per year (they expect).

**Kadammanja:** Yes, it was a success – now they no longer hang around their homes doing nothing. They go straight from the rain-fed fields to their irrigation activities (all of their time is productive). Also, before the project, no one knew that the Bua river could be so productive. The knowledge they have gained in using local assets has been very valuable.

**Chazilala:** Yes, the project was a success. They were trained in small scale irrigation, livestock production, HIV and AIDS (less discrimination and stigma within the community). They are able to

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apply all extension methods from the project to their own fields, so their harvest is much better.

**11. If there were another project of this type, what would you want it to include?**

**Chitseko I:** The future projects should help provide clean potable water, treadle & motorized pumps, larger grants, wheel barrows and build a dam.

**Sitolo:** Increased grant funding, introduction of exchange visits and dairy production, agro forestry, and more training including refresher courses.

They want potable water and bore holes. They would also like access to loans and support linking them to other service providers.

They started with 85 chickens and now have only 22. The chickens died because of lack of feed. They started with 6 goats and now have 7. The goat committee has MK900 in the bank; poultry has MK 4,300 in the bank through the sale of eggs and SSi has MK 2,700 in the bank.

**Kadammanja:** Motorized pumps for irrigation.

- Dairy.
- Fruit production.
- Raising goats.
- Increase the number of treadle pumps.
- Extension contact should be continued.

**Chazilala:** Exchange visits to other projects/communities; funds to construct a better dam; community based organizations for care and support of orphans and HIV and AIDS patients. Also, there is a treadle pump available from Total Land Care that is more effective and user-friendly. They can contribute some funds, but would like LISTEN to contribute something as well.

## **II. Questions for Beneficiaries/Communities**

**Chitseko I:** 15 men/ 24 women/ lots of kids.

**Sitolo:** 9 men and 7 women.

**Kadammanja:** 31 men 25 women.

**Chazilala:** 32 men and 24 women.

**1. What did you gain by participating in Project LISTEN?**

**Chitseko I:** New skills, modern technology of farming, irrigation technology, food and crop diversity, improved access to food.

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Learned how to work as a group and also to manage their funds.

Self initiative. Livestock management.

They now have food during the lean period.

Increased production due to off season farming and improved farming techniques.

They received technical assistance from CADECOM and the MoA.

They increase their requests for technical assistance from the MoA and their services improved. Before the MoA provided assistance to the livestock but not much for crops, irrigation etc. but now they are not reluctant to assist as they were before.

**Sitolo:** they gained a lot. Compost manure making, improved ways of growing crops. Preparation of sunken beds, keeping livestock, growing vegetables in a club as well as on an individual basis.

**Kadammanja:**

- Knowledge of:
  - Compost manure making.
  - Small scale irrigation.
  - Improved agronomy techniques/water and soil conservation.
  - Livestock management (poultry and pigs).
  - Cassava production.
  - Importance of afforestation.
- Gained self-reliance and independence.
- Learned how to develop a “Vision” and set objectives.
- Social Capital – closer ties within the community.
- Encouraged participation of women in development projects.
- Access to Grants (up to \$ 500).
- Food Security and steady income.
- Sharing of information from exchange visits with other communities.

**Chazilala:**

- Knowledge to mitigate hunger.
- Modern farming methods.
- Learning income generating activities like poultry.
- HIV and AIDS awareness, care for orphans, vulnerable groups and the chronically ill.

**2. Was your food intake and improved: increased or diversified?**

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**Chitseko I:** Yes. They now have more maize, cassava, pinto beans, vegetables, eggs, soy beans and they have food during the lean season.

**Sitolo:** No because they have experienced a serious drought in 2005-2006. They do have a diversified diet but didn't give specifics. Also, they received their sub-grants late (in September).

The community was receiving food distributions from Plan International from Nov-May. 50 kg Maize + 10 kgs pinto beans per family per month.

**Kadammanja:** Yes: Increased and diversified.

**Chazilala:** Yes. We have increased – have mitigated hunger. Also we are producing and eating different types of food.

**3. Was there a change in food available during the hungry season for you and your family after Project LISTEN?**

**Chitseko I:** Yes. They now have food during the lean season.

**Sitolo:** No, due to drought.

**Kadammanja:** Yes.

**Chazilala:** Yes and no. Some said yes, some said no. The “no’s” said it had been a very bad season in terms of rainfall. Those who said yes said they had diversified their crops with those that resist drought, like soybeans, sweet potatoes, and cassava.

**4. Did your income increase as a result of participating in Project LISTEN? If so, by approximately how much? How is this measured (increased crops, animal production, reduced losses...)?**

**Chitseko I:** Yes. They used to harvest about 2-3 50 kg bags per harvest and now they get about 5 to 6 50 kg bags per farming family. They have more than doubled their production.

They couldn't estimate their income from the pigs and eggs because they are just starting to lay eggs and the pigs have just reproduced. They have saved MK 2,500 and MK 2,600 they will use to purchase feed for the chickens.

**Sitolo:** No due to drought.

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**Kadammanja:** Yes

- 26 families got a total of 300 x 50kg bags of maize from irrigated maize after the main season. (maize costs 3,000 Kwacha per 50kg bag).
- Pigs – now have 4 new piglets, plus the 8 adults from initial purchase
- Poultry – just started laying eggs – produced to date 150 eggs sold @ 10 Kwacha / egg (exch. Rate = 138 K = 1 US\$).

**Chazilala:** Yes:

- No harvest from irrigated maize last year due to early termination of water (dam burst). However, they did harvest some beans – estimated to be worth from 1,500 Kwacha per farmer in the group.
- For poultry, they have sold eggs worth about 4,700 Kwacha (hens just started laying recently).
- Goats – no sales yet.

**5. Did you participate in the risk mapping exercise? Were your ideas included? Was the meeting held at a convenient time? Did it take too much time? Was the map worth putting the time into its development?**

**Chitseko I:** Yes (unanimous) and their ideas were included. The were held in the afternoon at about 2-4 after they had completed their morning farming tasks. The map was really worth putting into place because they hadn't before had any sort of plan. They had some resources (river) that were sitting idle and they could now use them. It opened their eyes.

They not only planted closer to the river on the flood plain but the Chief allocated that land for their use that wasn't previously farmed.

**Sitolo:** Yes and their ideas were included. The meeting was held at a convenient time: from 10 am to 1 PM and it did not take too much of their time. The map was worth taking the time to prepare because they were able to plan and to use the wetlands and to identify local resources and assets.

**Kadammanja: Did you participate in the risk mapping exercise?**

Yes. **Were your ideas included?** Yes. **Was the meeting held at a convenient time?** Yes – in the morning up to noon. **Did it take too**

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**much time?** Yes and No (mixed response). **Was the map worth putting the time into its development?** Yes.

**Chazilala:** Yes, yes and yes.

## 6. Was the community action plan agreed upon by the whole community?

**What was the community action plan?**

- Was there disagreement? If so, how was this resolved?
- **Did CADECOM or CRS visit the community after the community action plan was developed and implemented?** Yes.
- **Who implemented the action plan?**

**Chitseko I:** Everyone played a part. Some made bricks for the pig house and poultry house, others procured animals, sourced feed & medicines, others looked for technical assistance (MoA).

MoA provided technical assistance in livestock management at the request of the community.

- **What was your role?**
- **Did you receive what you expected?** Yes. They have 8 pigs (6 females/ 2 males) + 4 piglets; plan to give 8 to the next group.

**Sitolo:** Yes. For example, SSI was a unanimous choice in the CAP.

**Kadammanja:** Working in a group, ideas were incorporated, there was no disagreement.

- Develop an Agricultural Calendar plan.
- Action plan – including small-scale irrigation and compost manure (1<sup>st</sup> Phase) and Livestock Management (2<sup>nd</sup> Phase).
- Implementation was through the Committees. Physical work was done by the community as a whole. Community also contributed cash in all phases (including buying the Treadle Pumps in Phase I – 10% deposit to government (MoA), with rest paid over time).

**Chazilala:** Yes and No. Members who did not agree later just went along with the majority. But there was some disagreement initially (mostly a complaint that there was too much to do initially).

- **What was the community action plan?** Small scale irrigation, water harvesting(dam), poultry project and goat project.
- **Was there disagreement?** Yes and no (see above). **If so, how was this resolved?** Majority rule.

- **Did CADECOM or CRS visit the community after the community action plan was developed and implemented?** Yes.
- Who implemented the action plan? The club members
- **What was your role?** In Irrigation – land prep, planting and all management of the crop. For livestock – made bricks, built the chicken runs, manage the chickens themselves, purchase inputs for all activities. For goats – housing construction, purchase of goats.

**Did you receive what you expected?** Yes.

**7. What do you see as the greatest risk to your community?**

**Chitseko I:** Drought, animal health and human health.

**Sitolo:** Drought, hunger, diseases, lack of inputs.

**Kadammanja:** Hunger.

**Chazilala:** Hunger and HIV and AIDS.

**8. Have your risks been reduced as a result of this project?**

**Chitseko I:** Yes. They can produce crops and have their livestock during drought. Nutrition has increased. Since they have diversified their crops if one crop doesn't do so well they have other options such as cassava and sweet potato that fare well during drought.

**Sitolo:** They can't judge because of the drought that came just as the project was starting.

**Kadammanja:** Yes-now able to harvest 3 times per year instead of just once and they have food from one harvest to the next.

**Chazilala:** Yes. Project was able to give them some inputs like seeds, fertilizers, tools (watering cans) and other small inputs. Have learned new farming methods.

**9. What did you think of the seed fairs?**

**Was the plan for conducting the seed fairs explained to you?**

**Did you receive what you expected to receive?**

**Did you plant the seeds? Were the seeds productive?**

**Was there more food for your family during the lean season as a result of the seed fairs? Were you able to save seeds for next season?**

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**Chitseko I:** Seeds were very good quality. They had options to a variety of seeds all in one place where before they had to travel all over to get a variety. They are also planting minor crops like pumpkins, soya. Because new seed varieties were introduced into the community this now generated a source for those same seeds within the community in the future.

We saved some seeds except for maize because they use improved seed which has to be purchased every year. The fact that they understand that the hybrid doesn't reproduce seeds is a big advancement in their knowledge of their level of risks (CADECOM).

**Sitolo:** The seed fairs allowed access to a rare variety of seeds at one place at one time and at reasonable prices. The plan was explained and they received what they expected. They understood the process and what they were due. They planted the seeds and they were productive, germination was good but due to poor rainfall, they didn't produce well and they did not have more food during the lean period. Some were able to save a few seeds for next season, i.e. composite maize seed (local), ground nuts, beans.

**Kadammanja:** Was helpful because they were able to purchase seed of their choice. They understood the process, got what they expected, planted the seed and it produced well.

**Chazilala:** Yes, but some are re-cycling their seeds (note: this includes hybrid maize, which is now suffering from maize streak virus).

#### 10. Was the community grant program clear to you?

- Did you receive a grant? If so, for what and in what amount?
- Did you understand the terms of the grant?
- Would you participate in a grant program again if given the opportunity?

**Chitseko I:** They understood the terms of the grant/ loan. They would greatly appreciate another opportunity at participating in a small grant program. MK 22,000 for irrigation, MK 54,000 for piggery and MK 67,000 for poultry.

**Sitolo:** The program was well explained and they know that they have to pay back to other communities, that they have to make compost

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manure and that they had to start activities before being considered for a grant (tilling land, building the chicken house...). They received MK 43,000 for poultry; MK 30,000 for veg seeds; MK 15,000 for goats; MK 20,000 for piggery and MK 30,000 for SSI.

**Kadammanja:** Liked the loan program, understood all aspects, would participate again.

- Small scale irrigation (42,000 K) – bought 8 bags of fertilizer (actually got 28K).
- Poultry – 65,000 K.
- Piggery – 56,000 K.

**Chazilala:**

- For small scale irrigation (Chimwemwe got 90,100 kwacha, and Chamboyo (also small scale irrigation) got 101,720 kwacha. For poultry (Chiganga), they got 30,000 Kwacha.
- **Did you understand the terms of the grant?** Yes – with a few “nos”. What they remembered was that they had to contribute money and open a bank account. They also term was to “revolve” the grant (pay by helping another community).
- **Would you participate in a grant program again if given the opportunity?** Yes. They would like the grant program to be continued for other communities.

## 11. How were these activities perceived by non-participating communities?

**Chitseko I:** They are envious. Some are copying what we are doing but not as a group, as individual families that include a large number of people. Some have approached the LISTEN villages for guidance.

**Sitolo:** They are highly admired and many would like a chance to join.

**Kadammanja:** Other communities initially said they were a waste of time – but now they are envying the community and are starting to copy the program.

**Chazilala:** Initially, non-participating communities were laughing at them – saying they were wasting time. Now, the same people are admiring them.

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**12. If there were another project of this type, what would you want it to include?**

**Chitseko I:** Bore holes, treadle pumps or motorized pumps, dairy farming, and expand it to other villages, their neighbors.

**Sitolo:** The sub-grant amount should be increased and should be given in a more timely manner. There must be regular visits from CADECOM personnel to give more advise and monitor the project. They would be happier if the project could construct dams. They have bore holes but they need maintenance. Mini hatcheries to hatch their own chicks would be nice.

**Kadammanja:**

- Motorized pumps for irrigation – the treadle pumps are limited in terms of the distance they can reach from the river.
- Dairy production.
- Diversification into Fruit production.
- Raising goats.

**Chazilala:** Dairy cattle; hybrid pigs; dam construction; orphan care; farm inputs to be extended to rain-fed crops.

**13. Would you recommend that other communities participate in a similar project in the future if offered?**

**Chitseko I:** Yes.

**Sitolo:** Yes because if the program isn't extended to other communities they will start stealing from them. There needs to be this type of program on a much larger scale.

**Kadammanja:** Yes.

**Chazilala:** Yes.

**III. Questions for Project LISTEN Adopters** (Non-participating communities):

**1. What do you think of Project LISTEN?**

**Chitseko I:** 2 men from near Chitseko I.

They want to participate. They also sought advice from CADECOM on farming techniques and need continued technical assistance from

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extension workers.

**Sitolo:** Its' a good project because people get income and food.

**Kadammanja:** Didn't have this question on their form.

**Chazilala:** It is very good, very useful and we would like to participate.

## 2. Why did you not participate?

**Chitseko I:** Their community wasn't chosen as part of the original group even though they were part of JFAP II.

CADECOM concentrated in areas where they felt they could have an impact. Not all GVHs were being equally affected. They asked the TA for a list of the most vulnerable. They then had meetings with the GVHs and asked the community to prioritize who was the most vulnerable, i.e. Kadammanja, Teambonjo, Ngwembe... This was all because of limited resources to carry out the project.

**Sitolo:** By the time the group was formed the man was away so he missed his opportunity.

**Kadammanja:** Didn't have this question on their form.

**Chazilala:** They were from an area that was not included in the initial group of Project LISTEN villages/communities.

## 3. In observing some of the activities of Project LISTEN , has your community begun any similar activities on its own? If yes, how are they doing this-with their own resources?

**Chitseko I:** Yes some individuals have sought advise from CADECOM and some individuals are starting small scale farming, winter cropping.

**Sitolo:** Don't have any idea.

**Kadammanja:** They had a problem with hunger in their area. When they went to visit their friends they saw what they were doing in the project. They called a village meeting and elected committees. For capital, participants contributed enough to buy watering cans and seed. The chairperson visits the project site in Kadammanja, gets information and brings it back to Wombwe. They are trying to get someone to assist them with treadle pumps.

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**Chazilala:** No. They have only seen the benefits, but have not got details on how the project works.

#### **IV. Questions for Extensionists:**

**1. What was your role in Project LISTEN?**

**Chitseko I:** He links veterinary services, new crop technologies and. Facilitates problem solving. Trains on the management of livestock and crop production.

**Sitolo:** Conducting trainings, facilitating and formulating constitution to manage clubs.

**2. What are your impressions of the project?**

**Chitseko I:** Project is assisting farmers and he sees with his eyes that there is an improvement in crop production and livestock in Project LISTEN communities.

**Sitolo:** He is impressed because it has resulted in improved livestock production and new farming technologies to the community.

**3. What is the demand of your services to the community and how has that changed as a result of Project LISTEN?**

**Chitseko I:** There is an increase in demand for his services since Project LISTEN because PL has come with different technologies such as poultry raising, and new crop technology and organizing their productions. Other communities ask the extension worker to come to their community to hold an “outdoor technical college”.

**Sitolo:** The demand for his services is now high as many clubs of PL have now opened accounts with the MRFC (Malawi Rural Finance Company).

**4. Do you know of other similar projects in the area? If so, how do these projects compare to Project LISTEN?**

**Chitseko I:** Yes. NGO Total Land Care’s project is quite similar. CADECOM follows the stages of the project cycle but others try short cuts and they don’t use the IHD!

**Sitolo:** Total Land Care is doing something somewhat similar but not quite the same. They have plans to distribute treadle pumps to

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some communities.

**5. What lessons have you learned from Project LISTEN?**

**Chitseko I:** There is a lot of consultation within PL and make a plan and then they act.

Working with groups is much easier than working with individuals. Supervision and provision of newer technologies is much easier when delivered to a group.

He has seen that when we provide funds, sub-grants, it is the procurement essential inputs that really propel their ability to be more productive.

**Sitolo:** He has learned that there is a behavior change in terms of the communities being served and their own initiative which has really increased since PL. They are working as a community to serve the community.

## **VI. Questions for Village Headmen:**

**1. What was your role in Project LISTEN?**

**Chitseko I:** Mobilize the community.

Supervise the SSI project to ensure that the action plan was completed on time Conflict resolution.

They also were responsible for giving land to the village members.

They gave low land to all of the people that was easier to irrigate. All of their rain fed land is up on the hill and is difficult to irrigate. They gave a total of 4 ½ hectares to 86 households. Before this land was idle.

**Sitolo:** Responsible for mobilizing the community about 35 people (W) He has a big role in advising and mobilizing the community and that he has a responsibility to be proactive in finding opportunities for his community. In turn, the community members need to become more active because when there are resources available they need to use them. He also said that he as responsibility as GVH to set an example for the community and he sees PL and self reliance as an important example for him to set. He is responsible for 16 villages = 1,884 people.

**Kadammanja:**

- Land distribution.
- Monitor project activities.
- Encourage other local leaders (to participate in activities).

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**Chazilala:**

- Ensure that people are participating according to the plans they developed.
- Land distribution for joint activities.
- Encourage non-participating communities to emulate their friends (to increase food security in the area).
- When there are disagreements, they intervene.

**2. What are your impressions of the project?**

**Chitseko I:** PL is very good. It has acted as eye opener and they now have planned ahead of time, before the lean season and drought. Before they didn't have any sort of community plan. They have a vision. Self initiative. They go to the MoA to request technical assistance. Continued activities from Phase I into Phase II without CADECOM. They are now so busy and they have year-round activities, crops and livestock so they don't have to migrate and reduces their chances of contacting HIV and AIDS.

**Sitolo:** (M) The project is good in that it has entered into the community with sustainable technical assistance and not handouts. When this project leaves, the people with have new skills. With other projects, when they leave the things (food, seeds etc.) are gone. (W) Through PL they have learned how to make compost manure and to plant one seed per seed station which will help buffer a drought period.

**Kadammanja:**

- They have gained knowledge and skills in compost manure making.
- The project is sustainable.
- With the project would spread to other areas.

**Chazilala:**

- Project has changed peoples attitude away from relying on rain-fed production to now include irrigation. E.g., beside project LISTEN, other areas are also starting small scale irrigation.
- Project has helped to reduce stigma and discrimination among HIV and AIDS patients.

**How could the project be better (question added to Sitolo GVH only)?**

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**Sitolo:** The project started late and the SSI failed because it dried up. They need to start earlier and timing of the project is critical. They were told in July about the grants but didn't receive anything until September. They need to start by like April. When things collapse it's a bad name for the whole project, like the SSI.

There is a need for more frequent and constant TA and should be a joint effort between CRS, CADECOM and MoA.

They would like to see exchange visits between PL villages to learn from one another and provide technical assistance from what we have learned. On the grant, the amount was not enough and they need to include more people as well.

For the piggery project there has been a shortage of feed due to the drought and increased maize prices.

PL should have competition within the project as an incentive to really excel. An incentive could be something like a high level delegation visit or the promise of an article in the news paper. A competition should be held between like projects (adapters w/ adapters ...).

The seed fairs were really good because people had access to high quality seeds of their choice in one location at good prices. BUT they feel that they would really need another seed fair this year because they have so few seeds from this year's harvest.

"Please, teach us how to fish". "we are rich in resources but we need input and knowledge."

**3. Do you feel that your village will be able to better manage situations of drought in the future as a result of their participation in Project LISTEN?**

**Chitseko I:** Yes but they need more inputs, treadle pumps, boreholes, potable water. Have increased crop diversification, 2 crops per year, compost manure and they are planting trees.

**Sitolo:** Yes now that they are planting in the wetlands. When the SSI is up and running, they will be able to manage better. When people are idle they sometimes sit around and drink beer because they are not busy.

**Kadammanja:** Yes.

**Chazilala:** Yes because of the change in attitude to accept small-scale irrigation. They can better manage as long as they put in place good water harvesting mechanisms.

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4. **Do you know of other similar projects in the area? If so, how do these compare to Project LISTEN?**

**Chitseko I:** Yes but they are different because this one is community driven and has a vision. The others don't.

**Sitolo:** Yes, Total Land Care but you have to pay MK 1,500 to become a member and people can't afford that.

**Kadammanja:** No.

**Chazilala:** No.

5. **What lessons have you learned from Project LISTEN?**

**Chitseko I:**

- Benefits of working as a group.
- Understanding SSI.
- Making compost.
- Being able to grow more on a small plot.
- Farming during dry season.
- No longer rely on just tobacco as their crop.
- Making use of idle resources.
- Skill of analyzing their advantages and disadvantages.

**Sitolo:**

- New technology: planting maize one seed per planting station, 25 cm apart instead of 3 seedlings every 1 meter.
- Also, compost manure which has reduced the burden of chemical fertilizers.
- Now they have a vision. They look forward and plan.
- They have learned to work as a group, to work together and help one another and have a greater appreciation for each other.
- Crop diversification as a drought mitigation measure.
- The inputs from seed fairs were critical.
- Program is too short. They have had bad climate this year and it will really take several agricultural cycles to make a difference really reduce vulnerability.
- Increased nutrients through a variety of foods, not just maize flour they have cassava, sweet potatoes and vegetables.
- Would also like some sort of loan program in the future.

**Kadammanja:** Our own form confusion, this question was not on all forms.

**Chazilala:** Our own form confusion, this question was not on all forms.

## Documents Reviewed

|    | Document  | Period           | Malawi Beneficiaries  | Budget    | Donor   |
|----|---|------------------|---|-----------|---|
| 1  | <b>LISTEN Proposal (Malawi &amp; Zambia) Phase I (?)</b><br><i>Narrative, annexes &amp; budget</i><br>Goal: Household capacity to increase resilience in Malawi & Zambia is improved<br>SO1: Complementary agricultural production is improved for 6,500 households<br>SO2: Community capacity to identify appropriate risk mitigation strategies is improved in 30 communities   | Jan '04-Dec '04  | SO1 1,500<br>SO2 5,000<br>Chikwawa Diocese (Chikwawa District), Lilongwe Diocese (North Kasungu District), & Mzuzu Diocese (South Kasungu District) | \$275,401 | Africa Crisis Fund (CRS Private Fund)                         |
| 2  | <b>LISTEN Proposal submitted to Seiben Foundation to support Seed Fairs (Malawi &amp; Zambia for Phase I)</b><br><i>Narrative &amp; budget</i><br>Goal: Household capacity to increase resilience in Malawi & Zambia is improved<br>SO1: Complementary agricultural production is improved for 6,500 households<br>SO2: Community capacity to identify appropriate risk mitigation strategies is improved in 30 communities | Jan '04-Jul '04  | SO1 1,500<br>Chikwawa Diocese (Chikwawa District), Lilongwe Diocese (North Kasungu District), & Mzuzu Diocese (South Kasungu District)              | \$25,000  | Seiben Foundation Total project value for Phase I = \$300,401 |
| 3  | <b>Annual Report Phase I Narrative</b>  | Jan '04-Sep'04   |   |           |   |
| 4  | <b>Project LISTEN - Phase II</b><br>Goal: Food insecurity is decreased in target communities of Kasungu district in Malawi<br>SO1: Household resilience to food security shocks is increased for vulnerable households and communities<br>IR1: Resilience to shocks for targeted households and communities   | Apr '05-Dec '05  | Lilongwe Diocese (North Kasungu District), & Mzuzu Diocese (South Kasungu District)   | \$61,183  | \$50,000 Food Resource Bank (FRB) \$11,183 CRS Private Funds  |
| 5  | <b>Project LISTEN (Phase II) Progress Report: April to November 2005</b><br><i>Narrative &amp; Budget Summary</i><br><b>Project LISTEN - Phase Three</b><br><i>Narrative &amp; Budget Summary</i><br>Goal: Food insecurity is decreased in targeted communities of Kasungu district in Malawi<br>SO1: Household resilience to food security shocks is increased for vulnerable households & communities                     | Apr '05-Nov '05  |   |           |   |
| 6  | <b>Document</b>   | <b>Period</b>    | <b>Comment</b>  |           |   |
| 7  | Update on Project LISTEN  | Apr 29 -30, 2004 |   |           |   |
| 8  | Field Trip Report Kasungu   | Mar 14-19, 2004  |   |           |   |
| 9  | Orientation Workshop Report for Kasungu DEC   | Mar 26, 2004     | First draft   |           |   |
| 10 | Project LISTEN Community Analysis & Feedback Sami Mutuwa  | Aug 12, 2004     |   |           |   |
| 11 | Seed Voucher and Fairs Training Workshop Agenda   | Sep 1-2, 2004    |   |           |   |
| 12 | Meeting minutes from Mzuzu CADECOM meeting  | Feb 17-18, 2005  |   |           |   |
| 13 | Phase I Mid Term Evaluation Notes   | May 2005         | Not finalized   |           |   |
| 14 | Field Trip Report Kasungu   | Jun 20-26, 2005  |   |           |   |
| 15 | Field Trip Report   | No date          |   |           |   |
|    | Update to Food Resources Bank   | Mar 30, 2006     |   |           |   |

| <b>Project LISTEN Tools/ Formats</b> |  | <b>Comments</b>   |
|--------------------------------------|--|-------------------|
|                                      | Explanation of Project LISTEN Tools  |                   |
|                                      | Project LISTEN Livelihood Assessment Guidelines  | First draft       |
|                                      | Project LISTEN Livelihood Assessment Checklist   |                   |
|                                      | Project LISTEN Livelihood Assessment Report Format   | First draft       |
|                                      | Project LISTEN Household Survey  | Revised-Final     |
|                                      | Community Analysis Feedback Form   |                   |
|                                      | Partner Monthly Report Format  |                   |
|                                      | Checklist for Project LISTEN Livelihood Assessment   |                   |
|                                      | Disaster Risk Management and Sustainable Development; Trainers' Guide to Livelihood Assessment | Draft             |
| <b>Sub-Grant Formats</b>             |  |                   |
|                                      | Group Application for Sub Grant Form   | FRB Grant Program |
|                                      | Small Grant Individual Beneficiary Disbursement Form   | FRB Grant Program |

# Annex I

## List of Project Activities and Accomplishments

### Phase I

|      |   |
|------|---|
| I.1  | Project LISTEN Project staff secured (in Malawi, existing staff was appointed rather than to hire new staff)  |
| I.2  | CADECOM PL staff hired and oriented to specifics of the project   |
| I.3  | Livelihoods Assessment Tool designed based on the IHD (CRS and CADECOM staff)   |
| I.4  | Livelihoods Assessment Report Format developed to standardize reporting (CRS and CADECOM Staff)   |
| I.5  | Household Survey Tool designed based on the IHD Framework (data gathered in 2005 but not used for the project)  |
| I.6  | Monthly activity report format established for CADECOM reporting to CRS   |
| I.7  | Target communities identified   |
| I.8  | Community sensitization meetings conducted in 5 communities   |
| I.9  | Community committees formed to ensure balanced representation and leadership for the PLA and CAP exercises  |
| I.10 | Participatory Livelihoods Assessments (PLA) and wealth ranking completed in 5 communities   |
| I.11 | Communities unanimously identified hunger as their greatest risk.   |
| I.12 | Community Action Plans (CAP) developed in 5 communities, i.e. small scale irrigation schemes, vegetable and second season cropping in irrigated fields, application of improved agricultural practices etc.         |
| I.14 | Seed vouchers and fairs (SVF) carried out reaching 1,587 of the proposed 1,600 beneficiaries in a timely manner for the planting season   |
| I.15 | Village members planted seeds obtained from the SV&F and reported excellent results except in one area that was again hard hit by drought during the normal wet season  |
| I.16 | Group Village Headmen (GVH) allocated previously unused available land to families without access to land and for expanded cultivation during the off-season through small scale irrigation systems (in some cases) |
| I.17 | Village members successfully cultivated crops during the off season for the first time using small scale irrigation systems   |
| I.18 | Community “clubs” established as a structure to manage community assets; the small scale irrigation clubs were formed in the first phase followed by the piggery, goat and poultry clubs in Phase II                |
| I.19 | Technical assistance for improved agricultural practices provided by CADECOM staff and the Malawi Ministry of Agriculture (MoA)   |

|      |   |
|------|---|
| I.20 | Community groups independently requested I technical assistance from the MoA  |
| I.21 | Some communities pooled their own funds to purchase treadle pumps on their own rather than to wait for Phase II sub-grant loans to become available   |
|      | Spontaneous adopters began imitating PL activities and requested assistance from CRS, CADECOM and the MoA   |
| I.22 | External funding secured from the Food Resources Bank (FRB) for Phase II  |
| I.23 | Additional requirements to further reduce vulnerability, specifically: access to small loans to purchase critical inputs, i.e. treadle pumps and small animals (chickens, goats and pigs) identified by PL participants   |
| I.24 | Plans for Phase II commenced to include expansion of Phase I activities to new communities, continued technical assistance and the availability of funds to communities in the form of sub-grants that were actually small loans up to US\$ 500 per community group could be accessed to enable activation of components of the CAP that required funding, i.e. purchase of treadle pumps, small scale animal repopulation, vegetable seeds, etc. |
| I.25 | Ongoing monitoring by CRS and CADECOM   |

## Phase II

|      |   |
|------|---|
| II.1 | Continued technical assistance for improved agriculture production provided to Project LISTEN communities and spontaneous adaptors  |
| II.2 | Proposal request format developed by CRS and CADECOM for village group application for sub-grants for risk reduction inputs up to US\$500.  |
| II.3 | Communities developed proposals   |
| II.4 | Proposals reviewed by CRS and CADECOM staff   |
| II.5 | Infrastructure such as identification of land to be cultivated by SSI and pens/ housing for small animals was a community input and had to be in place in order prior to being granted a loan   |
| II.6 | <p>Throughout the period, 54 sub-grants were disbursed to 692 people in 54 groups; an average of US\$ 30/ person or US\$ 367/ group. Sub-grants were available to both Project LISTEN beneficiaries, spontaneous adopter communities from Phase I as well as communities beginning Project LISTEN activities in Phase II.</p> <p>The loans were used for:</p> <ul style="list-style-type: none"> <li>● 21 Small-scale irrigation projects</li> <li>● 14 Piggery projects</li> <li>● 29 Poultry and production</li> <li>● 3 Goat production</li> </ul> |

|       |  |
|-------|--|
| II.7  | <p>Each sub-grant recipient signed a loan agreement that required that:</p> <ul style="list-style-type: none"> <li>● 5% of the loan amount be deposited in the Malawi Rural Savings Bank (MRSB) prior to receiving the loan disbursement</li> <li>● a commitment to making compost manure</li> <li>● the group would pay back the loan in the form of outputs to new Project LISTEN beneficiaries at a rate of 25% of the original input provided by the loan</li> </ul> |
| II.8  | <p>For each group that received a loan, a Club was formed to manage their investments. Each club has a management committee that includes a secretary and a treasurer. The clubs meet on a regular basis to discuss production, profits and losses, problems and other issues (either several times per month or weekly depending on the group)</p>  |
| II.9  | <p>Loan beneficiaries received training in basic bookkeeping and systems to track production</p>   |
| II.10 | <p>Crop yields continued to improve due to improved agriculture practices and off season cropping using small scale irrigation</p>   |
| II.11 | <p>Spontaneous adopters continue to take on successful program initiatives</p>   |
| II.12 | <p>CRS appealed for funding to FRB and other private donors for Phase III and hopes that continued programming will carry on thorough CY 2006 without interruption</p>   |
| II.13 | <p>Ongoing monitoring and reporting continued</p>  |
| II.14 | <p>Project evaluation/ case study carried out</p>  |

## LISTEN Livelihood Assessment Checklist

### RESEARCH AREA 1: Structures, Norms, Policies

| Objective: To obtain an overview of the community concerning resources, social groups, structures and institutions. |  |  |  |
|---|--|--|--|
| Research Topic  | Community  | Household  | Analysis/Feedback  |
| <b>1. Farming systems practiced</b>   | <ul style="list-style-type: none"> <li>Identify primary activities necessary to make a living</li> <li>Describe the farming systems in the community with respect to the following:                             <ul style="list-style-type: none"> <li>Crops grown</li> <li>Land tenure</li> <li>Labour availability</li> <li>Livestock</li> <li>Loans and credit</li> <li>Marketing</li> </ul> </li> <li>Other than farming, describe other activities people in the community do to make a living                             <ul style="list-style-type: none"> <li>Collecting/gathering firewood</li> <li>Food cultivation</li> <li>Livestock keeping/pastorals</li> <li>Brick making</li> <li>Weaving/hatching</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Identify primary activity to make a living (list of options)</li> <li>Describe farming systems used at HH                             <ul style="list-style-type: none"> <li>Crops grown</li> <li>Land tenure</li> <li>Labour availability</li> <li>Livestock</li> <li>Loans and credit</li> <li>Marketing</li> </ul> </li> </ul> |  |
| <b>2. Social, cultural norms</b>  | <ul style="list-style-type: none"> <li>Identify family marital systems</li> </ul>  | <ul style="list-style-type: none"> <li>Identify home area</li> </ul>   | <ul style="list-style-type: none"> <li>Describe the effect of different marital systems on the access, ownership and control of livelihood assets</li> </ul> |
| <b>3. Structures</b>  | <ul style="list-style-type: none"> <li>List down the delivering institutions</li> <li>Mention main effects or benefits of above mentioned service delivering institutions</li> <li>Describe and give reasons for the latest changes that have occurred in quality of services over time</li> </ul>   | <ul style="list-style-type: none"> <li>List down the delivering institutions and rank importance</li> <li>Describe the accessibility of above mentioned services and service delivering institutions</li> </ul>  | <ul style="list-style-type: none"> <li>What have been the impacts or effects of these changes</li> </ul>   |
| <b>4. Policies</b>  | <ul style="list-style-type: none"> <li>List down the policies and programmes implemented in the community</li> <li>Describe the affect of these policies on your community                             <ul style="list-style-type: none"> <li>Contributed to creation of assets</li> <li>Preserved and sustained assets</li> <li>Depleted or destroyed assets</li> <li>Influenced accumulation of assets over time</li> </ul> </li> </ul>  |  |  |
| <b>5. Processes</b>   | <ul style="list-style-type: none"> <li>How has community influence the design or transformation structures/policies/programs?</li> </ul>   |  |  |
| <b>6. Decision-Making</b>   | <ul style="list-style-type: none"> <li>Describe how the community makes collective decisions</li> <li>Describe how the community resolves conflict</li> </ul>  |  |  |

## RESEARCH AREA 2: Assets

**Objective:** To develop a sound understanding of livelihood assets and their accessibility as perceived by the community

| Research Topic                           | Community  | Household   | Analysis/Feedback   |
|--|--|---|---|
| <p><b>1. Assets</b></p>                  | <ul style="list-style-type: none"> <li>Identify and categorise assets available in the community into the following:               <ul style="list-style-type: none"> <li>(i) <b>Social Capital</b> e.g. supportive personal or family networks (nuclear or extended family), voluntary groups (self-help, social &amp; economic, religious), and Associations.</li> <li>(ii) <b>Human Capital</b> e.g. labour, education levels, skills, knowledge, health status</li> <li>(iii) <b>Physical Capital</b> e.g. roads, markets, irrigation canals, tools, Farm machinery, etc.</li> <li>(iv) <b>Financial Capital</b> e.g. money, savings, loans, incomes, food stocks, livestock</li> <li>(v) <b>Natural Capital</b> e.g. land, water, trees, fish, soils, natural wetlands, rivers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>List down major assets in order of their importance that exist in the community:               <ul style="list-style-type: none"> <li>(i) <b>Social Capital</b> e.g. supportive personal or family networks (nuclear or extended family), voluntary groups (self-help, social &amp; economic, religious), and Associations.</li> <li>(ii) <b>Human Capital</b> e.g. labour, education levels, skills, knowledge, health status</li> <li>(iii) <b>Physical Capital</b> e.g. roads, markets, irrigation canals, tools, Farm machinery, etc.</li> <li>(iv) <b>Financial Capital</b> e.g. money, savings, loans, incomes, food stocks, livestock</li> <li>(v) <b>Natural Capital</b> e.g. land, water, trees, fish, soils, natural wetlands, rivers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Mention major effects of these changes on livelihoods and accessibility to assets               <ul style="list-style-type: none"> <li>What are the constraints and implications for those who lack such control over and access to assets in the household</li> <li>What has been the effects of these changes on livelihoods and accessibility to assets for each livelihood category</li> </ul> </li> </ul> |
| <p><b>2. Accessibility to Assets</b></p> | <ul style="list-style-type: none"> <li>Describe the major changes and their causes in the accessibility of assets that have occurred in the recent years</li> </ul>  | <ul style="list-style-type: none"> <li>Explain the kind of access to assets that households have               <ul style="list-style-type: none"> <li>Who has access to and control over the assets in the households between men and women for each above mentioned livelihood category</li> <li>Mention major assets in order of priority relevant for each above mentioned livelihood category and give reasons</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Mention major effects of these changes on livelihoods and accessibility to assets               <ul style="list-style-type: none"> <li>What are the constraints and implications for those who lack such control over and access to assets in the household</li> <li>What has been the effects of these changes on livelihoods and accessibility to assets for each livelihood category</li> </ul> </li> </ul> |
| <p><b>3. Livelihood Categories</b></p>   | <ul style="list-style-type: none"> <li>Mention the criteria as perceived by the local community to determine livelihood indicators in order to distinguish between the well-to-do, poor and very poor households</li> </ul>  |   |   |

### RESEARCH AREA 3: Shocks, Cycles, Trends

| <b>Objective:</b> To assist communities to develop a deeper understanding of vulnerability and on how it affects their livelihoods. |  |   |                   |
|---|--|---|-------------------|
| Research Topic  | Community  | Household   | Analysis/Feedback |
| <p><b>1. Vulnerability Levels</b></p>   | <ul style="list-style-type: none"> <li>Mention major factors that contributes to vulnerability within the community</li> <li>(i) <b>Shocks</b> e.g. drought, floods, etc.</li> <li>(ii) <b>Trends</b> e.g. socio-economic</li> <li>(iii) <b>Cycles (seasonality)</b></li> <li>To what extent have vulnerability affected and caused changes in assets, structures, policies and processes over the period of 10 years as perceived by the community</li> </ul> | <ul style="list-style-type: none"> <li>Identify shocks/trends that have affected you ability to make a living</li> <li>How have these shocks/trends affected your household? (checklist)</li> <li>Sold assets</li> <li>Withheld kids from school</li> </ul> |                   |

### RESEARCH AREA 4: Strategies

| <b>Objective:</b> To assist communities identify, develop, and diversify strategies that improve their livelihoods. |   |   |   |
|---|---|---|---|
| Research Topic  | Community   | Household   | Analysis/Feedback   |
| <p><b>1. Coping Mechanisms</b></p>  | <ul style="list-style-type: none"> <li>List down the coping mechanisms being practiced within the community in response to shocks, trends and cycles</li> <li>To what extent have shocks, trends and cycles affected and caused changes in the adoption of coping mechanisms over the period of 10 years</li> <li>Mention the effects of the above mentioned coping mechanisms as perceived by the community</li> </ul> | <ul style="list-style-type: none"> <li>List down the household coping mechanisms being practiced response to shocks, trends and cycles (see above)</li> </ul> | <ul style="list-style-type: none"> <li>How has the community been able to create resilience through coping mechanisms</li> <li>Mention the effects of the livelihood diversification as perceived by the community</li> </ul> |

## RESEARCH AREA 5: Outcomes

| Objective: To assist communities identify and assess livelihood outcomes resulting from the implementation of the livelihood strategies |   |   |                   |
|---|---|---|-------------------|
| Research Topic  | Community   | Household   | Analysis/Feedback |
| 1. Income   | <ul style="list-style-type: none"> <li>How have livelihood strategies affected and caused changes in asset levels</li> </ul>                                  |   |                   |
| 2. Well-being   | <ul style="list-style-type: none"> <li>How have livelihood strategies improved well-being</li> </ul>  | <ul style="list-style-type: none"> <li>How have livelihood strategies improved quality of life</li> </ul> |                   |
| 3. Vulnerability  | <ul style="list-style-type: none"> <li>How have livelihood strategies reduced the vulnerability levels</li> </ul>   |   |                   |
| 4. Food Security  | <ul style="list-style-type: none"> <li>How have livelihood strategies improved food security</li> </ul>   |   |                   |
| 5. Sustainable Use of Natural Resource Base   | <ul style="list-style-type: none"> <li>How have livelihood strategies contributed to the sustainable use of natural resource base in the community</li> </ul> |   |                   |



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### 3.00 LIST OF DELIVERING INSTITUTIONS AND SERVICES

**Table 2:** *Institutions And Services*

| Institution & Services   | Women  |      | Men    |      |
|--------------------------|--------|------|--------|------|
|                          | Scores | Rank | Scores | Rank |
| Church (CARITAS)         |        |      |        |      |
| Credit facilities        |        |      |        |      |
| Farm Clubs               |        |      |        |      |
| Health Posts/ Committees |        |      |        |      |
| Medical Facilities       |        |      |        |      |
| Other NGOs               |        |      |        |      |
| Government Ministries    |        |      |        |      |
| Education                |        |      |        |      |

### 3.01 KNOWLEGDE OF POLICIES AND PROGRAMMES

### 3.02 COMMUNITY RESOURCES

**Table 3:** *Change Of Assets Over 10 Year Period*

| ASSETS             | CHANGES | CAUSES | EFFECTS |
|--------------------|---------|--------|---------|
| Land / Farming     |         |        |         |
| Schools/ Education |         |        |         |
| Trees              |         |        |         |
| Livestock          |         |        |         |
| River              |         |        |         |
| Financial capital  |         |        |         |
| Natural Wetland    |         |        |         |

### 4.00 LIVELIHOOD PROFILES AND CATEGORIES

### 4.01 WHAT IS LIVELIHOOD?

### 4.02 LIVELIHOOD CATEGORY PROFILES

**Table 4:** *Livelihood Indicators and Categories identified by Participants—Women*

| LIVELIHOOD INDICATORS                                   | LIVELIHOOD CATEGORIES |      |           |
|---|-----------------------|------|-----------|
|   | Well to do            | Poor | Very Poor |
| Household size  |                       |      |           |
| Clothes   |                       |      |           |
| Food  |                       |      |           |
| House structure   |                       |      |           |
| Livestock   |                       |      |           |
| Education   |                       |      |           |
| Land availability and size                              |                       |      |           |
| Types of crops grown                                    |                       |      |           |
| Types of Farm tools                                     |                       |      |           |
| Earning money   |                       |      |           |
| Natural resources owned and controlled by the household |                       |      |           |
| Use of Organic / Inorganic fertilizer                   |                       |      |           |

**Table 5:** *Livelihood Profiles identified by Participants—Men*

| LIVELIHOOD                  | WELL TO DO | POOR | VERY POOR |
|-----------------------------|------------|------|-----------|
| Household size              |            |      |           |
| Clothes                     |            |      |           |
| Food                        |            |      |           |
| House hold structure        |            |      |           |
| Livestock                   |            |      |           |
| Education                   |            |      |           |
| Land Availability and size. |            |      |           |
| Yields from Crops.          |            |      |           |
| Type of crops grown.        |            |      |           |
| Seed Availability.          |            |      |           |

| LIVELIHOOD                                    | WELL TO DO | POOR | VERY POOR |
|---|------------|------|-----------|
| Food stocks                                   |            |      |           |
| HH Assets [type]                              |            |      |           |
| Access to Credits                             |            |      |           |
| Employment                                    |            |      |           |
| Labor Availability                            |            |      |           |
| Type of farm Machinery                        |            |      |           |
| Earning Money                                 |            |      |           |
| Natural resources owned and controlled by H/H |            |      |           |
| Use of Organic and In Organic Manure          |            |      |           |

With reference to the table above, key trends were identified across the different livelihood categories as follows:

- **Household sizes**
- **Livestock**
- **Education**
- **Land availability**
- **Crop yields/harvest**
- **Types of crops grown**
- **Seed availability**
- **Food stocks**
- **Crop sales/earning**
- **Access to credit**
- **Employment**
- **Type of farm machinery**
- **Natural resources owned and controlled**
- **Use of organic and inorganic manure**
- **Head of households**

#### 4.04 DISCUSSION:

#### 4.05 PROPORTION OF LIVELIHOOD CATEGORIES

**Table 6:** Showing household proportions

| Livelihood Category | TOTALS (HH) |     |     |        | % |
|---------------------|-------------|-----|-----|--------|---|
|                     | MHH         | FHH | OHH | TOTALS |   |
| Well-to-do          |             |     |     |        |   |
| Poor                |             |     |     |        |   |
| Very poor           |             |     |     |        |   |
| <b>TOTALS</b>       |             |     |     |        |   |

**Key:**

- MHH = Male headed household
- OHH = Orphan headed household
- FHH = Female headed household

**4.06 DEFINE VULNERABILITY**

**4.08 FACTORS, CAUSE AND EFFECTS OF VULNERABILITY**

**Table 7:** Showing Vulnerability Factors ,Causes And Effects As Perceived By Women

| Factors contributing to Vulnerability | Periods     |             | Cause | Effects |
|---------------------------------------|-------------|-------------|-------|---------|
|                                       | 1994 - 1999 | 2000 - 2004 |       |         |
| Diseases e.g. Cholera (shocks)        |             |             |       |         |
| Hunger                                |             |             |       |         |
| Drought                               |             |             |       |         |
| Floods                                |             |             |       |         |
| Increased in farm input prices        |             |             |       |         |

**5.00 LIST OF COPING MECHANISM**

**Table 8:** *Showing Coping Mechanisms As Perceived By Women*

| <b>Factors contributing to Vulnerability</b> | <b>Periods</b>     |                    | <b>Coping mechanism</b> | <b>Effects</b> |
|--|--------------------|--------------------|-------------------------|----------------|
|  | <b>1994 – 1999</b> | <b>2000 – 2004</b> |                         |                |
| Diseases e.g. Cholera                        |                    |                    |                         |                |
| Hunger                                       |                    |                    |                         |                |
| Drought                                      |                    |                    |                         |                |
| Floods                                       |                    |                    |                         |                |
| High farm input prices e.g. Fertilizer       |                    |                    |                         |                |

**Table 9:** *Showing Vulnerability Factors, Causes And Effects By Men*

| <b>Factors</b>                     | <b>Periods</b>     |                    | <b>Causes</b> | <b>Effects</b> |
|------------------------------------|--------------------|--------------------|---------------|----------------|
|                                    | <b>1994 – 1999</b> | <b>2000 – 2004</b> |               |                |
| Floods                             |                    |                    |               |                |
| Drought                            |                    |                    |               |                |
| Trends, Diseases [HIV AIDS]        |                    |                    |               |                |
| Increased Agriculture input prices |                    |                    |               |                |
| Livestock population               |                    |                    |               |                |

**Table 10: Showing Coping Mechanisms As Perceived By Men**

| Factors contributing to Vulnerability              | Periods     |             | Coping mechanism | Effects |
|--|-------------|-------------|------------------|---------|
|  | 1994 – 1999 | 2000 – 2004 |                  |         |
| Diseases e.g. Cholera                              |             |             |                  |         |
| Hunger   |             |             |                  |         |
| Drought  |             |             |                  |         |
| Floods   |             |             |                  |         |
| Increase in prices for farm inputs e.g. Fertilizer |             |             |                  |         |

**Table 11: Food Security Calendar For All Livelihood Categories**

| Food availability        | Months      |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------|-------------|---|---|---|---|---|---|---|---|---|---|---|---|
|                          |             | J | A | S | O | N | D | J | F | M | A | M | J |
| <b>Change</b>            |             |   |   |   |   |   |   |   |   |   |   |   |   |
| Period of Abundance      | Well-to-do  |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Poor        |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Very Poor   |   |   |   |   |   |   |   |   |   |   |   |   |
| Period of less abundance | Well-to-do  |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Poor        |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Very Poor   |   |   |   |   |   |   |   |   |   |   |   |   |
| Hunger period            | Well-to -do |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Poor        |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Very Poor   |   |   |   |   |   |   |   |   |   |   |   |   |

## 6.00 LIVELIHOOD STRATEGIES

### 6.01 EFFECTS AND IMPACT OF LIVELIHOOD STRATEGIES

**Table:12** *Showing Livelihood Outcomes as perceived by both Men and Women*

| Livelihood Strategies   | Livelihood Outcomes |            |               |               |                                      |
|---|---------------------|------------|---------------|---------------|--------------------------------------|
|   | Income              | Well-being | Vulnerability | Food Security | Sustainable Use of Natural Resources |
| Impact  |                     |            |               |               |                                      |
| Compost Manure making   |                     |            |               |               |                                      |
| Crop diversification  |                     |            |               |               |                                      |
| Income Generating Activities.s                                    |                     |            |               |               |                                      |
| Good agricultural practices-soil and water conservation measures. |                     |            |               |               |                                      |
| Ganyu   |                     |            |               |               |                                      |
| Relief food   |                     |            |               |               |                                      |
| Livestock keeping   |                     |            |               |               |                                      |
| Small scale irrigation  |                     |            |               |               |                                      |

## 6.02 LIVELIHOOD TRENDS

## 7.00 COPING AND ADAPTIVE STRATEGIES.

**Table 13: Showing Different Coping Strategies Across all the Categories**

| COPING STRATEGY                    | CATEGORY  |      |            |
|------------------------------------|-----------|------|------------|
|                                    | Very Poor | Poor | Well-to-do |
| Piece work                         |           |      |            |
| Eating maize husks                 |           |      |            |
| Eating vegetables                  |           |      |            |
| Selling livestock                  |           |      |            |
| Selling household assets.          |           |      |            |
| Remittances                        |           |      |            |
| Reducing number of household meals |           |      |            |
| Migration                          |           |      |            |
| Eating porridge                    |           |      |            |
| Purchasing extra food              |           |      |            |

## 7.01 HOUSEHOLD REMITTANCES

## 8.00 PROBLEM PRIORITIZATION AND SWOT ANALYSIS

**Table 14 : Showing both Men And Women Problem Ranking**

| PROBLEM                                       | RANKED BY MEN | RANKED BY WOMEN |
|---|---------------|-----------------|
| <i>Lack of Food</i>                           |               |                 |
| <i>Lack of Money</i>                          |               |                 |
| <i>Lack of Fertilizer</i>                     |               |                 |
| <i>Lack of Seeds</i>                          |               |                 |
| <i>Lack of Livestock</i>                      |               |                 |
| <i>Lack of Safe Water</i>                     |               |                 |
| <i>Lack of health facility</i>                |               |                 |
| <i>HIV and AIDS</i>                           |               |                 |
| <i>Lack of agriculture Extension services</i> |               |                 |
| <i>Lack of loan facility</i>                  |               |                 |
| <i>Lack of Markets</i>                        |               |                 |

## 9.00 CAUSE-EFFECT ANALYSIS: PROBLEMS AND COPING MECHANISMS

**Table 15:** *Indicating Relationship between Vulnerability Causes And Effects By Women*

| <b>Factors contributing to Vulnerability</b> | <b>Coping mechanism</b> | <b>Effect</b> |
|--|-------------------------|---------------|
| Diseases e.g. Cholera                        |                         |               |
| Hunger                                       |                         |               |
| Drought                                      |                         |               |
| Floods                                       |                         |               |
| High input prices e.g. Fertilizer            |                         |               |

**Table 16:** *Indicating Relationship between Vulnerability, Causes And Effects By Men*

| <b>Factors contributing to Vulnerability</b>       | <b>Coping mechanism</b> | <b>Effects</b> |
|--|-------------------------|----------------|
| Diseases e.g. Cholera                              |                         |                |
| Hunger( food shortage)                             |                         |                |
| Drought  |                         |                |
| Floods   |                         |                |
| Increase in prices for farm inputs e.g. Fertilizer |                         |                |

Food shortage

**Cause**

**Effect**

Lack of Fertilizers

**Cause**

**Effect**

---

Lack of Money

***Cause***

***Effect***

Lack of safe Clean Water for drinking and irrigation

***Cause***

***Effect***

Lack of farm inputs

***Cause***

***Effects***

## **10.00 SWOT ANALYSIS**

| <b><i>STRENGTH</i></b> | <b><i>WEAKNESS</i></b> | <b><i>OPPORTUNITY</i></b> | <b><i>THREATS</i></b> |
|------------------------|------------------------|---------------------------|-----------------------|
|                        |                        |                           |                       |
|                        |                        |                           |                       |
|                        |                        |                           |                       |
|                        |                        |                           |                       |
|                        |                        |                           |                       |

## **11.00 OPPORTUNITY AND STRATEGY ANALYSIS**

# Annex L

## Household Survey Questionnaire

### Instructions:

- The head of household should respond to this survey. Whether or not the head of household is literate, please guide him/her through the survey, reading the questions to solicit answers.
- If the head of household is not available, please return to the household later in the day to implement the survey. If the head of household cannot be reached upon return to his/her house, please skip this household. On the questionnaire intended for this household, write “SKIP” so that the number of households not interviewed can be tracked.
- Read the question as they are written in the survey and mark the answer provided by the head of household accordingly. Surveyors should not interpret or read into the questions.
- Do not skip any questions unless the respondent does not know the answer to the question or is not comfortable answering a question. If the respondent will not answer a question, please note “R” next to the question to indicate that the respondent refused to answer.

| IDENTIFICATION                             |                          |
|--|--------------------------|
| District: _____                            | Date of interview: _____ |
| Traditional Authority: _____               |                          |
| Village: _____                             |                          |
| Identification number of respondent: _____ |                          |
| Name of interviewer: _____                 |                          |

**Section A: Demographics**

*Please circle one answer for each question.*

|           |   |   |
|-----------|---|---|
| <b>A1</b> | What is your gender?  | Female..... 1<br>Male..... 2  |
| <b>A2</b> | What is your age?   | Less than 18..... 1<br>18-25..... 2<br>26-40..... 3<br>41-55..... 4<br>Over 56..... 5   |
| <b>A3</b> | Are you married?  | Yes, living in the same household..... 1<br>Yes, living apart..... 2<br>No, never been married..... 3<br>No, widowed ..... 4<br>Do not know ..... 5 |
| <b>A4</b> | How many people are in your household?                                      | 1-2..... 2<br>3-4..... 3<br>5-6..... 4<br>6-8..... 5<br>More than 8 ..... 5   |
| <b>A5</b> | How many children (under 18) are in your household?                         | Zero ..... 1<br>1-2..... 2<br>3-4..... 3<br>5-6..... 4<br>More than 6 ..... 5   |
| <b>A6</b> | Of these children, how many of the children's parents are no longer living? | Zero ..... 1<br>1-2..... 2<br>3-4..... 3<br>5-6..... 4<br>More than 6 ..... 5   |
| <b>A7</b> | How many children (under 18) in your household attend school regularly?     | Zero ..... 1<br>1-2..... 2<br>3-4..... 3<br>5-6..... 4<br>More than 6 ..... 5   |

|            |  |  |
|------------|--|--|
| <b>A8</b>  | Is anyone in your household infected with HIV or AIDS?                                       | Yes..... 1<br>No ..... 2<br>Do not know ..... 3  |
| <b>A9</b>  | How many times in the past month has someone in your household seen a medical care provider? | Zero ..... 1<br>1-2..... 2<br>3-4..... 3<br>5-6..... 4<br>More than 6 ..... 5  |
| <b>A10</b> | What is the average income of your household on a monthly basis?                             | Less than MK 500..... 1<br>MK 500-1500 ..... 2<br>MK 1501-2500 ..... 3<br>MK 2501-3500 ..... 4<br>MK 3501-4500 ..... 5<br>More than MK 4500..... 5 |

### Section B: Livelihood Strategies

|   |   |  |
|---|---|--|
| <b>B1</b>   | What is your primary source of income?<br>(Circle only one strategy.)               | Farming..... 1<br>Collecting firewood..... 3<br>Livestock keeping ..... 4<br>Brick-making ..... 5<br>Weaving ..... 6<br>Remittances from family/friends ..... 7<br>Savings ..... 8<br>Other (specify)..... 9 |
| If your primary livelihood strategy is farming, please answer the following questions:<br>(Skip to Section C: Structures and Policies if your primary source of income is not farming.) |   |  |
| <b>B2</b>   | What kind of crops do you grow?<br>(Circle all crops that apply to your household.) | Maize ..... 1<br>Groundnuts ..... 2<br>Beans ..... 3<br>Sweet potato ..... 4<br>Soya beans ..... 5<br>Cow peas..... 6<br>Cassava..... 7<br>Tobacco..... 8<br>Other (specify)..... 9                          |

|           |  |  |
|-----------|--|--|
| <b>B3</b> | What crops from your most recent harvest did you sell?                               | Maize..... 1<br>Groundnuts ..... 2<br>Beans ..... 3<br>Sweet potato ..... 4<br>Soya beans ..... 5<br>Cow peas..... 6<br>Cassava..... 7<br>Tobacco..... 8<br>I did not sell any crops..... 9<br>Other (specify)..... 10 |
| <b>B4</b> | If you were unable to sell crops from your most recent harvest, identify the reason: | No market..... 1<br>No transport..... 2<br>Illness ..... 3<br>Other (specify)..... 4   |
| <b>B5</b> | How many hectares of land do you own?  | Less than 5 ..... 1<br>6-15..... 2<br>16 - 35..... 3<br>36 - 45..... 4<br>More than 45..... 5  |
| <b>B6</b> | What kind of livestock do you own?   | Goats ..... 1<br>Sheep ..... 2<br>Cattle ..... 3<br>I do not own any livestock..... 4<br>Other (specify)..... 5  |

### Section C: Household Self-Provision

|           |  |   |
|-----------|--|---|
| <b>C1</b> | In a year with drought or other significant difficulties, how many months out of 12 do you have sufficient food from your own household production to meet your household needs? | Number of months (indicate only one number from 0 to 12): _____ |
| <b>C2</b> | How many months do you expect to have food from your <b>current</b> (recently harvested or to be harvested soon) harvest or assets?  | Number of months(indicate only one number): _____               |

**Section D: Asset Sales**

|                  |  |   |
|------------------|--|---|
| <p><b>D1</b></p> | <p>Has anyone in your HH sold assets in the last six months?</p> | <p>Yes, 0-2 months..... 1<br/>         Yes, 3-4 months..... 2<br/>         Yes, 5-6 months..... 3<br/>         No ..... 4</p>   |
| <p><b>D2</b></p> | <p>Type of assets sold (circle all that apply):</p>              | <p>Livestock..... 1<br/>         Poultry..... 2<br/>         Household goods..... 3<br/>         Farming equipment..... 4<br/>         Land..... 5<br/>         Clothing..... 6<br/>         Other (specify)..... 11</p>  |
| <p><b>D3</b></p> | <p>Reason for asset sale (circle all that apply):</p>            | <p>No longer needed ..... 1<br/>         Normal daily expense ..... 2<br/>         To fill household food shortage ..... 3<br/>         School fees ..... 4<br/>         Health/medical expenses..... 5<br/>         Other Emergencies..... 6<br/>         Social event..... 7<br/>         Repay debt ..... 8<br/>         Funeral of household member..... 9<br/>         Funeral of someone outside household..... 10<br/>         Other (specify)..... 11</p> |

## Section E: Coping Strategies

Coping strategies reference guide for converting times/month to times/week:

1-4 times/month = Seldom

10-24 times/month = Pretty often

5-9 times/month = Once in while

25 or more times/month = Almost everyday

| <b>Coping Strategies:</b> In the past <u>30 days</u> , how frequently did your household use one or more of the following strategies in order to access food?<br><b>CIRCLE ONE ANSWER FOR EACH COPING STRATEGY IN THIS LIST</b> |   |       |  |  |   |                    |
|---|---|-------|--|--|---|--------------------|
|   |   | Never | Seldom<br>(less than<br>1 day per<br>week) | Once in a<br>while<br>(1-2 days<br>per week) | Pretty<br>often (3-6<br>days per<br>week) | Almost<br>everyday |
| E1  | Limit portion size at mealtimes   | 1     | 2  | 3  | 4   | 5                  |
| E2  | Reduce number of meals eaten per day  | 1     | 2  | 3  | 4   | 5                  |
| E3  | Skip entire days without eating (No food intake at all)   | 1     | 2  | 3  | 4   | 5                  |
| E4  | Borrow food or rely from help from a friend or relative   | 1     | 2  | 3  | 4   | 5                  |
| E5  | Rely on less expensive or less preferred foods  | 1     | 2  | 3  | 4   | 5                  |
| E6  | Purchase food on credit, or take a loan to purchase food  | 1     | 2  | 3  | 4   | 5                  |
| E7  | Gather unusual types/amounts of wild food or hunt   | 1     | 2  | 3  | 4   | 5                  |
| E8  | Harvest immature crops (e.g. green mealies)   | 1     | 2  | 3  | 4   | 5                  |
| E9  | Send household members to eat elsewhere   | 1     | 2  | 3  | 4   | 5                  |
| E10   | Send household members to beg   | 1     | 2  | 3  | 4   | 5                  |
| E11   | Restrict consumption by adults so children can eat more?  | 1     | 2  | 3  | 4   | 5                  |
| E12   | Rely on casual labor for food   | 1     | 2  | 3  | 4   | 5                  |
| <b>Other Coping Strategies:</b> In the past <u>3 months</u> , did you use the following coping strategies?<br><b>CIRCLE YES OR NO OR NON APPLICABLE FOR EACH COPING STRATEGY IN THE LIST</b>                                    |   |       |  |  |   |                    |
|   |   | Yes   | No   | N/A  |   |                    |
| E13   | Avoid spending on healthcare in order to buy food   | 1     | 2  | 3  |   |                    |
| E14   | Reduce expenditure on education and/or withdrew child/children from school in order to buy food | 1     | 2  | 3  |   |                    |
| E15   | Reduce expenditure on agricultural and livestock input to buy food                              | 1     | 2  | 3  |   |                    |

## Section F: Health Related Information

|   |   | Yes   | No | Do not know |
|---|---|---|----|-------------|
| F1  | Do you know anyone who has HIV or AIDS?                                       | 1   | 2  | 3           |
| F2  | Do you know where you can go for voluntary counseling and testing?            | 1   | 2  | 3           |
| F3  | Have you ever been tested for HIV?  | 1   | 2  | 3           |
| F4  | Has anyone in your household ever been tested for HIV?                        | 1   | 2  | 3           |
| F5  | Would you care for someone who is infected with HIV or AIDS?                  | 1   | 2  | 3           |
| F6  | If you were HIV positive, would you share your status?                        | 1   | 2  | 3           |
| F7  | If someone in your household were HIV positive, would you share their status? | 1   | 2  | 3           |
| F8  | Has anyone in your household ever had TB?                                     | 1   | 2  | 3           |
| F9  | Do you sleep under a mosquito net?  | 1   | 2  | 3           |
| F10   | Has anyone in your household ever had malaria?                                | 1   | 2  | 3           |
| <b>Please circle only one response for the following questions.</b> |   |   |    |             |
| F11   | How far do you walk for water?  | Less than 1 km .....1<br>1-2 km .....2<br>3-4 km .....3<br>5-6 km .....4<br>More than 6 km .....5 |    |             |
| F12   | What is your primary source of water?   | Well.....1<br>Borehole.....2<br>Lake/river/stream .....3<br>Tap .....4<br>Other (specify).....5   |    |             |
| F13   | How many deaths has your household had in the last year?                      | None .....1<br>1-2.....2<br>3-4.....3<br>5-6.....4<br>More than 6.....5                           |    |             |

## Section G: Structures and Policies

|           |   |  |
|-----------|---|--|
| <b>G1</b> | Does your household benefit from services provided by local organizations or government?          | Yes..... 1<br>No .....2<br>Do not know .....3  |
| <b>G2</b> | What organizations provide services to your household?  | Local government..... 1<br>CADECOM..... 2<br>PLAN International ..... 3<br>MASAF ..... 4<br>Banja la Mtsogolo ..... 5<br>AIDS support organizations ..... 6<br>Total Land Care ..... 7<br>Other (specify)..... 8   |
| <b>G3</b> | What services does your household receive from the organizations mentioned above?                 | Basic health education ..... 1<br>Voluntary counseling and testing..... 2<br>Home-based care ..... 3<br>Income-generating activities..... 4<br>Agricultural skills ..... 5<br>Agricultural inputs ..... 6<br>Food aid ..... 7<br>School fees for children ..... 8<br>Family planning services ..... 9<br>Other (specify)..... 10 |
| <b>G4</b> | Did you vote in the last national election?   | Yes..... 1<br>No .....2  |
| <b>G5</b> | Do you feel that you have the power to influence decisions made by local leaders and authorities? | Yes..... 1<br>No .....2  |

## Section H: Beneficiary Data

|           |   | Yes | No | Do not know |
|-----------|---|-----|----|-------------|
| <b>H1</b> | Is your household currently benefiting from the project implemented by CADECOM? | 1   | 2  | 3           |
| <b>H2</b> | Does someone in your household contribute to the project?                       | 1   | 2  | 3           |

|           |   |   |   |   |
|-----------|---|---|---|---|
| <b>H3</b> | Does the project respond to your household needs? | 1 | 2 | 3 |
|-----------|---|---|---|---|

**Section I: Quality of Life**

**Part 1.** For each of the following, please choose the answer that best describes how *satisfied* you are with that area of your life. Please mark your answer by circling the number. There are no right or wrong answers.

| How <i>satisfied</i> are you with:                                | Very dissatisfied | Moderately dissatisfied | Slightly dissatisfied | Slightly satisfied | Moderately satisfied | Very satisfied |
|---|-------------------|-------------------------|-----------------------|--------------------|----------------------|----------------|
| Your health?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your health care?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| The amount of energy you have for everyday activities?            | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your ability to take care of yourself without help?               | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| The amount of control you have over your life?                    | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your chances of living as long as you would like?                 | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your family's health?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your children?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your family's happiness?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your spouse or partner?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your friends?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| The emotional support you get from your family?                   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| The emotional support you get from people other than your family? | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your ability to take care of family responsibilities?             | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| How useful you are to others?                                     | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| The amount of worries in your life?                               | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your neighborhood?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your home or place where you live?                                | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your job (if employed)?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Not having a job (if unemployed, retired, or disabled)?           | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your education?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| How well can you take care of your financial needs?               | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your chances for a happy future?                                  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your peace of mind?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your faith in God?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your happiness in general?  | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |
| Your life in general?   | 1                 | 2                       | 3                     | 4                  | 5                    | 6              |

|                  |   |   |   |   |   |   |
|------------------|---|---|---|---|---|---|
| Your appearance? | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|---|---|---|---|---|---|

Part 2: For each of the following, please choose the answer that best describes how *important* that area of your life is to you. Please mark your answer by circling the number. There are no right or wrong answers.

| How <i>important</i> to you is:                                   | Very unimportant | Moderately unimportant | Slightly unimportant | Slightly important | Moderately important | Very important |
|---|------------------|------------------------|----------------------|--------------------|----------------------|----------------|
| Your health?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your health care?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| The amount of energy you have for everyday activities?            | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your ability to take care of yourself without help?               | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| The amount of control you have over your life?                    | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your chances of living as long as you would like?                 | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your family's health?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your children?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your family's happiness?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your spouse, lover or partner?                                    | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your friends?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| The emotional support you get from your family?                   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| The emotional support you get from people other than your family? | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your ability to take care of family responsibilities?             | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| How useful you are to others?                                     | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| The amount of worries in your life?                               | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your neighborhood?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your home or place where you live?                                | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your job (if employed)?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Not having a job (if unemployed, retired, or disabled)?           | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your education?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Being able to take care of your financial needs?                  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Having a happy future?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Peace of mind?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your faith in God?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your happiness in general?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Being satisfied with life?  | 1                | 2                      | 3                    | 4                  | 5                    | 6              |
| Your personal appearance?   | 1                | 2                      | 3                    | 4                  | 5                    | 6              |

## Project LISTEN Success Stories

### Gravazial Damaseki, Project LISTEN Program Participant, Chitseko I

#### *Gravazial's story:*

My name is **Gravazial Damaseki**, I have one wife and five children and I come from the village of Chitseko. I have participated in Project LISTEN for about two years. Before, I only grew maize in the highland areas and depended on rain fall for my crops. In 2003, the people from Project LISTEN came to our village to talk to us about making a plan. We started with a small-scale irrigation project which gave us two crops per year instead of just one.



Now this year, with irrigation, I have planted 4 hectares of land and I expect to produce 400 50 kilo bags of maize, more than three times what I was able to produce before.

Through Project LISTEN, I learned to plant one seed per planting station and also, how to make compost manure. This has made my land more productive.

As I speak to you now, I am making compost manure for the next season. I plan to have 20 heaps of compost manure for next season. Before I learned through Project LISTEN that I can make compost manure by myself, I didn't use it. The biggest challenge for me is to transport the compost manure for the next season. I have to travel a long way carrying it on my head.

Project LISTEN has also helped us to grow more than just maize. I now grow trees so that the fertility of the land is improved. I also plan to grow fruit trees. We also have cassava and sweet potatoes which we never had before because of Project LISTEN.

Now, we eat three times per day instead of just two.

---

## Daniel Maseko, Project LISTEN Participant, Sitolo

### *Daniel's story:*

My name is **Daniel Maseko** age 31. I am married to one wife with four children: two girls and two boys. I come from the village Kanzizwa in the Group Village Headman Sitolo under the traditional authority Chisemphere.

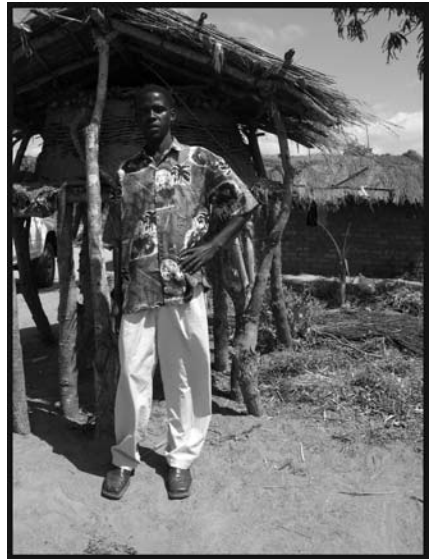
Before Project LISTEN, I was farming groundnuts, tomatoes, vegetables, cassava and sweet potatoes on the wetland. But I was not using improved methods. On average I was harvesting 20 baskets of tomatoes and 10 bags of maize, 50 kilos each.

When I got involved in Project LISTEN I was exposed to improved farming methods like sunken beds, planting one seed per station and keeping livestock. Now, on average I harvest 30 50 kilo bags of maize from wetland cropping alone. Currently I have 32 chickens and 6 pigs. My chickens have started laying eggs and I collect 20 eggs per day.

What I have benefited most from Project LISTEN is working in a group learning about leadership, hygienic practices [small animal production] and crop diversification. I have now started growing bananas for my family's own consumption.

At first I did not know how to make compost manure but now I now how to make pit manure using chicken droppings.

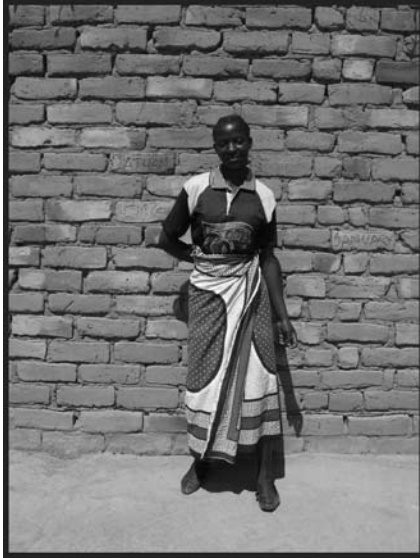
My future plans are to continue with Project LISTEN and to teach others what I have learned.



---

## Constance Munthali, Sitolo, Project LISTEN Participant

### *Constance's Story:*



My name is **Constance Munthali** and I am 24 years old. I come from Donald Village in Group Village Head Sitolo where Project Listen is implemented. I am married with one child.

I am a member of the Sitolo small scale irrigation club. Before joining Project LISTEN, my husband and I were working on our in a wetland garden. We were following a disorganized system of farming using old agricultural practices. We had no livestock and had no chance of accessing credit facilities. Because of this,

we were living a miserable life as our most basic needs could not be met.

When we joined Project LISTEN, we learned to make compost manure and proper land preparation. We acquired watering cans and other inputs through the Project LISTEN community loan program. With these inputs our yields increased. For instance, a piece of land that was producing less than 50 kgs of maize is now producing more than 200 kgs.

Through Project LISTEN I have learned about planting one seed per planting station and am benefiting from the loan group where purchasing of inputs has been allowed.

Now, I have the capacity to make money and improve farming practices that increases yields and solve the problem of food insecurity.

---

## Florence Manda, Project LISTEN Participant, Chitseko 1

### *Florence's Story:*

My name is **Florence** and I am 42 years old. I am married and have 9 children. I come from Nsimbi Village, in group village headman Chitseko 1, Traditional Authority Njombwa, South of Kasungu District. I am divorced from my first husband and am now staying with my new husband in this village. The new family is blessed with three children. I am a member of the small scale irrigation club and also a member of the poultry committee here.

Before, both my husband and I used to rely on piece work (ganyu) in other fields. Farming was regarded as a secondary source of income for us since the money was not significant. For example, before Project LISTEN, we bought one bag of artificial fertilizer for one half acre of maize field and harvested only eight 50kg bags of maize<sup>7</sup> (valued at approximately US\$ 15). We never grew anything during the winter.



The first year of Project LISTEN we were able to harvest maize worth MWK 3,020 (approx US\$ 22) from the first year of winter cropping because of the small scale irrigation project. We were also able to produce 12 bags of maize during the rainy season on the same half acre with technical support we received from Project LISTEN for improved production.

We expect to harvest over 14 bags (50 kilos) of maize from our half-acre field of land this 2005-06-harvest season and 6 bags (50 kilos) of maize from this winter crop.

We believe that with what we have gained from Project LISTEN, we will not suffer from the end of the food aid program and we will no longer have to rely on ganyu our livelihood. I am also working with the poultry committee and with small scale dambo farming where I am growing some vegetables and cassava. We have two crops each year now so that is much better. My family has food.

I wish that other villages had Project LISTEN so that they can have food too.

---

<sup>7</sup> Malawi, average [maize] prices peaked in February at unprecedented levels (US\$0.37/kg compared to the ADMARC price of US\$0.13/kg), and dropped 19 % to an average of US\$0.30/kg in March [2006] FEWS NET Southern Africa Food Security Update March/April 2006

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**Mr. Konifle Maziwoki, Project LISTEN Participant, Chazilala**

***Konifle's Story:***

I am **Konifle Maziwoko** from the Chazilala community. I am married with six children. I am a farmer and grow a range of crops and produce pigs and goats with other community members.

During Project LISTEN our community conducted an [livelihoods] assessment and identified hunger as the biggest and most frequent threat to the well being of our community – most people did not produce enough food for their families and did not generate enough income to buy the food either. When we looked at our assets, we identified the local stream as a potential source of irrigation. The chief allocated land along the river so we could start a small scale irrigation project. In the first year we grew mustard and rape greens to sell to purchase maize grain. We set up a central fund to purchase two treadle pumps to increase the efficiency of the irrigation systems. We also identified livestock as a good potential income source.

From Project LISTEN I was able to grow enough tomatoes and irrigated maize to feed my family. I even generated 6,800 Kwacha (about US \$50) from the sale of excess produce and used the money to pay for school fees for my children and to purchase more seed and fertilizer.



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Unfortunately, the community dam was recently destroyed by the rupture of a larger dam up-stream (the upstream dam was also developed under Project LISTEN, built by government contractors). The flood caused by the surge of water from upstream broke the Chazilala community dam so now we don't not have water to irrigate another winter crop this season.

We are starting to repair the dam and are planning to talk to the upstream community to repair that dam too. I may need to seek piece work this year to get enough food and income for my family but, I hope we will get the dam in working order before the next rainy season.

In Phase II of Project LISTEN, the community developed proposals and received small grants (less than \$ 500 in total) to start up both a goat and a pig enterprise. The funds were used to purchase livestock, construct animal shelters and purchase food for the pigs. The first new piglets and goat kids have been born and the enterprises are going well. In addition to selling the animals for income, the manure from both will provide a rich source of fertilizer to our compost making. With the irrigation working again and when the pigs and goats are producing regularly, our community will become self-sufficient in the foreseeable future - and this time we will be buffered in the event that any one of our enterprises fails for any reason.

Project LISTEN has taught us new crop production methods such as proper row spacing and manure composting to help us increase yields rain-fed fields. We have also benefited greatly from an increased ability to work together as a community. We know now that that working together we can make maximum use of diverse skills. With new knowledge, skills, enterprises and a sense of community spirit, we are looking forward to a much better future than they ever thought was possible.

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**Mrs. Finesi Banda, Project LISTEN Participant, Chazilala**

***Finesi's Story:***

I live in Chazilala community, am married and have 8 children. Of these, 2 are married, four are in primary school and two are in nursery school.

My husband and I have participated in Project LISTEN since it began. Before the project, we never produced enough food from our rain-fed gardens to last through the year. We were often hungry and in particular we lacked any kind of “relish” to have with our staple *nsima* (maize meal starch).

My husband and I are members of the “irrigation club”, the “chicken club” and the “goat club”, all of which were started by community members as a result of Project LISTEN. Through the project, we have strengthened their ties with government extension agents and have received a lot of good advice on how to increase production in various enterprises. We have learned about proper plant spacing and how to make compost manure to supplement the more expensive commercial fertilizer. We have also learned the importance of protecting the soil and maintaining its fertility and about the importance of doing field operations (like planting and weeding) in a timely manner. We received training when we started the irrigation projects and are applying new skills in rain-fed crop fields to increase yields from these areas as well. The club members intend to use both the chicken and goat manure to supplement compost and further increase crop yields.

Since the success of the first irrigation season my family now has adequate food. With the greens and beans (which they have started to intercrop with their maize) we also have plenty of relish to accompany our *nsima*. We have a more balanced diet, especially with the availability of eggs from the poultry club and the production of a diversity of crops.

The chickens recently started laying eggs which the club is selling. Eggs are now readily available in the village. They are particularly useful in supplementing the diet of people who are chronically ill (a high proportion of these are suffering from HIV and AIDS). The eggs are generating an income for the club, and providing a profit even after the purchase chicken feed.

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Along with the technical knowledge gained from participating in Project LISTEN, the most important lesson we have learned is that by working together in a group, things move more easily and smoothly, and much more can be achieved. There are many other villages that need Project LISETN technical assistance to start similar programs, so that they can defeat hunger.



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**Mr. Chimbhanya Mwaza, Project LISTEN Participant, Kadammanja**

***Chimbhanya's Story:***

I am the Chair Person of the Kadammanja Small Scale Irrigation Club and a member of the "Pig producers" Club. I am a farmer and am married with 6 children.

Before this project, the harvest from my rain-fed maize crop almost never lasted from one harvest to the next. I had to do piece work for other farmers in my community or migrate to other areas in search of work to earn money to feed my family. I had limited time to work in my own fields and this reduced my own yields even further.

Since Project LISTEN I have food from my own production that lasts from one harvest to the next. I no longer have to leave home in search of work to feed my family. I have enough time to work my own field and even have an income from the sale of vegetables and green maize. I use the extra cash to pay school fees and buy clothes and shoes for my children. I am also able to buy other important daily needs such as soap and washing powder.

The most important thing I have learned from Project LISTEN is how to develop a vision of how things can be, and to set goals that will help me (and the community) to achieve those visions.



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Another important outcome of PL is that the community has learned how to work together again. This has given us a lot more strength. Today in our village, rich and poor work together. Everyone is doing better and we have many new projects we want to start (including irrigated fruit orchards, small dairy, and goat production). We also learn new techniques regularly through exchange visits with other Project LISTEN communities.

The community has regained pride because we can now feed ourselves.

---

**Mrs. Evelesi in Kadammanja, Project LISTEN Participant,  
Kadammanja**

***Evelesi's Story:***

My name is **Evelesi Kadammanja** and I am a founding member of the Kadammanja small scale irrigation club. I am single and have 6 children. My husband died from hunger during the last drought season as we did not have enough food.

Now, without my husband, I am a farmer but have never been able to meet household needs by depending on our tradition of rain-fed crops. Before Project LISTEN, I was not able to feed my family and couldn't pay for school fees for my children. After my husband died, I coped by searching for piece work to get a little money to buy food. I couldn't afford to send my children to school and they had to work for additional income.

Since Project LISTEN I am able to provide for my children. I produce enough food for my family year-round and even had enough last year to sell two 50 kg bags of maize grain because of what we produced with small scale irrigation. I can afford school fees for all of the children and can buy them clothes and afford the daily needs of the household. I even have money for medicine when one of the children falls sick.

Recently I have joined the Kadammanja Poultry Club and am expecting to increase my income still further from those efforts. The future is looking much brighter for me and my family.



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*Authors note: In 2003, during a major drought that affected all of southern Africa, hunger and malnutrition were rife in the Kadammanja Community, and 14 people actually died of starvation. Project LISTEN was initiated in 2003, and through this project the community decided to develop a small scale irrigation project next to the Bua river that flows through the community. Though there was another drought this past season (2005/06), because of the project, no one in the community is in danger of starving and hunger and malnutrition are rapidly becoming a thing of the past.*

# Annex N

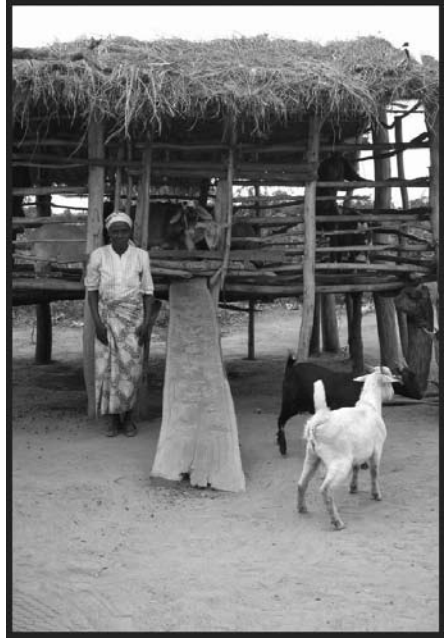
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## Project LISTEN Photos













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