

**Qualitative Impact Monitoring
of Poverty Alleviation Policies and
Programmes
in Malawi**

An Approach based on Rapid Rural Appraisal (RRA)
in 12 Malawian Villages

**Volume 2
Analysis of the Process**

Draft Version - Not for Citation

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submitted to
**Social Policy Advisory Services,
German Technical Co-operation
(SPAS-GTZ)**

for the
National Economic Council
at the
**Office of the President and Cabinet
Government of Malawi**

Lilongwe, Malawi, August 1998

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1 INTRODUCTION

In 1994, the Government of Malawi (GoM) struck out on a new course of action with the alleviation of poverty as its foremost development goal. Policy instruments, such as the Poverty Alleviation Programme (GoM 1995), were established to define and support this process. In order to observe and adjust the various poverty-fighting policies and programmes, the Poverty Monitoring System (PMS) was created in 1996. The Poverty Monitoring Unit (PMU), which manages the PMS, is part of the Poverty and Social Policy Division (PSPD) of the National Economic Council (NEC).

Since its inception, the PMS has had mainly statistical information with which to work. However, the Technical Working Committee (TWC) to the PMU recognised that *qualitative* information was needed to augment the understanding of poverty in Malawi provided by quantitative data, as well as to achieve a meaningful picture of the effects of relevant policy. To respond to this need, Qualitative Impact Monitoring (QUIM) was conceived and its first investigation carried out over approximately one year from mid-1997 through the middle of 1998.

The findings of the first QUIM round are presented in Volume One of this publication, entitled Qualitative Impact Monitoring of Poverty Alleviation Policies and Programmes in Malawi: An Approach based on Rapid Rural Appraisal (RRA) in 12 Malawian Villages. The first volume also provides detailed and in-depth information about the overall QUIM concept, the results of the policy analyses which the first QUIM round investigated, and key principles which structured the inquiry (such as how sites were selected and teams organised). In other words, volume one concerns itself primarily with *what* QUIM can provide as a policy-monitoring tool.

The present volume concentrates on *how* QUIM operates. Part one is a process analysis of the first round of QUIM in Malawi, from inception through the analysis of the findings. Although based to a great degree on a similar instrument developed in Jordan¹, QUIM in Malawi is a product of its own political and cultural setting, has experienced its own unexpected boons and difficulties, and exhibits its own strengths and weaknesses. Scrutinising the course of the first year of QUIM, first of all documents it and secondly allows us to reflect on its advantages and shortcomings in order to propose improvements for future

¹ Cf. Humboldt-Universität (hereafter H-U) 1996.

rounds – or for application elsewhere. Part one concludes with recommendations for continuing QUIM exercises in Malawi.

Part two is a practical manual for carrying out future QUIM rounds. It combines the good experiences of the first round with the suggestions made at the end of part one. The manual also describes the RRA philosophy, approach, and specific tools.

Figure 1: The Step-Wise Approach of the QUIM Process

The Preparation Phase

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2 PART ONE: A PROCESS ANALYSIS OF QUIM

QUIM has been conceptualised in a clear, step-by-step manner. Figure 1 lists the total of 20 steps taken for the three main phases of the QUIM exercise: the Preparation Phase, the Field Phase, and the Analysis Phase. Each step of each phase shall be examined in order. First, the step and its objectives are presented. Then the actual activities performed and methods used are described, focusing on the strengths and weaknesses, followed by suggestions for how it can be organised for the next QUIM round.

2.1 The Preparation Phase

The importance normally attached to any preparation stage was greatly increased due to the fact that this was the *first* QUIM exercise ever performed in Malawi. Thus all details – even the formulation of the basic QUIM concept and philosophy – had to be developed. This phase ran from June 1997 through the beginning of the Field Phase on the first of November of that year.

Most of the tasks of the Preparation Phase were performed by the organising team² consisting of

- four members of the PSPD
- two external consultants and
- one advisor of the GTZ Social Policy Advisory Services (SPAS) project.

However, once the researchers were selected for the QUIM Team, they, too, became involved in preparations. The precise steps carried out in the Preparation Phase, along with comments and recommendations, are as follows:

Step 1: Developing the QUIM Concept Paper

The concept paper provides the theoretical and methodological basis, the structure, and general guidelines for QUIM, and supplies the following information:

- the need for QUIM and its function within the PMS
- the objectives of QUIM
- the activities to be carried out under QUIM and the methods to be used
- the proposed step-by-step plan of operation for QUIM.

² The QUIM organisers were Mishek Longwe, Lana Chikhungu, Ron Chokani, Nelson Gomonda, Renate Kirsch, Stephen Nkoka, and Patricia Zimpita.

After the Technical Working Committee (TWC) of the PMS agreed that there was a need to collect qualitative data on poverty and on the effects of poverty-fighting policies, it assigned NEC the task of drafting a concept paper on how that could be done. The writing of the concept paper was to be a capacity-building exercise for the PSPD staff. Once the paper was completed, it was to be discussed by the TWC in a special meeting.

The PSPD staff requested assistance from SPAS in drafting the QUIM concept paper. SPAS agreed, and ended up essentially writing the paper on its own; the paper was presented to the PSPD for discussion and further input. The capacity-building value of the exercise, therefore, was largely undermined. Furthermore, even though NEC generally accepted the QUIM concept, controversy ignited over the ownership of the process.

Upon completion of the concept paper, SPAS committed the funding for QUIM and pressed forward with the Preparation Phase. Although it had been agreed that the concept paper would be presented to the TWC once it was completed, the TWC faced internal difficulties which precluded it meeting for five months time. Thus TWC first saw the QUIM concept paper after all preparations had already been made. NEC would have preferred extending the time spent on discussing the concept, as well as the number of stakeholders taking part in the discussions, in order to clarify roles and responsibilities better and to secure commitment from all actors involved. NEC was especially concerned that the process progressed without the official approval of the TWC.

Lessons and Ideas:	<p>⇒ More involvement of important institutions and stakeholders facilitates later stages of QUIM implementation. For QUIM 2, the suggestion is to allow significantly more time for this.</p> <p>⇒ The primary stakeholders should work together on the concept development.</p>
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Step 2: Analysing the Poverty Focus in Relevant Policies

Pertinent policies are analysed by the organising team in order to:

- determine the state of the art of policy formulation and implementation in each sector
- determine how each sectoral ministry addresses poverty
- uncover the relationship between sectoral and macro policies
- develop the hypotheses to be tested by the inquiry (i.e., the hypotheses about what effects the sector policies *should be having* on poverty, which later would be compared with the actual field findings – see Appendix 1).

The analyses³ require both the review of policy documents and interviews with officers in the line ministries.

This step was perceived by the organising team as being invaluable for the preparation of the QUIM Field Phase, although it claimed much more time and effort than expected. For the first QUIM round, the points of investigation for each of the fourteen line ministries were:

- What are the leading policies and programmes in the sector?
- Do these policies and programmes have a poverty orientation?
- Are the sector's policies and macro policies with regard to poverty coherent?
- Is there experience on the impact of the programmes and policies at the grass-root level?

The results of the analyses were presented and discussed within the organising team in weekly meetings. However, the time constraints prevented much cross-checking of findings with officers in the line ministries, which had been the original intent. During the Field and Analysis Phases, it became obvious that covering such a large number of sectors made the investigation somewhat superficial. However, as a sort of "baseline" inquiry on impact of poverty-oriented policies, aiming for an overview rather than for depth is not inappropriate for a first round of QUIM.

The QUIM organisers had envisioned this step as being important to the design of QUIM, only. Thus they did not see the involvement of the field researchers as necessary. Therefore, the analysis papers were not shared with the QUIM Team. After the fact, though, it became clear that a better understanding of the background issues of the QUIM investigation would have facilitated a better focus in the field and a superior analysis of the findings.

After the Field Phase, the organising team revised the policy analysis papers because, as they stood, they were insufficient for analysing the field findings. A new format was developed for this "re-analysis" process.⁴

Lessons and Ideas:	<p>⇒ In future QUIM rounds, the breadth of the inquiry should be restricted to one or two sectors. This will enable deeper analysis and investigation and will allow more time for checking findings with officers of the line ministries in question.</p> <p>⇒ In the next rounds of policy analysis, it is important not to "reinvent the wheel" by repeating the work which has been done already. Rather, the relevant analyses (including the investigation hypotheses) which have already been constructed should be taken as the starting point.</p> <p>⇒ The new framework for policy analysis, already designed, should be used for</p>
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³ The policy analyses are presented in Volume 1, Part 2, Section 1.

⁴ This new framework consists of two tables. One facilitates the comparison of policy by document and sector, summarising *policy* goals. The other table shows the planned *policy* implementation activities and the relevant actors. An example of the tables for the agricultural and food security sector appears as Appendix 2.

future investigations.

- ⇒ Officers of line ministries would be valuable members of the organising team. Their involvement would guarantee valid and in-depth analysis of the policies, and ensure a better understanding of and commitment to QUIM within the line ministries.
- ⇒ All QUIM Team members should receive the sector analysis papers and have an opportunity to discuss them with the organising team.
- ⇒ It is important to complete the policy analyses prior to the Field Phase so that it is clear what information is sought.

Step 3: Creating the Plan of Operation for the QUIM Concept Paper (Workshop 1)

- A workshop in which the primary stakeholders finalise the QUIM concept is instrumental to achieving a basis for the development of a plan of action for all further steps.

The specific aims of the workshop are to:

- revise *central aspects* of the concept paper – such as the problem analysis, the stakeholder analysis, the methodological approach, the scope of operation, and the time frame for carrying out the current round
- achieve a common understanding of the concept behind QUIM with the larger group of primary stakeholders (beyond the organising team)
- define the research topics and hypotheses to be tested in the Field Phase
- assess the resource requirements (personnel and financial).

Participants at this first workshop, held at Kanengo from 7 - 10 October 1997, were:

- the members of the organising team
- staff of both the PSPD and the SPAS project
- two representatives of the GTZ Headquarters (who provided expertise in gender issues and poverty-oriented analysis)
- the head of the PSPD
- an international consultant (responsible for analysing the field results and writing the final report).

The workshop was structured by a presentation made by the QUIM organisers. Each of the *central aspects* mentioned above was presented on a flip chart and discussed by the entire group. This method proved to be conducive to productive discussion and a high degree of participation. In addition to meeting all the aims listed above, the participants were able to make some concrete decisions concerning the nature of QUIM in Malawi and to raise some central issues, thus going even above and beyond the original objectives of the workshop. The main conclusions made and issues covered at the workshop are:

- **How QUIM fits into the PMS structure.** This involves the issue of quantitative versus

qualitative data. QUIM is to increase the amount of qualitative data available to decision-makers and thus to achieve more of a balance with the surveys which collect quantitative data. QUIM provides a cross-check for the quantitative information and “fleshes out” the picture of poverty. The policy-makers in Malawi recognise that poverty is a complex issue which can only be grasped fully when the poor are allowed to describe their daily reality and personal perceptions (for further detail, see Volume 1, Part 1).

- **Concepts and terms related to “impact monitoring” and “qualitative impact monitoring.”** Terms were defined and discussed (including “impact”, “qualitative”, “policy monitoring”, “poor”, “vulnerable”) so that a common understanding exists of what, exactly, each one means in the QUIM context. The value of different approaches and different types of information were explored (for further details, see Volume 1, Part 1).
- **The QUIM approach and objectives.** The objectives, purpose, activities, and desired results of the first round of QUIM were developed by the group. (These are presented in the Introduction to Volume 1.) The QUIM was to adopt an RRA approach.
- **The scope of QUIM.** It was pointed out that clarification must exist for what QUIM can and cannot achieve on its own. For instance, it can *identify* certain kinds of problems, but cannot *solve* them; it can *point to* certain societal and governmental structures which need strengthening, but it cannot *strengthen* them, itself. The issue here is how the information QUIM provides is to be used – can those involved in QUIM ensure that the information gained is fed into the decision-making process? This leads into the next point:
- **The feedback mechanism for the information provided by QUIM.** The question of putting QUIM information into use through effective feedback mechanisms is perhaps the central one for the existence of QUIM. Unfortunately, it is still an open one. Participants of the workshop rightly brought this question up and came back to it time and again. To provide a quick feedback mechanism for refining policy, it is essential that QUIM have efficient and effective communication channels with decision-makers.
- **The basic areas of research to be investigated.** Four general areas were identified for inquiry:
 1. the poverty situation as perceived by different groups,
 2. changes in the poverty situation over the past years and their causes
 3. Malawians’ knowledge of poverty-alleviating policies and programmes aimed at the community and at the household, and
 4. identifying the communication lines available for feedback.

Topics 1. and 2. highlight people’s perception of poverty, while 3. and 4. serve to evaluate and monitor existing poverty-oriented programmes and policies.

- **The identification of the research sites.** At this point, it was intended that the first QUIM exercise would explore poverty in the rural, estate, and urban settings. It was decided to investigate some of the *poorest* communities, rather than communities which were representative of Malawi as a whole, in order to glean the perceptions of poor individuals as to the poverty situation. Some general selection guidelines were stipulated, then more precise criteria, specific to communities in the rural, estate, and urban settings.
- **Discussion of the specific activity steps and of the time schedules.** The workshop participants essentially agreed with the proposals made by the organising team; having the opportunity to discuss and assess them increased feelings of ownership.
- **Preparation for the next workshop.** A workshop in which QUIM would be presented to other important political stakeholders, was already scheduled for later that month (see Step

6). Participants of the Kanengo workshop designed that second workshop.

The workshop obviously required a great deal of energy and work. It should be noted, though, that some of the issues covered in this round will not require much attention in the future (e.g., some of the central aspects and methods of QUIM).

**Lessons
and
Ideas:**

- ⇒ When members of different cultures work together to address the deeper issues involved in such a workshop, it would be advisable to have a module on cross-cultural communications. The module would be most beneficial immediately after the introductions and opening remarks.
- ⇒ Perhaps as a team-building exercise, the *participants* could develop the schedule for the workshop. If some of the tasks involved proved to require more thought and time than the workshop allows, perhaps small work groups could be assigned to complete them after the workshop, and a follow-up day could be scheduled for presentation and discussion of the completed work.
- ⇒ The issue of the feedback channels for QUIM findings must be settled if QUIM is to be a viable instrument for the assessment and adjustment of poverty-fighting policies.

Step 4: Forming the QUIM Team

The organisers establish the recruitment and selection criteria for the field researchers. Appropriate candidates are solicited and selected.

For this round, a multi-disciplinary QUIM Team of 18 persons was recruited based on the following criteria:

- the key line ministries should be represented
- staff from planning units of the line ministries should be included
- non-governmental organisations (NGOs) were to be represented
- the team should be gender balanced
- the participants nominated by their institutions should have undergone previous RRA-training and have had some experience in the application of RRA-tools.

A letter requesting the nomination of personnel meeting these guidelines was sent to the heads of planning units of the relevant line ministries and to directors of selected NGOs. The organising team anticipated that some issues might be problematic and so clearly stated in the letter that:

- candidates were to be released from other duties for a total of 6 weeks
- the QUIM Team would reside in the villages during data collection
- *modest* monetary allowances would be provided.

Most of the ministries and organisations responded very late or not at all, so it was difficult for the organisers to assess the recruitment situation. In some cases, two

representatives from the same ministry were referred, and the organising team felt it would be impolite to turn one of them down. In other cases, no one was nominated. For instance, the Ministry of Agriculture was not represented – which was a blow to the process, as this is one of the most important ministries when addressing poverty in Malawi. Releasing a staff member for six weeks was seen as a major hindrance to participation in the exercise by most ministries.

The resulting QUIM Team was composed of four staff members of NEC (the organising agency), two staff members of the GTZ-SPAS (the financing agency), seven members representing Malawian line ministries, three employees of Malawian NGOs (including MASAF), and two free-lance consultants.⁵ Although all QUIM Team members had some theoretical knowledge of RRA, practical experience was scarce.

Lessons and Ideas:	<ul style="list-style-type: none"> ⇒ The Sub-Team Leaders set the tone and attitude for the entire Sub-Team in the field. It is advisable that they be recruited from the ranks of RRA-professionals. ⇒ It is advisable to keep a high level of involvement of line ministry and NGO staff members, both to build capacity in these organisations and to facilitate the communication and use of QUIM findings within them. Soliciting candidates from these organisations should be supervised by a person who truly understands the human resources requirements of QUIM. This person can communicate the requirements to section heads/directors and perform a preliminary screening of suggested candidates. ⇒ Using district staff members as QUIM Team members within their own districts would be helpful, as they could provide insight into the prevailing conditions. They could be effective intermediaries between village, district and national levels, thus being key in establishing communication links. Furthermore this person could follow up on issues identified during village stays, related to the district level, thereby ensuring greater benefit to the village respondents. ⇒ The long period during which QUIM Team members were to be released from their normal duties (six weeks – five of them consecutive) was stated time and again as the reason why desired candidates were not able to join QUIM. Therefore, it might be advisable to perform “smaller” QUIM rounds, or to schedule the process over a longer period of time, with breaks in-between. The benefits and disadvantages of these approaches are discussed at the end of the Process Analysis.
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Step 5: Performing the RRA Training

A common training session for the QUIM Team assures that all participants have the same basic understanding of the RRA philosophy and techniques. The practice sessions

⁵ The first-round QUIM Team members were: Robson Chakwana, Alice Chapuma, Lana Chikhungu, Patrick Chimutu, Kasizo Chirambo, Ethlet Chiwaka, Ron Chokani, Nelson Gomonda, Matthew Murphy

increase the participants' skill with the RRA tools and allow for an initial assessment of which methods are most suitable for eliciting the information required by the QUIM inquiry at hand.

This step was not part of the original QUIM plan. But after the QUIM Team was assembled it was incorporated because, although all of the members had some theoretical knowledge of RRA, practical experience was scarce. Eleven of the 18 QUIM Team members participated in the four-day RRA training workshop. The first three days were spent on the principles of RRA. The last day was spent practising the methods in a village (not an actual QUIM site). This combination of theory and practice was chosen both to strengthen the team members' knowledge about RRA tools and to promote an appropriate "RRA attitude" amongst them (i.e., accepting the largely intuitive and associative knowledge of villagers as equally important and reliable as scientific expertise). A receptive and collegial attitude, as opposed to an educating and superior one, is essential for the quality of the data obtained through RRA.

Experience proved that a single day for practise is not enough. It does not allow time to test all of the techniques in order to become familiar with them or to make preliminary evaluation of their usefulness. The practice session was not tied closely enough to the precise lines of inquiry which QUIM was to investigate (which were not developed until later – see Step 7), but only dealt very generally and superficially with the research topics. The language problem arose for the very first time (the non-Malawian Team members could not speak Chichewa – the local language) and strategies for dealing with this hindrance were not forged quickly enough to use the day very effectively.

This was the first time the QUIM Team had come together, and a lot of spontaneous team-building took place. This aspect of the workshop had not been anticipated, and the organisers felt that they had missed an opportunity to steer the team-building process, in order to make it even more constructive. Furthermore, because seven of the QUIM Team members were experienced with the techniques, they had opted not to attend, and thus were left out of this important process.

Lessons and | ⇒ An RRA training workshop should be a regular part of the Preparation Phase. But it should be combined with the preparation workshop of the Field Phase (Step 7) and the Pre-Test (Step 9). In this way, the tools and their application

- Ideas:**
- are tied closely to the respective QUIM inquiries. Thus an understanding of the approach with its specific requirements for that QUIM round can be achieved together as a team.
 - ⇒ The attitude and behaviour of QUIM researchers during village stays lays the foundation for the quality of information gained, and therefore constitute the most important issues of the training workshop. Because it is not easy for researchers experienced mainly with a questionnaire-type of interview style to adjust their behaviour patterns to a holistic approach, plenty of time should be devoted to this.
 - ⇒ The practice session should include staying overnight in the village so that any unresolved issues about this can be settled before the Field Phase begins.

Step 6: Presenting the QUIM Concept and Plan to Stakeholders (Workshop 2)

The QUIM concept is explained to important stakeholders and the preliminary plan for carrying out the investigation is presented. Feedback is solicited in order to adjust and finalise the concept paper and the plan of action.

Participants at this workshop include:

- the heads of planning units in the line ministries
- directors of NGOs and credit institutions
- members of the TWC
- the QUIM Team members.

Other aims of this particular workshop, held in Lilongwe on 22 - 23 October 1998, were to obtain commitment to QUIM from the line ministries and to discuss and check with them the research hypotheses. The workshop also replaced the official meeting with the TWC which was to have taken place earlier (see Step 1).

The two members of the GTZ headquarters staff (the same who had attended the previous workshop) also joined this workshop.

Similar to the first workshop, an initial presentation was made on QUIM, and discussion was structured around issues presented on a flip chart. Unfortunately, this design did not work well for the second workshop because it was the very first exposure of some of the attendees to the QUIM concept. The expectation that these individuals constructively discuss the QUIM process were too high. Compounding this, most of the heads of ministries did not attend, but instead sent junior staff in their place; those who did attend had neither the authority nor the background to discuss the issues on the level required.

Nonetheless, input and critique were solicited from the workshop attendees, and some important comments were made. Highlights of the comments include:

- the need for a working definition of poverty
- debate on the indicators selected
- a focus on the need for feedback structures
- the fear of raising expectations amongst the poor which cannot be met
- concern that QUIM not compromise its practical nature by emphasising theoretical statements.

The TWC was somewhat unhappy with being officially informed about a process – on which it was supposed to have had a major influence – along with a group of other organisations. Furthermore, the QUIM concept and plan was more or less a *fait accompli* at this time.

**Lessons
and
Ideas:**

- ⇒ In order to enable the heads of ministries and other participants to invest their time and support into QUIM, they first need to understand its objectives and methods, and be able to assess its value for their work. A workshop is not the proper setting to accomplish these objectives. Rather, the organising team members need to contact and work directly with key personnel in the ministries and relevant organisations long before this stage. That is, the stakeholders have to be involved actively in the process from the beginning: agents willing to support QUIM should be identified, time should be spent educating and “selling” the ministries and organisations on QUIM and its aims, and input should be solicited and accommodated all along.
- ⇒ However, a sort of “launch” event is appropriate here. If all the development work has been performed with the various institutions previously, it could be very beneficial to present the final concept in its entirety to all who had been involved. Taking this opportunity to publicly thank the various agencies for their assistance could go a long way toward building commitment to the QUIM process.
- ⇒ It was particularly difficult to get higher ranked officials committed to QUIM in the first round. Now that a first “product” is available, it should be easier to take them on board from the very beginning.

Step 7: Preparing the QUIM Team for the Field Phase (Workshop 3)

This workshop is held for all QUIM Team members. Its main objectives are team-building and developing the plan of operation for the Field Phase. The latter task involves:

- specifying the methodological approach (e.g., selecting the RRA tools to be used, deciding how information would be collected and documented, appointing Team Leaders, establishing team membership, and defining team members' roles)
- developing a checklist of the research topics
- selecting the field research sites
- developing feedback mechanisms to share the findings with the different institutional levels involved (the community, district, and national levels).

The workshop was held in the town of Mponela from 24 through 31 October, 1997. It was supported by the two staff members from the GTZ head office who had been involved in workshops 1 and 2 and by an external facilitator.

Team-building was a main thrust of the workshop, as it is central to the effective functioning of the researchers in the field. Relevant activities performed were role-playing, composing a "group contract" to govern the behaviour of the group members while in the field, and sharing both expectations and concerns with regard to QUIM and to the workshop, itself. All-in-all, the team building process was seen as successful. However, certain issues raised here - especially regarding logistics in the field, the rates of allowances, and overnights in the villages - were not settled at this point, and haunted the process throughout the Field Phase.

Much of the design work for the operation plan for the Field Phase was done in the form of group discussions, "fishbowl" panel discussions, and focus group sessions. Each of the objectives of this step were achieved, and are discussed below, point-by-point.

- **Confirming QUIM as an RRA exercise.** The workshop participants upheld the decision to carry out QUIM using RRA. This meant that the basic RRA philosophies were embraced, and that the researchers would ensure the quality of the information generated through applying the techniques and principles of triangulation, learning from and with rural people, being clear on the objectives of each session and of the tools to be applied, optimal ignorance and appropriate imprecision, and visualisation. (For more discussion on RRA principles and techniques, see Part 2 of this volume.)
- **Determining the methodological treatment of each issue.** The participants discussed the difference between open and closed methods of investigation ("active listening" versus directed questioning on the part of the interviewers, respectively⁶), and agreed to treat the four research topics (determined in workshop 1) as follows:
 1. The poverty situation as perceived by respondents: Open
 2. Changes and causes for changes in the poverty situation over the past 10 years: Open
 3. Respondents' knowledge of policies and programmes at the household and community levels: Closed
 4. Communication lines for feedback: Closed

⁶ This is a gross simplification of the discussion held at the workshop, which was about the different, basic philosophies behind research methods (positivism, constructivism, action research constructs, etc.).

- **Developing communication and feedback mechanisms.** A focus group came up with the following procedure for establishing and using communication channels:
 - a. Arrive at the district administration offices and discuss QUIM with the District Executive Committee (DEC). Conduct interviews with resource persons at the district level concerning the four research areas.
 - b. Proceed to the village. Introduce team members and the QUIM investigation to village heads and to the community at large.
 - c. Immediately discuss findings and results with respondents after each interview session.
 - d. After finalising data collection, prepare a presentation of the results for the village. Discuss results with the villagers, the Village Development Committee (VDC), and the Area Development Committee (ADC).
 - e. Visit the DEC again after the village stay. Present and discuss findings.

Channels for dissemination of the final results of the entire QUIM round at village, district, and national levels were also established.

- **Developing a checklist for the collection of information.** The checklist helps the researchers systematically plan their fieldwork, follow a logical sequence in their information-gathering sessions, and make sure they have covered the most significant issues of the enquiry.⁷ It must be designed and adapted to the specific demands of the investigation and the research team. In this case, the four basic areas of research (above) were taken up by a focus group which specified more precisely the type of information to be explored in the field, or the respective “sub-questions”.

Furthermore, the focus group refined the checklist as to which groups and individuals could provide which type of information. For the first QUIM round, the team members stipulated only two dimensions for identifying villagers: men/women and young/old.

Finally, the group posited which RRA-tools were most likely to uncover the information desired for each topic and sub-question (see Table 1). Thus, they not only created the checklist⁸, but also assembled a “toolbox” of RRA methods for the Field Phase. (Semi-structured interviews with individuals, groups, and/or key informants was seen as important for each topic.)

Table 1: RRA-Tools Suitable for Addressing Each Research Topic

<i>Research Topic 1:</i> The poverty situation as perceived by the respondents	<i>Research Topic 2:</i> Changes in the poverty situation and their causes	<i>Research Topic 3:</i> Knowledge of policies and programs by respondents at the	<i>Research Topic 4:</i> Communication links for feedback
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⁷ A very useful guide to assembling a checklist can be found in H-U 1996 (191), where it is referred to as the “interview guidelines”.

⁸ The checklist appears as appendix 3.

		household and community levels	
<ul style="list-style-type: none"> • Village Map • Resource map • Transect walk • Wealth ranking • Timelines on resource use • Problem ranking • Problem diagram 	<ul style="list-style-type: none"> • Timelines • Seasonal calendar • Ranking the changes • Ranking the causes of change 	<ul style="list-style-type: none"> • Ranking • Institutional diagram • Service diagram • Impact diagram 	<ul style="list-style-type: none"> • Ranking • Service diagram

- **Deciding how information will be documented and analysed.** The team created record-keeping sheets for the systematic documentation of each research session (Appendix 4). They also agreed to use the Kendra-Matrix tool to facilitate the comparison and analysis of data collected (an example of which appears as Appendix 5).
- **Selecting Team Leaders, establishing team membership, and defining team members' roles.** The QUIM Team would be split into four "Sub-Teams" to perform the fieldwork. The Team Leaders for the Sub-Teams were chosen by the organisers of the workshop, based mainly on the individuals' experience with RRA and their status in the group. The process was not transparent, and the group, as a whole, was not involved.

The four Sub-Teams consisted of a total of four to five members, each. The 18 QUIM Team members were assigned to the groups in such a way as to evenly distribute the 5 women members, the 4 representatives of NEC, and the 4 non-Malawians involved. The attempt was made, too, to achieve an equal distribution of RRA skills across the Sub-Teams, and to ensure that the three main local languages would be represented.

The QUIM Team decided that the Sub-Teams would be fixed for the duration of the Field Phase, instead of having their membership shuffled after each site visit, as is usually recommended for RRA. The reasons for set membership in each Sub-Team were to maintain consistency, to develop strong team spirit, and to maximise efficiency and effectiveness.

Finally, the QUIM Team established roles to be played during all field sessions: Team Leader, Facilitator, Note-Taker, and Observer. They then developed the specific tasks and responsibilities for each (see Appendix 6).
- **Selecting the field research sites.**⁹ Building on the initial work done at the first workshop, the QUIM Team further refined the criteria to be used in selecting sites. Sources of information for the selection included the Vulnerability Assessment and Mapping (VAM), the Social Indicators Survey, and statistical data available from the National Statistics Office (NSO).

Based on population densities, the group decided how many sites to visit in each of the Northern, Central, and Southern Regions. By this time, it had become clear that the first QUIM round would be restricted to rural areas due to time constraints. The QUIM Team used the criteria they had developed to identify appropriate districts for the research sites,

⁹ The selection of the field sites is a critical aspect of QUIM, and determines, among other things, how the information can be related to the overall situation being investigated. For details of how the sites were selected for the first QUIM round, see Volume 1, Part 1.

then to select two possible Extension Planning Areas (EPAs)¹⁰ per district as possible locations.

The final step of the selection process, to be performed at the beginning of the Field Phase, was then planned. (See Step 8 of the Field Phase.)

Lessons and Ideas:

- ⇒ Such an intensive workshop is excellent preparation for the Field Phase, as it mirrors the demanding work schedule the QUIM Team will then face. Thus the team is forced to pull together and accomplish productive tasks *before* it goes into the field and while still being in a comfortable setting.
- ⇒ To avoid unhappiness with the selection of the Team Leaders and to make the process more transparent, it is suggested that they be recruited from the ranks of RRA professionals (cf. Step 4). QUIM organisers should select an equal number of men and women for the leadership roles.
- ⇒ Fixing the membership of Sub-Teams for the entire Field Phase proved to have its drawbacks (and runs contrary to the RRA principle of triangulation). This issue should be taken up in the next QUIM round.
- ⇒ Certain problems regarding team members' roles arose in the Field Phase, despite the time spent on them in this workshop. For instance, the QUIM organisers' workload was too heavy, the Sub-Team members were sometimes unclear about their roles, and certain practical issues (allowances and overnight stays in the villages) kept surfacing. These problems signal the need to plan time for addressing related issues during the Field Phase, after some experience has been made. (Perhaps some duties could be rotated, so that the burden is shared, mutual understanding is increased, and capacity is enhanced; organisers might be able to delegate some tasks; etc.)

2.2 The Field Phase

The Field Phase started immediately after the conclusion of the Preparation Phase with the work of the Advance Team. The site visits began one week later, covered three

¹⁰ The EPA is the smallest land mass for which information is collected. There are 154 EPAs in Malawi with a mean area of less than 600 km².

weeks' time, and ended on 5 December 1997. Apart from the final determination of research sites, the main tasks of the Field Phase were the collection and analysis of information by the QUIM Team in direct contact with villagers and district staff members, and the sharing of preliminary results with the informants. In addition, after each site visit, the entire Team reconvened for a one-day wrap up and analysis meeting in the region. One day each week was reserved for travelling. The general schedule for field visits for this round appears as Table 2. The analysis of the Steps involved continues below.

Table 2: General Schedule for the Fieldwork

	Week 1 (Pre-Test)	Week 2	Week 3
Mnday	(Fieldwork unexpectedly delayed)	Interview the DEC, DC, and Extension Workers Interview the ADC Travel to village Inform VH of arrival	Interview the DEC, DC, and Extension Workers Interview the ADC Travel to village Inform VH of arrival
Tuesday	(Fieldwork unexpectedly delayed)	Introduce team to the village Collect data: interviews / RRA techniques Summarise and analyse the day's work	Introduce team to the village Collect data: interviews / RRA techniques Summarise and analyse the day's work
Wednesday	Interview the DEC, DC, and Extension Workers Interview the ADC Travel to village Inform VH of arrival	Collect data: interviews / RRA techniques Summarise and analyse the day's work	Off (public holiday)
Thursday	Introduce team to the village Collect data: interviews / RRA techniques Summarise and analyse the day's work	Collect data: interviews / RRA techniques Present preliminary results to the village Travel to district centre	Collect data: interviews / RRA techniques Summarise and analyse the day's work
Friday	Travel to district centre Present preliminary results to the DEC Reconvene with other Sub-Teams	Presentation of preliminary results to the DEC Travel to reconvene with other Sub-Teams Present results to all Sub-Teams	Present preliminary results to the village Travel to district centre Presentation of preliminary results to the DEC
Saturday	Analyse data from all Sub-Teams (entire QUIM Team)	Analyse data from all Sub-Teams (entire QUIM Team)	Travel to analysis workshop
Sunday	Travel to next district	Travel to next district	Analyse data from all Sub-Teams (entire QUIM Team)

Step 8: Final Selection of Sites (by the Advance Team)

An Advance Team visits the District Executive Committees (DEC) in the districts chosen and consults with them to verify the appropriateness of the EPAs selected in the Preparation Phase for the QUIM investigation. Drawing on the DECs' invaluable local knowledge and using the criteria established in the Preparation Phase, the villages for the fieldwork are selected. The process involves:

- informing the district administrators about the upcoming QUIM exercise, its objectives and specific research topics
- verifying that the proposed EPAs meet the selection criteria
- enlisting the input of the DEC in selecting a village for the investigation
- gathering more background information about the district and the village selected.

The final task of the Advance Team is to visit the villages selected and to prepare for the arrival of the Sub-Team with the Village Headman or Headwoman (VH).

Originally, the QUIM organisers thought the sites could be selected decisively in the Preparation Phase, but the need for verification of the selected EPAs and for input to identify appropriate villages by informants with local knowledge (i.e., district staff) became apparent. Therefore, an "Advance Team" was established, consisting of one QUIM organiser, one Team Leader, and one member of the PSPD (who had not been involved in QUIM up to this point). The fact that the need for this step was realised only late in the Preparation Phase led to the major problems with its implementation.

The biggest shortcoming was that the time available for it was inadequate. With the rainy season impending¹¹, the QUIM Team felt it was crucial to begin the fieldwork as soon as possible, leaving only one week between the last Preparation Phase workshop and the first site visit. The second week of the Advance Team's work was carried out concurrently with the fieldwork. Two strategies were adopted to accommodate the time constraints:

- A person was recruited from outside the QUIM Team (who therefore was less familiar with QUIM) to perform some of the advance visits.
- Visits in the districts were limited to one day (including the visit to the village).

Although these strategies helped the QUIM Team meet their deadlines, they also meant that the tasks were rushed, and the quality of their performance suffered. For instance, it was not always clear that the DECs truly understood QUIM objectives. Furthermore, the attendance of

¹¹ Rainy season is the time of greatest farming activity, which could mean that farmers would see the research activities as interfering with their workday, and generally decrease the availability of the villagers. As it turned out, though, only one Sub-Team experienced any rain, and only minimally.

DEC members was often rather low, despite previous contact through letters and phone calls. This, of course, restricted the access to their specific, local knowledge.

The DEC's knowledge proved, nonetheless, to be extensive and essential; however, the leeway they had in nominating QUIM sites was too great. They were in a position to promote their own agendas through site selection, and the QUIM organisers felt that in some cases, the DEC's nominated villages in order to try to channel development projects their way, or to promote their own political interests.

In the end, two of the villages which participated in QUIM clearly did not meet the selection criteria. One of them was not the village selected by the Advance Team: the DEC ended up redirecting the Sub-Team to some other village, instead (whether intentionally or due to a misunderstanding is unknown). In the second case, the Advance Team did not have enough time to visit any of the (remote and relatively inaccessible) villages proposed by the DEC in question, so another one was chosen which clearly was not especially poor.

After meeting and discussing with the DEC and travelling to the village site, the time remaining in the village to speak with the VH was very short. The two main purposes of this contact seldom were fulfilled completely:

- to explain the objectives of QUIM
- to request the VH to set up the initial village meeting and to arrange accommodations.

In some cases, the VH, not having understood the point of the QUIM exercise, used other reasons to motivate attendance at the village meeting. For instance, one VH announced that the villagers should gather in order to receive free maize. The Sub-Team involved had difficulty repairing the damage done to the process when they could not meet this expectation. Furthermore, the Sub-Teams' own expectations regarding accommodations were rarely met, which dampened motivation and led to much strife.

Lessons and Ideas:

- ⇒ With this step, the organisers have established a useful mechanism to play some very important roles in the QUIM process. It should be incorporated as a regular feature of QUIM. It is only unfortunate that this happened rather late in the first round. The primary lesson learnt, of course, is that the activities performed in this round by the Advance Team need more time, and need to be better timed.
- ⇒ District staff should be involved in the selection process much earlier – preferably as soon as the districts have been identified. They should be invited to the relevant workshops of the Preparatory Phase. Early involvement should mean that the DEC's understand and apply selection criteria appropriately, and not try to hijack the process to serve their own interests. If not, more stringent criteria and selection mechanisms need to be established.
- ⇒ In any case, it would be beneficial to plan a minimum of two days at the district, to allow more time interviewing key informants, visiting the village selected, and

discussing with the VH. If the DEC had *not* been involved in site selection during the Preparation Phase, the Advance Team could verify the DEC's understanding of QUIM objectives and explore their reasons for nominating a village.

⇒ The Advance Team needs enough time to complete their tasks prior to the Sub-Teams' visits, with enough buffer time for the Village Heads to inform their communities about the investigation and find appropriate accommodation. (The Advance Team could then inform the Sub-Teams about the conditions prevailing in the village, so they could develop reasonable expectations about lodgings.)

⇒ The Advance Team should consist of people who are very familiar with QUIM and with the specific investigation at hand. At least two team members should make the advance visits together to ensure a better transfer and cross-checking of information.

Step 9: The Pre-Test

The Pre-Test plays four main roles:

- to make sure that the task actually can be carried out as planned
- to further familiarise the QUIM Team with the RRA tools
- to verify that the methods and tools selected, *especially the checklist*, elicit the desired information
- to give the QUIM Team experience working together as a group

Furthermore, it accomplishes these tasks without the pressure to produce the analyses and results expected in the later fieldwork. The findings of the Pre-Test are used to adjust the plans for the actual research, if necessary.

This step was not part of the original QUIM plan. However, due to an unexpected delay, the start of the fieldwork was postponed for two days, so the weekly schedule for the first visit could not be kept. Rather than changing the rhythm for the entire Field Phase, the QUIM Team decided to use the days of the remaining first week as a "Pre-Test". As this was an *ad hoc* decision, the Sub-Teams were not very clear about the purpose of the Pre-Test. Instead of concentrating on the methods and process only, some Sub-Teams aimed at presenting research findings, thus tempering the amount learning of experienced.

Important lessons learnt in the Pre-Test week are:

- what to expect in the villages and with the QUIM investigation
- that the checklist was not entirely clear (thus it was amended)
- how to organise work within the Sub-Teams
- how to allocate time in the field between data collection and first analysis.

The Pre-Test also made obvious the weakest link in the generation of data in the field: the analysis of the results. Specifically, the team needed help deciding when it was appropriate to draw its own conclusions as opposed to simply presenting the responses.

Lessons and Ideas:	<p>⇒ Formally plan the Pre-Test and set an agenda for it. As discussed under Step 5, it would be most effective if the RRA training (Step 5), the Field Phase preparation workshop (Step 7) and the Pre-Test were combined as one major step.</p> <p>⇒ Sufficient time needs to exist between the Pre-Test and the field research to allow for any necessary adjustment of methods or plans.</p> <p>⇒ A list of issues for discussion after the Pre-Test has been drafted, based on the experience of the first round of QUIM. It appear in the QUIM Manual.</p>
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Step 10: Meeting with the District Executive Committee

Each field visit begins with a meeting of the DEC and the Sub-Team. Agenda items include:

- the contents of the checklist
- identifying resource persons at the district and village levels
- further background information about the village to be visited
- enlisting the help of an assistant to accompany the Sub-Team to the village.

These meetings were invaluable to the fieldwork. The DEC's perceptions on poverty issues in their district and the background information they provided on the village site was very useful. In fact, Sub-Team members felt that even more worthwhile data was available within district administration than could be gathered in the time allowed, including input from the district administration staff of the line ministries. Area Development Committees (ADC) and extension workers also proved to be helpful contacts.

This was the second of three meetings between the DEC of each district and the QUIM Team (the meeting with the Advance Team in Step 9, this meeting, and the presentation of the results in Step 15), and the first time it became clear that there was a problem with inconsistency in attendance of the DEC members. For this meeting, valuable time was spent re-introducing QUIM, which somewhat prohibited in-depth discussion. Also, decisions made at the first meeting with the Advance Team sometimes were questioned by this different constellation of DEC members. In one case, the communication broke down so badly between the first meeting and this one, that the Sub-Team was sent to a different village than that previously selected with the Advance Team (cf. Step 9).

Lessons and Ideas:

- ⇒ As has been stated a few times already, the DEC's proved to be valuable partners in QUIM, even to the limited extent in which they participated in this first round. It is highly recommended to involve them more thoroughly throughout the entire QUIM process. How this could be done is discussed at length in the Conclusions to the Recommendations.
- ⇒ But in order specifically to improve the communication and quality of information exchanged in the three meetings with the DEC during the Field Phase, it is advisable to establish one QUIM liaison within the DEC members (cf. Step 4: this could be the recommended DEC member of the QUIM Team). The liaison would be able to brief other district administrative staff members on the QUIM concept and on new developments, could invite key informants from other district-level institutions, and generally could ensure some degree of continuity of the QUIM process at this level. The liaison also could co-ordinate between the DEC, the village, and the Sub-Team.
- ⇒ The amount of time allotted to this step should allow the Sub-Team to access the information available at the district level. It should be determined case-by-case, as would the identification of important key informants.

Step 11: Introduction of the Sub-Team to the Villages

Introducing the Sub-Team to the village makes them and their mission known to all villagers, and helps to acquaint the Sub-Team with the new surroundings.

When the Sub-Team arrived in the village on Monday afternoon or Tuesday morning, they usually were met by the VH and a large gathering of community members, as had been requested by the Advance Team (Step 8). The Team Leader introduced each member of the team and explained why they were there and what they planned to do at the village. Several of the Sub-Teams then divided the crowd (at times up to 70 people) into a men's and a women's group for the first interview session, in the attempt to meet the crowd's expectation that "something is going to happen".

Thus the Sub-Team was thrown right into a big and difficult exercise. The large groups were hard to manage, and the villagers had not had time during the introduction to grasp what QUIM and the research activities were about. The villagers sometimes had false expectations of what the Sub-Team was going to do for them (cf. Step 9), and to repair the damage caused by disappointed expectations is a delicate process which requires time. This set-up did not help to create the proper atmosphere for an open communication process, and so was changed by most Sub-Teams after the first village stay.

Lessons and Ideas:

- ⇒ The village stay could get off to a better start for both the community members and the Sub-Team if it is more relaxed. As the first contact in the village, the Sub-Team should meet only with the VH, village elders, and perhaps also with the Village Development Committee (VDC). Then the QUIM process and objectives could be explained more thoroughly to the community leaders, and their help could be enlisted. Questions from these groups should be encouraged, since they reflect what is understood and what needs further clarification.
- ⇒ The Sub-Team should then have the chance to go to their rooms and settle in briefly. Then the team members could walk around the village, thereby acquainting themselves with their surroundings. They could introduce themselves informally to the villagers they happen to meet, and invite them to a community meeting scheduled for later that day (or the following morning).
- ⇒ At the introductory community meeting, each Sub-Team member should introduce him/herself. The Team Leader should explain the QUIM exercise to the community. Each member could briefly present the specific activities planned during the stay. The Team Leader could present the schedule planned for the stay, and invite villagers to drop by to talk with team members at their leisure (perhaps stating preferred times, if appropriate). Plenty of opportunity should be provided for villagers to ask questions, and they should be told that the Sub-Team would present the preliminary research results before leaving the village.
- ⇒ This community meeting should *not* lead directly into an RRA activity. If misleading information has been passed on and/or false expectations have been raised, the issues should be clarified and the villagers need time to come to terms with the disappointments. Starting an interview immediately after clarifying such matters might result in misleading or biased answers by the respondents. Rather, the time and location of the first research activity could be announced, and the appropriate groups invited to attend.

Step 12: Collecting the Data

This step aims to access valid and adequate information about the subject of the QUIM inquiry. Critical to the implementation of this step are:

- adopting RRA philosophies and principles
- appropriately choosing and applying RRA tools and interview techniques
- recording the responses completely and accurately (addressed in Step 13)
- cross-checking the data.

The researchers chose the RRA tools which they believed to be suitable and best meet the needs of the situation based on the RRA toolbox assembled in Step 7 (see Table 1). The Sub-Teams also scheduled the activities, determined how much time to spend on them, identified the respondents most likely to provide certain types of information, and decided

which team members would lead which sessions. To support them in this, each Sub-Team received a folder of information on the major aspect of the QUIM fieldwork.¹²

Semi-structured interview techniques were applied both in group meetings and in individual interviews according to the checklist. Some interviews were conducted with RRA tools and some without. Moreover, different variants of the RRA tools were tried out, according to the demands of the specific situation. The common aim of all Sub-Teams was, of course, to discover valid responses to all research topics on the checklist. This could be achieved either by covering all research topics in the course of one meeting or by conducting several interviews with different partners selected topics.

Table 3: Overview of RRA tools application during village stay

Tool Used	Research Topic	Number of times applied	When/ with whom applied during the village stay
Mapping	1	16	Mostly used at the beginning of each village stay, soon after introductions.
Well- being Ranking	1	34	Conducted in each village with different key-respondents.
Historical Time Line	2	28	Used during interviews with respondents in every village.
Transect Walk	1	2	Seldom applied
Institutional Diagram	3 and 4	10	Applied during different interview session, often with different respondents.
Flow Diagram	4	19	Used with different respondents, as an instrument to cross-ckeck.
Problem Ranking	1	18	Usually applied at the beginning of the village stay. Applied with all groups.
Seasonal Calendar	1 and 2	2	If applied, then at an early stage. Often with different respondents.
Semi-Structured Interviews (SSI)	all	63	Basis for all tool application

Some Sub-Teams tried to increase efficiency by splitting up further to conduct more than one information-gathering session at a time. However, whatever gains were made in “efficiency” were lost through the reduced quality of the results, especially when one person tried to interview a group by him/herself.

¹² The folder contained: information on the villages; the team contract; the roles and responsibilities within the team; the general schedule for the Field Phase; the checklist; material on interview techniques,

True to the RRA principal of “learning in the community” or “learning from and with rural people”, this QUIM investigation was designed to have the researchers reside in the villages for the duration of the field visit. The intention was to increase the richness of the data. By living with the villagers, even for this short time, the researchers had the opportunity to experience the situation in the village first hand, increasing the insight they could bring to the research activities. They could be more available to the villagers in informal settings, allowing the villagers more “voice” of a personal and self-determined nature, thus increasing the type of information transferred. Moreover, the researchers would have more time to cross-check information, both through discussions (spontaneous or scheduled) with villagers, and through the researchers’ personal observations of transactions between different members of the community.

Despite the many benefits anticipated (and realised by those Sub-Teams which stayed in the villages), some of the researchers were against overnights in the village. The reasons stated were that the living conditions were too poor, were not conducive to working on the analyses, and that they could be exposing themselves to danger (such as witchcraft or disease). One Sub-Team in fact did not stay overnight in the villages.

The QUIM Team generally felt that the gender focus was lost in the proceedings. The respondents were classified by gender, but in-depth searching into the different experiences men and women had in poverty was not made. Sometimes women supplied different responses to lines of inquiry from those men gave, but the Sub-Team members did not explore *why* the responses varied.

As a final observation of the data collection in the first round, much of the information was specific to the time of year in which it was gathered. That is, the villagers reported coping strategies and problems which were very specific to the month in which the investigation fell (i.e. the hunger season, which lasts from November - March).

Lessons and Ideas:

- ⇒ In planning the fieldwork, the ratio of time spent in the village to the breadth of the inquiry has to be carefully weighed. In this first round, the researchers felt that the time allowed was insufficient for cross-checking and gathering in-depth information. Suggestions for handling this appear in the recommendations.
- ⇒ The checklist proves to be a very valuable instrument for structuring the fieldwork, keeping the investigation on track, and ensuring that comparable information would be collected by the Sub-Teams.
- ⇒ A great deal of the success of the QUIM approach lies in its flexible planning. In

data collection, and analysis; the documentation sheets; manuals on RRA tools; the hypotheses of the sector analysis; the results of the sampling procedure; and the feedback structures.

this round, unexpected difficulties were accommodated, schedules adjusted, and methods which worked poorly were dropped or adapted. Keeping this sort of flexibility will ensure QUIM's effectiveness and usefulness.

- ⇒ QUIM exercises should follow through on the gender focus. Whenever discrepancies arise between the perspectives presented by women and those expressed by men, this should be taken as a starting point for discussion.

Although not with the intention to come to a consensus between man and women. Experience show that women's opinion was easily overruled by men.
- ⇒ More information needs to be uncovered about *why* the genders experience the issue differently, and the researchers should hold an inquiry session with those they deem most helpful in providing enlightenment here.
- ⇒ The number of tasks and responsibilities involved in any given research activity is too large for a group of less than three researchers to perform them adequately; this requirement should be observed.
- ⇒ Informants' responses will always reflect the coping strategies and problems specific to the season in which the QUIM is held. Therefore, in order to maximise the value of QUIM to capturing the many facets of poverty and nuances of policy impact, it needs to be repeated in several rounds falling in different seasons.
- ⇒ It is common, accepted practice that researchers live in the communities they are investigating when using RRA principles. If future QUIMs are carried out mostly by RRA professionals, this may cease to be an issue. However, if it remains a point of great dispute, the QUIM organisers may wish to ask the researchers to perform some site visits staying in the communities and others for which they sleep elsewhere. Then the results of both approaches can be compared, to see if dwelling in the villages is justified.

Step 13: Documenting and Analysing the Data in the Field

The salient purpose of the documentation and analysis of the information gained is to record and interpret the responses accurately so that the overall findings of the QUIM round will be meaningful. But these activities also allow the researchers to reflect on the methods and procedures used, and to discover conflicting responses and gaps in the data. Thus the results of the documentation and analysis in the village direct the Sub-Teams' focus as to content of later events, and helps them to select appropriate interview partners and RRA-tools.

The investigation is designed for recording and analysing data to be performed on several different levels:

- documentation is performed during and immediately after each data-gathering session
- the Sub-Team members reflect on and discuss the information after each research event
- at the end of each field day, the information obtained is transferred from the documentation sheets to a Kenda matrix

- The Sub-Team concludes the daily analysis with discussion and the formulation of the preliminary conclusions on the research topics.

Finally, based on the results of the day, the Sub-Team prepares an overview of which points to cover in the next day's interviews, which issues need cross-checking or probing in more depth, which respondents to be selected, and which tools to be applied.

(The documentation performed *outside* the village is addressed in the next phase.)

Recording and analysing the data proved to be very time and energy consuming. First of all, the data was recorded by a note-taker during the research event. In the early exercises, some of the note-takers wrote the information observed into a notebook and then transferred the data to the documentation forms, which was tedious and slow, and resulted in some of the information being lost or "streamlined".

Then the data was quickly summarised and presented with minimal analysis to the respondent(s) upon conclusion of the interview / RRA session. This would have been an excellent opportunity to verify the researchers' understanding of the information expressed by the participant(s). However, the Sub-Teams tended to rush through this step in a *pro forma* manner, so it neither was as helpful to the researchers, nor truly fulfilled the spirit of reciprocity, as intended (cf. Step 14).

After leaving the group of participants, the researchers discussed amongst themselves the information discovered and the method used. However, because of time pressures, this task was often rushed and performed rather perfunctorily. Perhaps the Sub-Team members felt they would have to discuss these issues again in the evening, anyway, and so did not take this first opportunity for reflection very seriously.

The Sub-Team reconvened in the evening to discuss all sessions of the day. They also completed a Kenda matrix which summarised the day's sessions and interviews. (See Appendix 5 for an example of a Kenda matrix.) Completing the Kenda matrices took a great deal of time, meaning that these meetings often ran late. This produced some negative side effects. For one, no electric lights were available to any of the Sub-Teams, nor was there usually a table, and sometimes the room available was tiny. The discomfort experienced under these working conditions greatly magnified the Sub-Teams' general unhappiness with having to live in the villages during the investigation. Moreover, because the teams were busy with this work, they were unavailable for informal meetings with the villagers, who would come to call in the evening (during their own limited "leisure" time). Then, too, the late hours and lack of free-time for the researchers meant that they often started the next day already feeling

exhausted. In fact, the heavy demands of documentation and analysis, the limited time and the deficient work setting for their performance, combined with having precious little time-off, were probably the main factors of the decrease in enthusiasm over the QUIM exercise (which had been quite high at the end of the Preparation Phase).

A major problem with the data collection emerged only during the Analysis Phase when it was realised that the respondents had been identified exclusively in terms of sex and age – but their social and economic status had not been determined. Some mechanisms must be identified for assuring investigation targets and encourages the participate of the truly poor.

Finally, before leaving the village, the Sub-Team analysed all the information collected there as a whole. A summary Kenda matrix for the village was constructed. This analysis session was important, because it provided the last chance for the team to notice points to cross-check or ask for more information on. The results of this analysis provided the basis for the presentation to the villages and the DECAs (see Steps 14 and 15). Unfortunately, this step, too, was usually rushed through. It was performed on the last day in the village, after morning interview sessions, and before the presentation to the villages.

A final comment should be made on the general quality of the documentation and analysis in the villages. The documentation sheets tended to be filled out in a very spare manner, and seem incomplete. They provide too little explanation of the statements they contain. They do not furnish much detail, and sometimes fail to differentiate between actual responses and the note-takers' interpretations. The analysis performed in the villages does not go into much depth. There was a strong tendency amongst the Sub-Teams to only *summarise* the information, and not go beyond that and *draw conclusions*.

Lessons and Ideas:

- ⇒ Of all the recording and analysis efforts, the one that proved to be most useful to later analysis was the Kenda matrix. On the other hand, it also required a lot of time to apply it.
- ⇒ The great improvement to the documentation and analysis of information in the villages would be to come up with a better time schedule for it. A suggestion is to limit the analysis at the end of the day to discussion, only: the Kenda matrix could be completed the following morning. (This implies, of course, an entirely different schedule for the field work – see the proposal on this in the recommendations.)
- ⇒ Provide as much “infrastructure” as possible to facilitate the process: Could folding tables and chairs be provided? Perhaps a dictaphone could be used for recording important points in situations where time pressure cannot be avoided (although it would be much better to plan sufficient time), etc..
- ⇒ In any case, requiring that work end at sunset would benefit the researchers and

the process. Evenings would be free for relaxation and informal talks with the villagers.

- ⇒ Sub-Team members realised themselves that it is impractical to take notes in a book and then transpose them to documentation sheets, and started recording information directly onto the sheets in the interview sessions. However, the sheets need to be designed specifically for each round with this in mind, giving more space needs to each important point on the checklist. The documentation sheets need to be tested in the Pre-Test and altered as necessary.
- ⇒ Finally, the RRA training workshop (Step 5) should give QUIM Team members the opportunity to explore the differences between quotations, paraphrases, and personal interpretations of statements made. They should also have the chance to practice both summarising information and drawing conclusions based on it.

Step 14: Presentation of the Preliminary Results to the Villages

The QUIM process is not to treat respondents solely as the objects of research from whom information is to be extracted. Rather, the QUIM Team attempts to achieve some degree of reciprocity by sharing the information and insights gained with the villagers. These presentations also give the researchers one last chance to check findings with the community members before leaving the village.

Presentations were scheduled, logically, for the day the Sub-Team left the village. However, the researchers also were scheduled to perform some information-gathering exercises in the morning of that last day, then to perform the overall site analysis, and *then* to make the presentation of the preliminary findings to the community. Furthermore, the Sub-Team had to return to the district centre immediately after the presentation.¹³ Thus there was usually pressure on the researchers to end the presentation fairly quickly, and these community meetings were not fully used either with regard to checking the preliminary results or to giving the villagers much in return for their assistance with the inquiry.

It was in these final village meetings that the gender focus suffered most. When the Sub-Team pointed out discrepancies between men' and Women's responses, the women usually backed down from their viewpoints and acquiesced to the men. This reflects the cultural norm that women will not challenge men (especially not in public). In the rush to complete the presentation, the Sub-Teams often took the women's revised responses at face value; but during the Analysis Phase, they came to perceived this as a problem.

Lessons and Ideas:

- ⇒ If the Sub-Team members believe it is likely that the women will not publicly differ with men's viewpoints, they can first present the findings to the women, only. Afterwards, the presentation for the entire community can take place, in which a Sub-Team member presents the women's viewpoints, and the women are not required to defend them.
- ⇒ No other QUIM activity should be planned for the day of the presentation in the village. Their comments and critiques of the findings and the process should be actively solicited. Sub-Team members should have a couple of hours of "free-time" in the village after the presentation and before leaving, so that community members can approach them informally with additional comments or questions. The researchers could also use this time to follow up on questions of their own which may have become acute during the presentation session.
- ⇒ Taking the goal of reciprocity even further, this event could be set up as a "community workshop" in which the villagers could receive feedback and advice on how to deal with the problems they brought up throughout the investigation. This suggestion has implications for one of the dimensions of the basic philosophy of QUIM – namely the degree to which the community members are allowed to *participate* in the undertaking. This aspect is addressed in more detail in the recommendations.

Step 15: Presentation of the Preliminary Results to the District Executive Committees

As with the previous step, the two objectives are reciprocity and cross-checking of data: through presenting the preliminary findings to the DEC's, the Sub-Teams both provide some benefit in exchange for the assistance they had received, and also receive feedback on the findings from the DEC's' perspectives.

This was a worthwhile step. The district administrators no doubt felt more positive about QUIM than they would have if they had not been informed about the findings. Furthermore, the DEC's were able to provide a lot of background and explanatory information about specific findings (such as why certain projects had experienced difficulties in the village, what specific problems the village faces, etc.).

The main problem was that, yet again, different DEC members attended the presentation from those who had attended previous QUIM meetings (see Steps 8 and 10). So for a third time, QUIM and the current investigation needed to be "introduced" and explained.

¹³ For those unfamiliar with road travel in Malawi, the condition of the roads is such that travel should be completed before dark for safety reasons. This was an additional time constraint for the presentation in the village.

Lessons and Ideas: ⇒ The recommendation here mirrors those for Step 10: make the DEC a stronger partner in future QUIM rounds and anchor this partnership through the creation of a liaison position within the DEC.

2.3 The Analysis Phase

The third and final phase of the QUIM round began on 7 December 1997, immediately following the Field Phase, and as of this writing, has not yet been completed. The Analysis Phase consists of processing the information gained through the fieldwork so that it is meaningful in the context of the research topics, and presenting it in a way to be useful to policy-makers. Almost equally important to the findings is the process of the QUIM

investigation, and it, too, is treated in the Analysis Phase. Because the weekly analysis sessions performed by the QUIM Team in the districts serve these purposes more than the collection of data, they are included here rather than in the Field Phase. After the relevant reports have been written, the Analysis Phase concludes with the final workshop in which the results are presented to the stakeholders.

Step 16: The Analysis of the Field Data After Each Site Visit

The entire QUIM Team reconvenes after each site visit in order to share experiences, to discuss improvements to the procedures of the field stays, to compare and analyse the information obtained to date, and to air and look for solutions to problems which have arisen for the Sub-Teams. Organisational and logistical aspects of the next field stay also are addressed at these sessions.

After each field stay, all four Sub-Teams reconvened in one District town for a one-day reflection and analysis session. The meetings began with a presentation by each Sub-Team of their preliminary findings. Experiences were shared. After the presentations, an attempt was made to analyse the findings in a comparative manner. To do this, a Kenda matrix was to be created by the team for each region (summarising the results of the week). However, there was always very little time remaining for the actual comparison and analysis of research findings, and most of the work on the regional matrices was done at the analysis workshop at the end of the Field Phase (Step 17).

Of the issues concerning the methods and procedures which were raised and discussed in these venues, the most important ones included:

- when to summarise and when to make conclusion
- how to construct a Kenda matrix
- how to handle taboo subjects
- the optimal mix of RRA tools and semi-structured interviews
- how many key informant interviews versus village interviews should take place
- how many research sessions should be held on one day.

These meetings also provided the opportunity to raise and debate some organisational issues, such as why residing in the villages was important (resistance to spending nights in the village persisted throughout the Field Phase) and how to handle public holidays. Unfortunately, because of time constraints, few issues could be resolved satisfactorily; instead, they often were carried forward to the next regional meeting. This led to dissatisfaction among Team members, who wanted to see their problems dealt with by the

organisers. Nonetheless, these meetings allowed the team members to air and discuss their problems, uncertainties, and insecurities, and so were perceived as helpful.

Lessons and Ideas:	<ul style="list-style-type: none"> ⇒ Two to three days should be scheduled for these regional meetings, rather than just one. The first day shall be reserved for the discussion of and finding solutions to the QUIM Team's problems. Then the second and third day shall be spent for comparison and analysis of results. (Cf. Recommendations.) ⇒ The drafting of the regional Kenda matrix would be much more appropriate to do at this point, while the information and impressions are still "fresh", than at the end of the Field Phase. ⇒ Performing deeper analysis at this intermediate step rather than at the end of the field phase also would help the less-experienced team members to grasp more completely the process of iterative data collection and analysis. They would be further sensitised to important aspects of the inquiry, and the complex topics would be better internalised. ⇒ The teams require clearer guidelines on what and how to analyse information beforehand this stage of the QUIM round. If the suggestion from Step 5 is taken up, this would be covered in the expanded RRA training / Pre-Test workshop.
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Step 17: Analysis of All Field Data by the QUIM Team (Workshop 4)

Similar to Step 16, the intention of this step is to analyse the field findings and to evaluate the QUIM approach, its methods and procedures. However, this step aims to reach the overall conclusion: the findings are analysed on the regional (as opposed to village) level, and the QUIM fieldwork process is evaluated as a whole.

Immediately following the last field visit, the QUIM Team travelled to a one-week workshop which was held in Mzuzu. This was the last week the entire team spent together. On day one of the workshop, the Sub-Teams presented their findings from the last region visited. After a break of one day, the next three days were spent producing an overall Kenda matrix for each of the three regions, then analysing the results by region. The last workshop day was devoted to evaluating the QUIM approach and process as experienced in this first round.

To create the regional Kenda matrices, the QUIM team formed four work groups, comprised of one member from each Sub-Team. Each work group dealt with one research topic from the checklist. In the late afternoon, the groups took turns presenting their results for discussion by the entire team.

The analysis of the QUIM process on the last day of the workshop was structured by analysis sheets designed for this purpose (see example, Appendix 7). Again, the QUIM Team split into work groups for this work: one group each to treat the Preparation Phase, Field Phase, and Analysis Phase.

Table 4: working sheet for process analysis

Event, Time, Participants	hypotheses/objective	activities	methods/tools	results	positive aspects/problems/questions	conclusion (thinking ahead for future QUIM rounds/ lessons- learnt/ recommendations)

The QUIM organisers had intended this workshop to be the final session of group work before writing the reports. However, it encountered some difficulties. For instance, the QUIM Team was exhausted from the fieldwork and needed a break. Motivation for this intensive analysis work was low, which reflected on the results.

Also, since the most demanding analysis work was pushed so far to the end, some team members still were somewhat unsure of what was expected of them in performing it. This made the work even more difficult, and required a lot of time be spent on analysis *training*. Therefore, the results of the first regional Kenda matrix were quite weak and the team had to do it again – causing frustration. But they were eager to learn, and a wave of enthusiasm carried the creation of the second Kenda matrix, which went well. However, energy for the task lagged again for the final regional matrix, for which the team tended to copy the results of the second matrix instead of repeating the entire analysis process and approaching the results with a fresh mind set.

By the last day of the workshop, the atmosphere was tense and the results of the QUIM process evaluation were poor. Thus, another analysis workshop was held later for this evaluation. The most motivated and interested QUIM Team members were selected as participants. The work was still hard and tedious, but quite successful. At the conclusion of the second analysis of findings workshop, sufficient information was available for the writing the QUIM report to begin. Nonetheless, the organising team held two more one-day meetings specifically for analysing the QUIM process. The results of those meetings provide the basis for the process analysis you are now reading.

Lessons and Ideas:

- ⇒ The analysis should be incorporated better into the ongoing fieldwork. As recommended in Step 16, time for the regional Kenda matrices should be planned into the Field Phase immediately following the research work for the region. This would improve the quality of the results.
- ⇒ The analysis of the overall QUIM process could then be accomplished in a one or two day workshop, which could be held following a break after the Field Phase.
- ⇒ Again, more training on performing analysis should be part of the RRA training and Pre-Test workshop. Written guidelines on how to perform analysis should be made part of the materials packet taken into the field.

Step 18: The Field Site Reports

The field site reports are to provide more background information on the research in the villages. Because the other documentation materials (documentation sheets and Kenda matrices) tend to sketch and summarise the information gained, the site reports are intended to put the results into a more comprehensive and holistic perspective, thereby enriching the information base.

The structure of the field site reports had been presented and discussed in the preparation workshop (Step 7). The team members were to help with writing the drafts of these reports, but the Team Leaders were responsible for their quality and for finalising them. The Team Leaders were to submit the reports to SPAS in January 1998.

Most Sub-Teams wrote the report in the field or on the weekends, increasing even more the heavy documentation workload. Three of the Team Leaders submitted their final versions late; one Team Leader never submitted his four reports.

The quality of the reports is quite inconsistent, with some requiring a lot of revision.

Lessons and Ideas:

- ⇒ The Team Leaders should be solely responsible for the field site reports. They should write the reports either after the village stay (if there is a week in-between the site visits – see recommended schedule) or after the Field Phase.
- ⇒ Revise the guidelines for writing the field site report. Instead of repeating information provided elsewhere, they should focus on purely qualitative aspects, such as the researchers' perceptions and feelings in the field, observations of day-to-day village life, the subjects of spontaneous talks with the community

members, and important statements made by villagers which do not appear anywhere else. QUIM organisers should discuss the objectives of the reports with the Team Leaders.

Step 19: The QUIM Report

This final report on the QUIM round presents the results of the research findings and QUIM process, so that a permanent record is available to the policy-makers and to the public, in general. The report is meant to stimulate discussion on policy issues as well as on the methodological approach. Finally, the QUIM report supplies a basis for further QUIM rounds.

The QUIM Report for the current round has been divided into two volumes. Volume One focuses on the findings, and the present volume analyses the QUIM process and provides a manual for the next round. The writing of both has been primarily in the hands of outside consultants as opposed to permanent staff of the PSPD. All materials produced in the QUIM round were drawn on for writing the report: the village Kenda matrices, the regional Kenda matrices, the field site reports, and the minutes of the analysis workshops.

Writing the report has taken longer than expected. Nonetheless, the research findings have become available much more quickly (within eight months after the completion of the field research) than would have been the case using most quantitative methods. Moreover, the findings may be able to be published even more speedily in future rounds, assuming the policy focus is narrowed. Also, as the QUIM process becomes more established, the time spent analysing it might also be shortened.

Lessons and Ideas: ⇒ Delegating the writing of the QUIM report to external consultants might be still necessary for the second QUIM round, but should eventually be handed over to PMU. What is important is to ensure that the report appears in a form which is useful to policy-makers.

Step 20: Presentation and Discussion of the QUIM Findings with the Decision-Makers and Stakeholders

The overall purpose of the QUIM is to provide feedback to policy-makers on the effects of their decisions on the living situations of Malawians. This step is intended to feed the findings of the QUIM investigation into the policy-making process in as clear, useful, and

persuasive a manner as possible. It also provides the stakeholders with an opportunity to influence or direct the QUIM process in the future.

As of this writing, the findings of the first QUIM round in Malawi have not yet been presented to the decision-makers and other stakeholders. Therefore, the following are ideas and suggestions on how to carry the step out.

- Ideas:**
- ⇒ Important stakeholders include the PSPD and other strategic sections of NEC, decision-makers in the line ministries, key representatives of the Department of District and Local Government Administration (DDLGA), the district administrators of the districts which were part of the investigation, the Village Headmen/women and/or other representatives of the VDCs of the villages which participated in QUIM, representatives of relevant NGOs and credit institutions, and representatives of the GTZ. These individuals should be invited to the QUIM presentation and discussion session(s).
 - ⇒ The number of stakeholders is fairly large and they have divergent interests. The discussions would probably be most productive if at least two workshops were held. One could be for the stakeholders which are active on the national level (PSPD, NEC, DDLGA, and line ministries, etc.) and another for the representatives of the districts and village levels. The disadvantage of this suggestion is that it precludes the opportunity for the stakeholders on the national, district, and village levels to interact with each other.
 - ⇒ The workshop(s) should last 1 1/2 to two days. Each workshop should not be an event just for disseminating the findings, but also to increase the stakeholders' involvement in the QUIM process, and to solicit their assistance in structuring the next round(s). The proposed agenda below is designed to encourage a high degree of participation of the stakeholders. It also attempts to acquaint them better with RRA methods – to increase their enthusiasm for the QUIM approach – by having them use them in a workshop session.

Agenda for the QUIM presentation workshop

	Topic	Grouping	Methods / Tools	Time
Module 1	Presentation of the results of QUIM 1	Everyone	Flip charts	1 1/2 hours
Module 2	Question and answer session on the findings; implications	Everyone	Moderated discussion	1 1/2 hours
Module 3	"How can I use the QUIM research findings in my work?"	Work groups	"Mega-Plan" charts	1 hour

Module 4	Presentation of the QUIM process, step-by-step, with key recommendations for the next round	Everyone	Flip charts Slide presentation	1 1/2 hours
Module 5	Question and answer session on the process	Everyone	Moderated discussion	1 hour
Module 6	Work sessions (concurrent): 1. "Developing communication and feedback structures within my organisation for the QUIM findings" 2. "What specific areas of investigation would support my work?" 3. "Recommendations for the Preparation, Field, and Analysis Phases"	Work groups	RRA Tools: Organisation diagrams, Timelines, Ranking, etc.	2 1/2 hours
Module 7	Sharing the results of the work groups by representatives of each group	Everyone	Diagrams developed in work group	1 1/2 hours

⇒ A brief protocol of any workshop held should be sent to all participants. Ideas provided and commitments made should be part of the record.

2.4 Recommendations for Future QUIM Investigations

QUIM can be a very valuable instrument for monitoring the impact of policy in Malawi. However, its continued usefulness depends on it becoming properly institutionalised, both in terms of being grafted into an appropriate organisational structure and of developing effective communication links for feeding back results into the policy-makers' decision-taking process. Furthermore, the usefulness of QUIM and the quality of the information it provides can be improved by some adjustments to its implementation. Some suggestions for each specific step of QUIM are made in the body of the process analysis, above.

This section presents recommendations which affect the QUIM process as a whole. The five areas addressed are institutionalising QUIM at the district level, staffing, the schedule for the fieldwork, the scope of each investigation, and the degree of participation of the respondents.

Institutionalising QUIM at the District Level

An important realisation made while carrying out the first round of QUIM is just how instrumental the staff of the district administration is to a successful investigation. These people are very informed about the local conditions, politics, and development projects in their jurisdiction. They can provide a wealth of background information and, with their knowledge of recent local events, can help interpret findings.

Beyond this, the Malawi government is committed to decentralisation. A major aspect of the decentralisation process is the performance of participative development planning at the district level, for which guidelines already have been produced by the Department of District and Local Government Administration (DDLGA). This planning process establishes the district administration as the pivot point for the two-way flow of information: from the community up to the national level and vice-versa. In this role, the DEC is to use participative methods for needs analysis, as well as to encourage community participation throughout the entire process of development projects.

The suggestion for QUIM is also to make the district administration the central organisational component of the investigations. That is, once the districts for the round have been identified, a representative of each (probably a member of the relevant line ministry at the district-level) would be selected as the "district liaison" for the investigation. This person would be an active member of the QUIM planning team and also help carry out the fieldwork. This involvement of district staff in the QUIM process not only would benefit the results of the investigation, but also could help build capacity for the participative planning tasks. Furthermore, a summary of the results of each QUIM investigation should be distributed to each DEC.

The information flow back to the decision-makers at the national level also must be attended to if the QUIM is to have its intended influence on policy formulation. These feedback loops must be established through consultation with the line ministries and other members of government involved. This will mean discussing with the individuals how they can use the information provided by QUIM, what form it should take, and what questions they would like to have answered by future rounds.

The QUIM Staff

For staffing purposes, the QUIM process can be broken down into five main areas of work activity: organising the investigation, organising the logistics of the Field Phase, performing the fieldwork, analysing the end results, and managing the QUIM process over the long term. Different staffing configurations are required for each activity.

For QUIM to be adequately institutionalised as a functioning feature of poverty and policy monitoring in Malawi and to ensure its continuity, it needs a permanent staff to manage the entire

process. The recommendation is one to two full-time positions, situated in the PSPD or in the DDGLA, or, preferably, split between both organisational units. The main tasks of the full-time QUIM staff would include working on all other teams (possibly with the exception of performing the fieldwork); managing the QUIM budget and other sources of funding; tending the feedback mechanism through close, personal contact in the relevant ministries, with NGOs and other pertinent organisations, with donors, and in the districts; keeping main actors apprised of new development and findings; and generally ensuring that QUIM progresses in a manner useful to the users of its findings.

The membership of the organising team would be set according to the particular requirements of the QUIM round. Members should include personnel from the relevant line ministry(ies), from relevant NGOs and other organisations, and from the PSPD and DDLGA. As soon as the districts have been identified in which the fieldwork is to be performed, representatives of the district administration (the "liaison" mentioned above) should join the team. The main consideration in team selection is that the organisations which will use the QUIM findings and those that can provide important information relevant to the investigation should be represented on the organising team. The main tasks performed by this group are further development of the QUIM concept, framing the specific questions to be answered by the investigation, analysing the relevant policy(ies), selecting the QUIM (research) Team, setting the scope of the inquiry, and generally addressing the conceptual issues of the Preparation Phase.

A further team would concern itself purely with the logistics of the Field Phase. The logistical team would consist of the permanent QUIM staff, the Team Leaders of the QUIM Sub-Teams, and the district liaisons, and would concern itself with such matters as transportation to the field sites, communication with appropriate district administrative staff and extension workers, the acquisition of materials required in the field, etc. This group would be active during the Preparation and Field Phases.

The QUIM Team of researchers would be selected during the Preparation Phase, when they would be trained, develop the RRA tool box and the checklist, and perform the Pre-Test. Then, of course, the group would be broken into the Sub-Teams to perform the research of the Field Phase. The QUIM Team should, of course, be multi-disciplinary. It is recommended that most of the QUIM Team members – and certainly the Team Leaders – be (preferably Malawian) RRA professionals and free-lance consultants. However, interested members of the relevant ministries, NGOs, and other organisations could participate, as well, and the representatives of the relevant district administrations should certainly be on the QUIM Team. The QUIM Team should be staffed sufficiently to form three to four Sub-Teams.

The Sub-Teams carry out the field research and perform the preliminary analysis in the field. Each Sub-Team should consist of five to six members, although the number of members performing any research event should be limited to three or four; the other members would then be available for informal talks with the villagers, could cross-check findings casually or complete Kenda matrices when it had not been possible to finish them the previous field day (see the section on the schedule for the fieldwork, below), and even just to rest up a bit. Restricting the number of Sub-Team members who perform any

given research session to three or four also would support the principle of triangulation by allowing different constellations of the multi-disciplinary team to perform them.

Finally, an "analysis team" would need to be established for each round of QUIM. This team would consist of the permanent QUIM staff, the Team Leaders, an external consultant to write the QUIM report (if necessary), and, ideally, a member of the research community (possibly associated with the university) who has been performing longer-term anthropological research in Malawi. The latter member could help ensure the validity of the QUIM findings, which had been achieved in a fairly short period of time and relatively superficial manner (compared to socio-anthropological research), by putting them in the social context revealed by the longer-term, more in-depth research (cf. Booth et Al. 1995, p. 22). This team should be present at the preliminary analysis sessions during the Field Phase. They could be joined by representatives of the relevant ministries during the Analysis Phase if deemed useful in creating more acceptance and broader dissemination of the final results of the QUIM investigation.

The Work Schedule for the Field Visits

The schedule of work for the field research in the first QUIM was too demanding. (The actual schedule used appears as Table 2). As a consequence, the information gained was not as complete or in-depth as it could have been, some discrepancies in responses could not be looked into, little cross-checking was done, and morale dropped amongst the QUIM Team members.

As an alternative, more time should be planned for the village stays, as well as between them. Table 3 proposes such an alternative schedule. In it, a maximum of two interview/RRA activities are planned per day and the evening analysis, documentation, and Kenda matrix sessions are to end at sundown. If this work cannot be completed by then, it can be finished the following morning (by the team members not scheduled for a morning research session, if necessary).

Table 2: Proposed Schedule for the Fieldwork at One Field Site

	Week 1	Week 2	Week 3
Monday	Meet with district administration and key informants at the district level	Research sessions Discuss the findings of the day and construct the daily Kenda matrix	Break
Tuesday	Meet with district administration and key informants at the district level (continued)	Research sessions Discuss findings, construct the daily Kenda matrix	Break

	level (continued) Travel to site. Meet with VH and VDC		
Wednesday	Introduce team to the village Research session (1) Discuss findings, construct the daily Kenda matrix*	Research sessions Discuss findings, construct the daily Kenda matrix	Break
Thursday	Research sessions** Discuss findings, construct the daily Kenda matrix	Present preliminary results to the village Travel to district centre	Break
Friday	Research session (1) Travel to reconvene with other Sub-Teams	Presentation of preliminary results to the DEC Travel to reconvene with other Sub-Teams	Break
Saturday	Discuss logistics, process, methods, problems (entire QUIM Team and logistics team)	Sub-Team presentations Regional analysis and Kenda matrix	Break
Sunday	Return to field site	Regional analysis and Kenda matrix (continued)	Travel to next site

* Work on the Kenda matrix is to end at sundown. If necessary, the matrix can be completed the following day.

** No more than two formal research activities are to be held on one day.

The above time table is merely a suggestion of how the fieldwork could be scheduled. (It should be noted that it is the schedule for one research site, and would be repeated for each field visit scheduled – although the third week would drop out for the last site visited. This would mean that it would take a total of eight weeks for each Sub-Team to visit three sites.) The specific schedule could be set by the QUIM Team. In any case, the schedule agreed upon should provide more time to perform the research activities and to rest.

With more time at the village, the researchers can work at a more relaxed pace, should be fresher and have more energy for the interviews, and be more available to the respondents on an informal basis. The looser schedule also would allow more time for cross-checking responses. During the week-long break between the village, the QUIM Team could attend to their regular work issues, rest up from the last village stay, and reflect on the insights gained and on the processes applied. The Team Leaders could use the week to write their field site reports.

The Scope and Topics of the QUIM Investigation

Although the scope of future QUIM inquiries has been addressed a few times in the body of the process analysis, it is included again here because it is a factor which influences the entire QUIM

process. QUIM methods can be most effective when they are applied to specific, well-defined questions. Therefore, the scope of each QUIM inquiry should be limited to one or two issues or questions.

Furthermore, the QUIM round will be more meaningful to the intended users of the information it provides if they are the ones who state the questions to be investigated. In other words, the QUIM process would be demand driven by the policy-makers (or possibly the DEC). This also would increase the likelihood that the findings would be fed back into the policy-making process.

Rapid Appraisal Versus Participatory Appraisal

The first round of QUIM was carried out as a Rapid Rural Appraisal exercise. It would be possible, however, to involve the respondents in a more participatory manner in future investigations. The difference is that the research would no longer be primarily extractive, but would be more problem-solving in nature. It would also give the poor more of a voice to determine what situations and issues to bring before the policy-makers. Such participatory appraisal exercises could help to build capacity in communities which are to take more of a self-help stance in development activities. QUIM could act as one more mechanism to strengthen the participative development planning designed by the DDLGA.

In addition to emphasising problem-solving in the research events, some other QUIM activities could be done more participatively. For instance, the presentation of the results to the community could be framed as a workshop in which the discussion of the findings is linked with information on what resources are available to address the problems raised. If members of the district administration are made part of the QUIM Team, it would benefit the two-way information flow of these sessions. In addition, representatives of the communities could participate in the presentation of the findings to the district administration, thereby strengthening the communication linkages between the district and community levels and increasing the capacity of community members in presenting their ideas and needs.

Perhaps in the future, the degree of grass-roots participation could grow to the extent that villagers participate on the QUIM Teams, or even determine the research topics.

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Appendix 1 Example for Hypotheses Derived from Sector Policy Analyses

AGRICULTURE

- We expect the income of small-holder farmers to have increased.
- We expect to find that prices of agricultural produce have increased.
- We expect to find that prices of inputs have risen more than prices of the produce.
- We expect more private sector in marketing and input supply.
- We expect to find that there is a higher availability of inputs.
- We expect to see a decreased access of small-holders to farm inputs.
- WE expect to see a decreased acceptance of agricultural extension staff
- We expect to see that the breakdown of ADMARCS monopoly has widened the gap in market access (to the selling produce/buying commodities) between remote and accessible rural areas.
- Men and women have equal access to income from agriculture

FOOD SECURITY

- We expect to find the rural households diversifying their farming activities through the integration of drought tolerant crops, early maturing profitable food and cash crops.
- We expect to find food insecurity of rural households increasing.
- Increased adoption of cash crops at the expense of food crops.
- Lack of access to inputs (seeds, fertiliser) for hybrid maize farming + low adoption of low-cost technologies.
- Lack of appropriate post-harvest technologies.
- recent droughts + lack of appropriate small scale irrigation technology.
- We expect to see that intra-household food distribution has remained unchanged and is still to the disadvantage of children and women
- We expect that the closing of ADMARC points in remote areas has disadvantaged poor farmers when purchasing their staple food and farming during several months of the year

HEALTH SECTOR

- Researchers to note that there are:-
 - a) Traditional and
 - b) Modern Health Systems
- We expect to find that the difficult access to modern health facilities is still one of the most prevailing problems experiences by rural communities.
- We expect that access information on family planning, hygiene, nutrition and HIV/AIDS prevention.
- we expect to find that village health communities (VHCs) are key channels to improving the health status of the rural people.
- We expect that information, education and communication (IEC) is a key channel to improving the health status in rural and urban areas.
- We expect to find inadequate health delivery system
- We expect to find an improved Mother and Child health situation.

POPULATION

1. We expect to find that information, education and communications (IEC) campaigns have led to changing attitudes and behaviour of men and women on reproductive health and HIV/AIDS.
2. We expect to find a relatively wide knowledge about family planning and contraception.
3. We expect to find awareness of the interrelationship between Rapid Population growth, land pressure and environmental degradation.

WATER AND SANITATION

1. We Expect to find the population in both Rural and Urban without adequate safe water and sanitation at the same time, utilisation of both amenities is inadequate.
2. We expect to find that communities do not use safe water and sanitation facilities in a proper manner.
3. We expect to find that health education aspects are not included in water programmes.
4. We expect to find that women experience more hardships when they do not have easy access to safe water.
5. We expect to find more water sanitation projects at community level managed by NGOs rather than Government institutions.

EDUCATION

- We expect an increased enrollment for primary education of all school going children and young persons
- We expect to see a higher pupil/teacher ratio increase in the consequences in the quality of teaching.
- We expect to see on-going self help efforts within the communities to cope with the high demand for primary education (repair work, building classroom and teacher houses).
- We expect to see a higher enrollment and a lower drop out rate particularly female pupils.
- We expect that the curricula is more gender sensitive and environmentally/technically oriented.
- We expect that the functional adult literacy programmes have enhanced awareness on social and extension services.
- We expect more awareness on social and extension services.

COMMUNITY DEVELOPMENT AND WELFARE

- We expect to find that single-headed households, disabled and orphans are among the poorest (social groups)
- We expect to find that welfare projects/programmes have reduced the level of vulnerability of single headed, disabled and orphaned.
- We expect to find that Rural Communities which have had Government or NGOs programmes which have involved the participation of the people have a higher level of organisation for Community Development.
- We expect to find reduced self-help spirit among rural people.

NGO - SECTOR

- We expect to see that NGO projects target different groups and have a more participatory approach than Government efforts on poverty alleviation.
- We expect to see little co-ordination of NGO's activities and therefore an overlap in efforts and activities in some communities.
- We expect to find no systematic communication lines between NGOs and Government institutions, due to lack of policies to facilitate the co-operation between both sectors.
- We expect NGOs involved in development to have credit schemes that target households/individuals more efficiently than Government credit. (Which NGOs?)

SMALL SCALE ENTERPRISES

- We expect to find that the more credit facilities are known by rural and urban poor compared to five years ago, although their accessibility still remains low.
- We expect to find that most of the micro enterprise activities are rather coping mechanisms than continuous economic activities.
- We expect to find that the number of women with training in small scale business management and in benefiting from credit facilities has been increasing over the last 5 years.

MICRO AND FINANCIAL SECTOR

- We expect to see that poor households in rural areas have easier access to informal credit schemes rather than to formal ones (because of their unfamiliarity with formal lending procedures, their lack of securities and/or because formal credit institutions are underrepresented in rural areas)
- Never the less, we expect to see that the informal credit sector is constrained by a weak capital base, secrecy in the transaction and high interest rates. We intend to find out which of the credit sectors (formal or informal) should be strengthened in order to achieve the most positive impact on poor communities in rural areas. Alternatively
- Formal Credit System: Public/Private

Appendix 2 Example for a Policy Analysis: Sector “Agriculture and Food security”

Policies and their Objectives

Policy Framework for Poverty Alleviation	Vision 2020	Agricultural and Livestock Dev. Strategy and Action Planning	Statement of Development Policies (DEVPOL)	Summary of objectives
Increase access to inputs such as seeds and fertiliser with special attention to demands from different agro-ecological conditions as well as drought tolerance where needed	Make inputs and produce readily available at various points of distribution. While promoting area specific fertiliser recommendations as opposed to blanket recommendations. To improve access to credit and farm inputs, the options include reducing credit risks for smallholder farmers and private sector credit institutions, by for example the establishment of an agricultural credit guarantee scheme and establishing a land bank to provide agricultural credit. Improve the supply of extension services targeted at poor farmers	Encourage seed companies to provide hybrid seed in smaller pack sizes and ensure wide timely availability	Increase the proportion of smallholders using fertiliser from 23% to 60% by 1996 by means of extension and credit facilities, provision of a wider range of input bag sizes, encouragement of the use of high analysis fertilisers and a review of current recommendations	Increase Smallholder Farmers' access to inputs
Review policies on the growing, pricing and marketing of all crops and agricultural commodities	Liberalising markets for agricultural produce. Improve the marketing of agricultural produce		Review the care for and administration of controls on smallholder production with respect to growing, pricing and marketing	Liberalise policies of growing crops, of pricing and marketing of produce
Develop and promote communal small-scale irrigation schemes in areas where it is feasible	Extending and improving irrigation by developing potential areas with the best chance of success - taking into account social factors, cost effectiveness, and financial viability. Promote cost sharing mechanisms to improve operation, maintenance and replacement of equipment and develop informal irrigation.	Small scale beneficiary participation based irrigation	Clarify the institutional arrangements for future small and large schemes, avoiding any situation requiring recurrent subsidies, explore and implement, if feasible, small scale irrigation schemes that can be managed using minimal capital expenditure	Develop the irrigation potential of the country (this is included under an independent section on irrigation)

Policy Framework for Poverty Alleviation	Vision 2020	Agricultural and Livestock Dev. Strategy and Action Planning	Statement of Development Policies (DEVPOL)	Summary of objectives
Develop and transfer appropriate technologies and promote diversification of crops (food and non-food), introduce high yielding disease and pest resistant crops	Improving technology generation and transfer. Promoting inter-cropping practices. Promoting civic education to intensify productivity per unit area. Improve the links between researchers, extension workers and farmers with emphasis on the poor farmers. Promoting mixed cropping to reduce the risk of total crop failure and improving soil fertility. To realise a rapid increase in productivity, there is need to encourage and promote mechanisation of agr.			Improve technology transfer and provide better information on modern farming techniques
Introduce low cost soil fertility improvements, maintenance and conservation measures	Safeguard the productivity of land resources, integrating land use planning into farming systems. Promoting the use of organic fertiliser, and communal catchment conservation.	Soil Fertility Measures	Undertake a number of special promotional campaigns including an intensification programme for the medium sized smallholders, soil conservation	Undertake new activities on soil conservation
Expand smallholder access to high valued crops and increase diversification	Diversification can be achieved through increasing horticultural production, providing appropriate incentives and finance for research and development, export market information, expansion of livestock farming and other high value crops. Inter-cropping of grain legumes with other crops to reduce the risk of total crop failure. It is important to encourage political and community leaders to collaborate in the promotion of crop diversification	Encourage smallholders to diversify the sources of cash incomes and foreign exchange earnings	Develop a package of recommendations for the tobacco smallholder, introduce small holders to burley production and research opportunities to produce more labour intensive tobacco (e.g. oriental) Encourage diversification of food crops and growing of drought tolerant crops	Promote diversification of crops and diversification into livestock and other sources of cash income

Policy Framework for Poverty Alleviation	Vision 2020	Agricultural and Livestock Dev. Strategy and Action Planning	Statement of Development Policies (DEVPOL)	Summary of objectives
	Expanding livestock production by integrating livestock in the farming systems and aquaculture, including small scale dairy production by promoting farmers' co-ops and introducing improved animals, promote beef production, and commercialising the poultry industry			
	Promote enterprise diversification in order to reduce dependence on maize			
Review Land Policy	Improving access to land for the landless. Undertaking land reform, monitoring and enforcing the current moratorium on the conversion of smallholder land to estate land, developing sustainable farming systems for marginal lands and raising land rents in order to create incentives for the better utilisation of land			Develop a more equitable land policy which creates incentives for the better utilisation of land
Develop appropriate policies for regulating contractual obligations and conditions of work between estate owners, on one hand, and tenants, estate and <i>ganyu</i> workers on the other				Regulate contractual obligations of workers
Release time pressure on female heads of households by introducing labour saving techniques				Assist Female Headed Households through the introduction of labour saving techniques

Policy Framework for Poverty Alleviation	Vision 2020	Agricultural and Livestock Dev. Strategy and Action Planning	Statement of Development Policies (DEVPOL)	Summary of objectives
Assure an acceptable level of inter-year stability in the price of maize, the basic staple food through proper management of the SGR and appropriate price policies	Improve the management of disasters through establishment of SGR in each district	Promote growing drought tolerant crops. Let ADMARC use the SGR as a buffer stock to ensure a regular supply of maize	Develop a SGR and encourage the production of sorghum in areas subject to variable rainfall , gradually introduce the mixing of sorghum flour with wheat flour for bread making	Develop and Manage the Strategic Grain Reserve effectively

Projected Actions, Activities, Expected Impact

Projected Actions from Policies and Programmes	Activities Undertaken - Implementation Period (since 1994)	Involved Institutions and Agencies	Expected Impact	Hypotheses - What the QUIM team expects to find at village level
Improve/Increase Small Holder Farmer Access to inputs	Seed companies encouraged to provide hybrid seed in smaller pack sizes. SFFRFM is still in place to offer fertiliser to the poorest even though access may be a problem Subsidies on Fertilisers removed EU-APIP ¹⁴ provides fertiliser and seeds to a value of MK60m to mitigate the social impact of the liberalisation process and promote the market integration of the small holder population (started 97)	MoAI MoAI / SFFRFM MoAI, EU, Public and Private Sector Fertiliser and Seed Companies	There is increased private sector activity in the provision of inputs to Small Holder Farmers. Competition has reduced the price of inputs and increased the efficiency of their delivery	Fertiliser and Credit will be available to those who can afford to pay for them. As a result many of the poorest sections of the society will be excluded.
Liberalise Pricing, Growing and Marketing Policies	Remove all barriers to maize trade within Malawi (completed by 1996) Encourage small holder tobacco clubs as a vehicle for effective extension, input procurement and marketing Eliminate producer and consumer prices controls on all agricultural products except maize, which operates within a price band	MoAI MoAI MoAI MoCI	All farmers are entitled to grow whatever crop they feel is most suitable for their needs, thus increasing overall production in the country	Some farmers, usually in an upper category of well-being, have started to grow tobacco and sell it for cash
Improve technology transfer and provide better information on modern farming techniques	Organise training workshops for exporters on export procedures and markets. Agricultural Field Assistants operating on a T&V approach	MoAI MoAI - F/A	The dissemination of information to farmers is improved and production increases	In general extension services lack focus, thus messages are not reaching the poorest

¹⁴ APIP - Agricultural Productivity Investment Programmes

Projected Actions from Policies and Programmes	Activities Undertaken - Implementation Period (since 1994)	Involved Institutions and Agencies	Expected Impact	Hypotheses - What we expect to find at village level
Undertake new activities on soil conservation	USAID-MAFE ¹⁵ - promotes agro-forestry to 78,000 families since 1996 PROSCARP ¹⁶ - includes elements of land husbandry, soil conservation and agro-forestry - extended nation-wide since 1997 World Bank Soil Fertility Initiative for soil degradation in SSA	USAID - MoAI MoAI, MoHP, MoWD	Unsuitable and degraded farm land is set aside for rehabilitation	In areas where there is already pressure on land policies changing land use are forcing the poorest into an even more difficult situation
Promote Diversification in terms of Food Crops, Cash Crops, Livestock and Other Sources of Cash Income	Cassava is being promoted in marginal rainfall areas under USAID-ASAP, Groundnuts and Pigeon Peas are being encouraged under ICRISAT The IFAD Small-stock project and Small holder food security programme gives goats, chickens and sheep to the poorest section of society. There is also breed improvement programmes for bulls, sheep, chickens and pigs The ADF sponsored Rural Income Enhancement Project encourages small ruminant livestock and irrigation. It started in April 98 and will assist the rural poor with investment resources to increase their income through seed including sorghum, millet, groundnut, soya beans, pigeon peas, cow peas, and field beans, Cash crops include birds eye chillies, paprika, termeric and spices.	MoAI - USAID MoAI - IFAD MoAI - ADF	Small holder farmer dependence on maize production is reduced, thus enhancing the ability to earn income from other sources and improving the nutritional and food security status of the household. The rural income of small holders is increased through better utilisation of local communities resources and empowerment	There is a movement away from production of traditional crops and a broadening of the base that income is dependent on.

¹⁵ MAFE - Malawi Agro-forestry and Extension Project

¹⁶ PROSCARP - Promotion of Soil Conservation and Rural Production

Projected Actions from Policies and Programmes	Activities Undertaken - Implementation Period (since 1994)	Involved Institutions and Agencies	Expected Impact	Hypotheses - What we expect to find at village level
Develop a more equitable land policy which creates incentives for the more effective utilisation of land	Regular adjustment of the rents of leasehold land to reflect their market value or opportunity Develop mechanisms for the sub-leasing of under-utilised land A number of studies have been undertaken through EU, USAID and ODA/DFID on land utilisation in different parts of the country in terms of customary, private and public land	MoLV, MoAI and Land Reform Commission, with assistance from donors	Easing of pressure on the land as under-utilised land is being made increasingly more productive	Land shortage is still a major problem in certain areas, particularly the south
Improve access to credit for Small Holder Farmers	MRFC aims to distribute credit to Small Holder Farmers on a <i>Grameen Bank Model</i> funnelled primarily into tobacco and maize. The two windows which benefit small holder farmers are <i>Tikolore</i> and <i>Mudzi</i> . Up to 1996 only 926 borrowers had benefited from <i>Mudzi</i> window which had distributed about MK7m ¹⁷ . Market rates are charged and a deposit of at least 10% is required. SEDOM, Local NGOs and traditional/informal credit lines are still utilised	MRFC/SEDOM / NGOs/Private Traders	Credit provided through non-formal channels is timely and more suited to farmers specific requirements and circumstances.	Very few people at village level have been able to avail of official channels of funding.
Assist Female Headed Households through the introduction of labour saving technology	The Rural Income Enhancement Programme will increase women farmers income who are presently classified as ultra-poor through participatory approach, and access of participants to improved farming technologies, credit and markets (started early 1998)	MoAI	Women in general have less access to resources and hold little control over the benefits. Farmers groups are very often composed of men only	Within the village setting Female Headed Households are generally amongst the poorest and feel that they cannot access resources
Develop and Manage a Strategic Grain Reserve in an Efficient Manner				

¹⁷ MRFC (1996) Progress Report on MRFC Operations

Appendix 3 Checklist for the Collection of Information

“Qualitative Impact Monitoring”

Research Area 1	Research Topics	Sources of information	Promising methods/ tool
Aim: to develop a sound understanding of the current poverty situation as perceived by different groups in the community (men - women, poor - well off, young - old)			
Poverty situation as perceived by respondents	<ul style="list-style-type: none"> • Definition of poverty • Causes of poverty • Local attributes of poorer/ richer groups • Current stratification of community (acc. to their own criteria) • Available resources 	<p>Men/women separately include extension worker.</p> <p>Focus Group interview (men and women)</p> <p>Focus Group interview (men and women)</p> <p>Key informants (indiv.)</p> <p>Focus Group Interview (men and women)</p>	<p>SSI</p> <p>SSI and flow diagram</p> <p>SSI</p> <p>Wealth ranking</p> <p>Resource map and village map, Time Lines on past and present resource use Problem Ranking, Problem analysis diagram</p>

Research Area 2	Research Topics	Sources of information	Promising methods/ tool
Aim: to understand the changes in the poverty situation during the last 10 years and learn about the causes as perceived by different groups in the community			
Changes and causes for changes in poverty situation	<ul style="list-style-type: none"> • Stratification of community according to well-being in the last 9 years • Changes in the poverty situation of men, women, youth and elder • Causes of changes as defined by respondents, in particular according to strata • Coping strategies by different groups in the community • Available support mechanisms from Government, NGO's or within the family • Problems/ benefits of the support mechanisms • Suggested solutions to problems • Perceptions for the improvement in well being at intra-household, household and community levels 	<p>Key informants in the village (ind)</p> <p>Focus Group Interview (men and women)</p> <p>Focus Group Interview, Key informant interview at District level</p> <p>individual interviews at household level</p>	<p>Time line, Ranking</p> <p>SSI , venn diagram on support mechanisms, Service diagram</p> <p>SSI, problem ranking</p> <p>SSI</p>

Research Area 3	Research Topics	Sources of information	Promising methods/ tool
Aim: to learn about the effects of policies and programmes on intra-household, household and community level, to get an assessment by the community members concerning policies and programmes and collect their respective recommendations			
Knowledge of policies and programmes by respondents at household and community level	<ul style="list-style-type: none"> • Knowledge of policies and programmes • Availability of programmes • Benefits of programmes and policies • Effects of policies and programmes on men, women and youth • List of institutions delivering services • Importance of services and service delivering institutions • Access to services for men - women, the poor - the rich • Constraints/ problems of programmes and policies as perceived by different groups in the community • Recommendations of the different groups in the community with regard to policies and programmes 	<p>Key informant interview at district and community level (women/men), also Extension worker</p> <p>Focus Group interview, extension worker, key informant interviews</p> <p>Focus Group interview</p>	<p>SSI</p> <p>SSI</p> <p>SSI, Ranking, service diagram, impact diagram</p> <p>SSI</p> <p>SSI</p> <p>Service diagram, Ranking</p> <p>SSI</p> <p>SSI</p> <p>SSI</p>

Research Area 4	Research Topics	Sources of information	Promising methods/ tool
Aim: to identify constraints and opportunities to improve the existing communication lines			
Communications links for feedback	<ul style="list-style-type: none"> • Available communication structures (within the community and between community groups and the outside) • Importance and functions of the existing communication structures • Linkages between the existing communication structures • Rules and procedures followed between the existing communication structures • Access to the existing communication structures for the different groups within the community • Effectiveness of the existing communication structures for men, women, and youth • Constraints in the communication structure as identified by different groups in the community <p>Recommendations by community groups with regard to the improvement of the communication structure (both internal communication and communication with the outside)</p>	<p>Focus Group interview</p> <p>key informant interview at district level</p>	<p>SSI, venn diagram</p> <p>SSI, service diagram</p> <p>SSI (service diagram, venn diagram)</p> <p>SSI (service diagram, venn diagram)</p> <p>Ranking</p> <p>SSI (service diagram)</p> <p>SSI (service diagram and ranking)</p> <p>SSI (service diagram)</p>



Appendix 4 Example for Documentation Sheet

FORM SHEET FOR DOCUMENTATION IN THE SUB GROUPS

Name of Village			Duration of the Method		
Name of Note-taker			Number of Participants at the beginning of the event		
Name of facilitator/s			Number of participants at the end of the event		
Method/tool used			Special Conditions (weather etc.)		
Type of sub-group			Place where the method was conducted		
Day/Time					

Number of Men		Age Group		Number of women		Age Group	
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Other Important information about people who took part	
Material Used	

General Comments	
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Interview Session in _____ day _____ note-taker _____

Data concerning the results of the event

Research Area 1 : Poverty Situation as perceived by respondents
Available Resources
Local Attributes of poverty and of poorer/richer groups
Causes of Poverty
Current Stratification of community (according to their own criteria)

Interview Session _____ day _____ Note-taker _____

Which extra information was given or which side path were mentioned ?

How do you assess the situation , what are your conclusions ?

What was good ?

What is difficult ?

Special things you noticed or want to point out .



Appendix 5 Kenda Matrix of the Northern Region, Malawi

Research Area 1 : Poverty situation as perceived by villagers

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
AVAILABLE RESOURCES	natural and exotic trees, cultivable land, hills, livestock, rivers, bore-holes, school, churches, U-5 clinic	Forest (natural), cultivable land, rivers (perennial), anti-hills, livestock	lake, natural forest, river, graveyard, football ground, school, bore-hole, mobile U-5 clinic an bridge
DEFINITION OF POVERTY	<ul style="list-style-type: none"> • <u>at household level</u> - lack of money, food, water, clothes, house, farm implements; few children • <u>at community level</u> - lack of essential services and service delivering institutions such as schools, hospitals, roads, bridges, shops, ADMARC, transport (esp. ambulance) 	<ul style="list-style-type: none"> • <u>at household level</u> - lack of food, shelter, clothes, money, farm inputs, water • <u>at community level</u> - lack of essential services and service delivery institutions such as schools, health facilities, ADMARC, maize mill and roads 	<ul style="list-style-type: none"> • <u>At household level</u> - lack of food, house, money, clothes, boats and fishing nets. • <u>at community level</u> - lack of essential services and service delivering institutions such as roads, school, ADMARC, health facilities.
CAUSES OF POVERTY	<ul style="list-style-type: none"> • lack of farm inputs, credit facilities, capital; • drought, unfavourable rainfall, infertile soil, high input prices and laziness, 	<ul style="list-style-type: none"> • lack of fertiliser, capital / money, bore-holes, credit facilities • weak leadership, illiteracy, high unemployment rate, HIV/AIDS. 	<ul style="list-style-type: none"> • lack of money, employment • people's laziness
EFFECTS OF POVERTY	<ul style="list-style-type: none"> • theft • malnutrition • low literacy levels • maternal deaths 	<ul style="list-style-type: none"> • increased number of orphans due to AIDS • dependency on <i>ganyu</i> • illness from unclean water 	<ul style="list-style-type: none"> • poor harvest • increased number of orphans

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
STRATIFICATION OF THE COMMUNITY ACCORDING TO LOCAL ATTRIBUTES/ CRITERIA	<u>Well-to-do have</u> <ul style="list-style-type: none"> • a house with iron sheets • adequate food • adequate money • adequate livestock • food farm implements • adequate clothes 	<u>Well-to-do have</u> <ul style="list-style-type: none"> • a good house (iron sheets) • adequate livestock • adequate food • adequate money 	<u>Well-to-do have</u> <ul style="list-style-type: none"> • a house with iron sheets • adequate money • food to last the whole season • adequate clothes • a boat and fishing nets and they offer <i>ganyu</i>

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
	<p>a happy family</p> <p>Slightly well-to-do have</p> <ul style="list-style-type: none"> • means to buy food • some money • some clothes • a small number of livestock • means (reliable) of making money • food to last for a reasonable period <p>Poor have</p> <ul style="list-style-type: none"> • a poor house • inadequate food • poor health • no / few children • inadequate livestock • no access to credit facility • insufficient money <p>to do <i>ganyu</i> to beg</p>	<p>Slightly well-to-do have</p> <ul style="list-style-type: none"> • at least a good house • a small number of livestock • better clothes • food to last for a reasonable period (until December) <p>Poor have</p> <ul style="list-style-type: none"> • inadequate food • a poor house • inadequate livestock • inadequate money to cover basic needs and services <p>to do <i>ganyu</i> to beg</p>	<p>Slightly well-to-do have</p> <ul style="list-style-type: none"> • at least a good house • food, but it may finish before the end of the season • clothes to change • money to cover some basic needs <p>Poor have</p> <ul style="list-style-type: none"> • a poor house, leaking roof • no money • very little food
CURRENT STRATIFICATION	<ol style="list-style-type: none"> 1. majority are in the poor category 2. few are in slightly well-to-do 3. very few are in the well-to-do. 	<ol style="list-style-type: none"> 1. majority are in the poor category 2. few are in the slightly well-to-do 3. very few are in the well-to-do. 	<ol style="list-style-type: none"> 1. majority are in the poor category 2. few are in the slightly well-to-do 3. very few are in the well-to-do.

Research Area 2: Changes in the villagers' situation over the past ten years and their causes

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
STRATIFICATION OVER THE PAST 9 YEARS	<ul style="list-style-type: none"> Community was stratified into 3 groups: well-to-do, slightly well-to-do and poor. The trend shows that over the past 9 years poverty increased: poor: approximately 65% slightly well-to-do: 25% well-to-do: 10% Over the past years, more people have been falling into the "poor" category. 	<ul style="list-style-type: none"> Community was stratified into 3 groups: poorest: 20 % poor and better-off: 75 % better-off: 5 % The trend over the past 9 years shows that poverty is increasing. 	<ul style="list-style-type: none"> All groups stratified the community into 3 categories: poor: 70% better-off: 20% rich: 10%. DEC and women stratification reveal that the situation is worsening while VDC and the key informants think that the situation is improving, i.e. some people from the "poor" category are changing into the "better-off" and "rich" category.
DIFFERENCES IN THE POVERTY SITUATION FOR MEN, WOMEN, YOUTH AND ELDERLY	The elderly and the poor are most affected because they lack access to market and social services (no money).	Children and the elderly are most affected due to the nature of dependency.	Women are most affected by poverty because <ul style="list-style-type: none"> they are responsible for the family when the man is away looking for employment outside the village or district. they have only limited chances of getting employment.
CAUSES FOR CHANGES IN THE POVERTY SITUATION	<ul style="list-style-type: none"> low produce prices unfavourable rains (climatic changes) lack of farm inputs, due to high input prices and to lack of fertiliser loans lack of employment 	<ul style="list-style-type: none"> lack of farm inputs, due to increases in prices and removal of subsidies high commodity prices (inflation), e.g. for maize drought (climatic changes) lack of access to loans for agricultural inputs 	<p>Poverty is seen to be increasing because of</p> <ul style="list-style-type: none"> declining employment opportunities (<i>Theba</i> closed) declining fish harvest low production due to climatic changes low income levels <p>Poverty is seen to be decreasing because of</p> <ul style="list-style-type: none"> crop diversification.
COPING MECHANISMS	<ul style="list-style-type: none"> doing <i>ganyu</i> selling firewood/grass selling clay pots selling livestock beer brewing for sale selling woven baskets and mats eating cassava leaves 	<ul style="list-style-type: none"> doing <i>ganyu</i> selling firewood selling livestock brewing <i>thobwa</i> selling woven baskets 	<ul style="list-style-type: none"> buying maize from ADMARC - while normally this community largely depends on cassava for staple food eating tubers like yams and potatoes eating fruits like bananas doing <i>ganyu</i> gambling

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
			<ul style="list-style-type: none"> • selling <i>chamba</i>

Research Area 3: The villagers' awareness and knowledge of government policies and development programmes

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
AVAILABILITY OF PROJECTS / PROGRAMMES	<ul style="list-style-type: none"> • agriculture - food security programme • family planning and under-5 clinic • water and sanitation • free primary education • community projects - IGA, PHN • adult literacy • MASAF - public works programme • forestry <p><u>Women</u> also highlighted - adult literacy and traditional birth attendance.</p> <p><u>Key Informants</u> only mentioned MRFC.</p>	<ul style="list-style-type: none"> • irrigation project • free primary education (but no school at the village) <p><u>Men</u></p> <ul style="list-style-type: none"> • afforestation project • family planning institution and U-5 clinic 	<ul style="list-style-type: none"> • school (in the village) • bore-hole (not functional) <p><u>Key informants</u></p> <ul style="list-style-type: none"> • MASAF - headmaster's house • AFRICARE - water • UNICEF - water wells
KNOWLEDGE OF OUTSIDE SUPPORT MECHANISMS	<ul style="list-style-type: none"> • food for work • home craft • credit lending institutions (WWB, NASME, SEDOM) • orphan care • WVI • religious organisations - Lutheran, CCAP, Catholic; sometimes give seeds and inputs <p>•</p> <p><u>Key Informants:</u></p> <ul style="list-style-type: none"> • MASAF projects (schools, bore-holes) <p><u>DEC</u></p> <ul style="list-style-type: none"> • agriculture - irrigation project, food security programme, livestock production, women's vegetable growth • PROSCARP • PHN 	<ul style="list-style-type: none"> • SACCO: loans to business women • MRFC • farmers finance • PROSCARP: soil conservation project in Min. of Agriculture • MASAF <p><u>DEC</u></p> <ul style="list-style-type: none"> • credit schemes: MoWYCS/GTZ women's credit Micro Enterprises for Rural Women, IFAD Group Security, MRFC, Youth • agriculture: irrigation, soya bean seed programme • health: VHC, nearby outreach sites, community empowerment 	<ul style="list-style-type: none"> • Food for work • ADMARC (occasionally use it in times of problems) • construction of bridges (not known by whom) • post office • hospitals • nursery schools • provision of drugs to community (drug revolving fund) <p><u>Women</u> specifically mentioned fish farming and credit schemes</p> <p><u>Key Informants</u></p> <ul style="list-style-type: none"> • IDA - World Bank • Save the children <p><u>DEC</u></p> <ul style="list-style-type: none"> • MASAF • GABLE and free primary education

Research Area 3: The villagers' awareness and knowledge of government policies and development programmes

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
	<ul style="list-style-type: none"> community services - community construction, local leadership training WID - economic activities programme 	<ul style="list-style-type: none"> system, model village GONGRLAL - MASAF, EU, IDA. 	<ul style="list-style-type: none"> water small scale business human development and capacity building UNDP 5th Country programme
EFFECTS/ BENEFITS OF OUTSIDE SUPPORT ON MEN, WOMEN, CHILDREN	<p><u>Benefits all:</u></p> <ul style="list-style-type: none"> improved health and nutritional status <p><u>Benefits men:</u></p> <ul style="list-style-type: none"> increasing volume of employment (MASAF) improving household food security <p><u>Benefits women</u></p> <ul style="list-style-type: none"> reduced number of pregnancies (family planning) traditional birth attendants reduced illiteracy (adult literacy) <p><u>Benefits children</u></p> <ul style="list-style-type: none"> large school enrollment immunisation of children <p><u>Benefits nobody</u></p> <ul style="list-style-type: none"> protection of forest 	<ul style="list-style-type: none"> in general, men are benefiting more women say that whatever money men get is spent on beer afforestation benefits the youth market liberalisation benefits women with access to credit benefits of irrigation is not yet felt but will benefit youths girls benefit from free education + GABLE 	<p><u>All benefit</u></p> <ul style="list-style-type: none"> from health services (HSA): improving hygiene of the community from improved farming methods: better produce and variety of crops from education: directed at youth, but entire family benefits from water
CONSTRAINTS/ PROBLEMS OF PROGRAMMES AND POLICIES	<ul style="list-style-type: none"> low attendance of pupils at primary school - sent to work, sell firewood, chase monkeys inadequate teaching and learning materials poor teachers' houses MASAF: delays in payment due to project monitoring system low participation by local (village) leader in project agricultural projects affected by rains/drought fertiliser loans only given to tobacco farmers 	<ul style="list-style-type: none"> irrigation - work is very demanding physically and limits those who can be involved, i.e. excludes women and elderly; lack of fuel for pump; regular break down of pump education - secondary school should be free for boys as well as girls (confused with GABLE) credit - too many institutions with different rules and accessibility. too little to prevent <i>ganyu</i> 	<ul style="list-style-type: none"> lack of outside support is killing self-help spirit (had moulded bricks but did not receive assistance in terms of iron sheets; dug wells but did not receive pumps) inadequate teachers' houses, desks, school blocks; teacher quality is poor, teachers spend time doing their own things inadequate training for bore-hole maintenance (only received one instance of training) transport - road is in poor condition.

Research Area 3: The villagers' awareness and knowledge of government policies and development programmes

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
	<ul style="list-style-type: none"> TBA while accessible cannot handle difficult cases. 		

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY																		
LIST OF SERVICES AND SERVICE DELIVERING INSTITUTIONS WITHIN THE COMMUNITY	<p><u>Within the Village</u></p> <ul style="list-style-type: none"> bore-holes U-5 clinic school maize mill road (very bad, but functional) agricultural institution - FA and VA TBA churches <p><u>Outside the Village</u></p> <ul style="list-style-type: none"> ADMARC police hospital filling station (for paraffin) market bridges shops/groceries 	<p><u>Within the Village</u></p> <ul style="list-style-type: none"> irrigation scheme and club <p><u>Outside the Village</u></p> <ul style="list-style-type: none"> FA, Forestry Assistant, VA maternity clinic private dispensary home craft school ADMARC CDA MRFC maize mill groceries (about 4 Km) 	<ul style="list-style-type: none"> Health - HSA agriculture - FA school - teachers <p><u>key informants</u> mentioned home craft, forestry, fishing, and U-5 clinic; but nobody else remembered U-5 clinic</p>																		
IMPORTANCE OF SERVICE DELIVERING INSTITUTIONS	<ul style="list-style-type: none"> health - improving health and nutritional status, access to clean and safe water clinic - provision of ante-natal care, immunisation of children agriculture - improving food security at community level ADMARC - selling and buying produce roads - transportation of goods education - improving literacy level (people are able to read bus signs and 	<p><u>Service ranked by</u></p> <table border="1"> <thead> <tr> <th></th> <th>Women</th> <th>Men</th> </tr> </thead> <tbody> <tr> <td>school</td> <td>1st</td> <td>4th</td> </tr> <tr> <td>maternity clinic</td> <td>2nd</td> <td>--</td> </tr> <tr> <td>ADMARC</td> <td>3rd</td> <td>2nd</td> </tr> <tr> <td>Private clinic</td> <td>4th</td> <td>3rd</td> </tr> <tr> <td>Maize mill</td> <td>---</td> <td>1st</td> </tr> </tbody> </table>		Women	Men	school	1 st	4 th	maternity clinic	2 nd	--	ADMARC	3 rd	2 nd	Private clinic	4 th	3 rd	Maize mill	---	1 st	<ul style="list-style-type: none"> health - people become more knowledgeable about health issues; mortality rate is perceived to have declined; HSA provides a communication link between the community and Health Service agriculture - proper farming and introduction of new crops.
	Women	Men																			
school	1 st	4 th																			
maternity clinic	2 nd	--																			
ADMARC	3 rd	2 nd																			
Private clinic	4 th	3 rd																			
Maize mill	---	1 st																			

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
	write letters).		

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
ACCESS TO SERVICES FOR MEN, WOMEN, POOR, RICH	<ul style="list-style-type: none"> services are accessible - but with difficulties for elderly and poor people who cannot walk outside the village, for women and girls who cannot walk very far. Distance is a major problem. maize mills, schools, churches are all within reach but maize mill requires money 	<ul style="list-style-type: none"> irrigation is accessible for better-off and men (initially, there were 21 in the group, now only 16, only 2 of which are women) maize mill at 5 km distance - difficult for the women to access those who have money have access to services which you have to pay for 	<ul style="list-style-type: none"> agricultural services are accessible for men and women health services - some to women only (e.g. family planning)
RECOMMENDATIONS WITH REGARD TO POLICIES AND PROGRAMMES	<ul style="list-style-type: none"> supply adult literacy - civic education supply essential services, like bore-holes supply credit facilities, fertiliser loans supply home craft lessons supply health centres MASAF should supply community projects 	<ul style="list-style-type: none"> supply credit programmes - SACCO for women; irrigation scheme needs fuel (i.e. credit) free education open to all - GABLE bore-holes should be supplied to villages 	<ul style="list-style-type: none"> bore-hole maintenance training should be given to men and women more support to be supplied from outside - all initiated projects to be completed government should assist in problems, e.g. health centre timely assistance for completion of initiated programmes VDC/ADC should meet regularly to discuss their basic needs
PERCEPTIONS ON OWN EFFORTS OF INDIVIDUALS, HOUSEHOLDS, COMMUNITIES TO IMPROVE WELL-BEING	<ul style="list-style-type: none"> parents should encourage children to attend classes regularly at community level people are prepared to work at self-help programme food and work is shared equally, but men decide on money division. 	<ul style="list-style-type: none"> at household level: farming, digging pit latrines, doing <i>ganyu</i> at community level: constructing roads within the village, contributing towards funeral expenses, moulding bricks. people are prepared to mould bricks for 2 schools but need government to assist with iron sheets and cement 	<p>Villagers can make own efforts to improve well-being both at household and community level:</p> <ul style="list-style-type: none"> household - catch and sell fish, engage in small business (but need K); community - offer labour in moulding bricks <p>However, without capital there is nothing they can do on their own.</p>

Research Area 4: Communication structures linking the villagers and decision makers at various levels

KEY QUESTION	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
EXISTING COMMUNICATION STRUCTURES	<p>Between Village - Outside</p> <ol style="list-style-type: none"> Community ↔ Counsellor ↔ Village Headman (VH) ↔ Group Village Headman (GVH) ↔ Technical Assistant (TA) ↔ District Commissioner (DC) Community ↔ Counsellor ↔ VH ↔ ext. worker ↔ Responsible Line Ministry <p>Within Village</p> <p>Community ↔ Counsellor ↔ VH</p>	<p>Between Village - Outside</p> <ol style="list-style-type: none"> Govt. → (Radio) → Community Community ↔ GVH ↔ DC Community ↔ GVH ↔ Member of Parliament (MP) ↔ Parliament Community ↔ GVH ↔ ext. worker ↔ Resp. Line Ministry <p>Within Village</p> <p>Community ↔ GVH</p>	<p>Between Village - Outside</p> <ol style="list-style-type: none"> Community ↔ GVH ↔ ext. worker ↔ Line Ministry Community ↔ GVH ↔ Village Development Committee (VDC) ↔ Area Development Committee (ADC) ↔ District Development Committee (DDC) Community ↔ GVH ↔ DC <p>Within Village</p> <p>Community ↔ GVH</p>
IMPORTANCE AND FUNCTIONS	<ul style="list-style-type: none"> Ensuring fast delivery of messages Facilitating development activities Resolving conflicts 		<ul style="list-style-type: none"> co-ordination of development work supervision of development work
LINKAGES BETW. COMMUNICATION STRUCTURES	VH	GVH	GVH
RULES AND PROCEDURES	All messages to or from the village <u>must</u> pass through the VH	All messages pass through the VH	All messages pass through the VH or GVH
ACCESS	open to all social groups	open to all members	open to all social groups
EFFECTIVENESS / CONSTRAINTS	bureaucratic "red tape"	The STA and the DC are corrupt	bureaucratic "red tape"
RECOMMENDATIONS REGARDING	strengthen traditional leadership	<ul style="list-style-type: none"> end corruption (STA and DC) hold local government elections get into direct contact with support 	<ul style="list-style-type: none"> build capacity for VDC give timely feedback

Research Area 4: Communication structures linking the villagers and decision makers at various levels

KEY QUESTION0	CHEGHAMA, KARONGA	MUNDANGU, RUMPHI	KHOZA, NKHATA-BAY
COMMUNICA TION STRUCTURES		institutions (e.g. projects) <ul style="list-style-type: none"> • conduct needs assessment before project implementation 	

Appendix 6 QUIM Sub-Team Roles and Responsibilities

Team leader	Facilitator	Note taker	Observer
<ul style="list-style-type: none"> • Make appointments at all levels. • Ensure equal participation of team members. • Give technical support to team members. • Support the decision making process of how to divide responsibilities among team members. • Ensure quality/ standard of information collected. • Ensure documentation of each interview session • Co-ordinate daily summary findings. • Ensure Field-Site Reports • Ensure timely payment of Team members (if to be in bits). 	<ul style="list-style-type: none"> • Introduce team members. • Lead the whole discussion process. • Facilitate the events. • Introduce RRA tools to the community/sub groups. • Moderate the process. • Acts as a catalyst between individuals of sub-groups. • Has the overview of the whole process and checklist. • Support the note taker in gathering all relevant information. 	<ul style="list-style-type: none"> • Brings all necessary materials for recording • Gathers all relevant information during the interview session • Fills out the note-taker sheet at the end of the interview session • Assists the facilitator in an indirect way by giving signs on issues (e.g. like dominant, shy people). • Fills in the Kinda matrix in the evening for this interview session 	<ul style="list-style-type: none"> • Takes care of disturbers • Assists where necessary. • Checks and assists in the flow of discussion and participation.

Appendix 7 Example for QUIM Process Analysis:“Field Phase”

Event, Time, Participants	Hypothesis/Objectives	Activities	Methods	Results	Positive Aspects Problems, Questions	Conclusions
Documentation in the village	<ul style="list-style-type: none"> to capture the information as it comes from the villages; capture information as it comes from villages in a pre-structured way; to structure information so that it is comparable to inform other respondents/villages/groups; to get a summary of the village findings in a comprehensive way 	<ul style="list-style-type: none"> note taking during an interview session; same as above writing/recording writing/summarising. 	<ul style="list-style-type: none"> note books documentation sheets Kenda matrix field site report 	<ul style="list-style-type: none"> unstructured information collected pre-structured information collected clearly structured information descriptive presentation of village findings and summary of the analysis gives village profile procedure of sub-team 	<ul style="list-style-type: none"> +ve: more information collected -ve: information is unstructured -ve: some information got lost -ve: it encouraged misplacement of information (research questions were overlapping) +ve: overview of village findings -ve: too much summarised information which made it difficult to draw conclusion. -ve: time consuming +ve: comparable results. -ve: could not be done as planned because of team composition. did not receive the time an energy required 	<ul style="list-style-type: none"> The 4 steps of documentation are repetitive and time consuming. The suggestion is to combine the note pad and documentation sheets i.e. DS should contain main points of research areas only with more space provided (one or more blank sheets). The time saved (from the combination above) should be used to fill in the Kenda more detail. Kenda matrix cannot be filled in immediately during village stay. Can be filled in the evening if not staying in the village or at the end of the field stay. A proportion of 50% of the actual time spend in the village should be allocated for writing the site report. There should always be a minimum of 5 members per team. Personal interpretations should be taken to the Kenda on conclusions of field site report.

Event, Time, Participants	Hypothesis/Objectives	Activities	Methods	Results	Positive Aspects Problems, Questions	Conclusions

Event / Time/ Participants	Hypothesis/Objectives	Activities	Methods	Results	Positive Aspects Problems, Questions	Conclusions
Analysis of the PRA pre-test (Limbe) 1 ½ days	<ul style="list-style-type: none"> To find a procedure for the villages to get our results (process analysis). how to present our findings (methods of presentation) 	<ul style="list-style-type: none"> presentation of results preparation for the presentation Discussions within the groups. 	<ul style="list-style-type: none"> focused discussion presentation of Kenda matrix 	<ul style="list-style-type: none"> Revised checklist and documentation sheet allocation of sites to sub-teams for Central Region 	<ul style="list-style-type: none"> +ve: lessons taken from mistakes e.g. filling Kenda matrix, process approach (time division) Participants were exhausted from field stay, hence could not do the analysis properly. Time constraint. 	<ul style="list-style-type: none"> Analysis days were necessary but needed more time. Do a regional Kenda matrix at the end of field stay, with the conclusion. Time allocation : 3 days. Develop clear guidelines for the analysis before hand.
Analysis days (Limbe, Salima, Mzuzu) -One day for each meeting	<ul style="list-style-type: none"> to share experience and reflect an attempt on analysis 	Same as above	<ul style="list-style-type: none"> Focused discussions Presentation of Kenda matrix 	<ul style="list-style-type: none"> Common understanding of how to present the Kenda matrix. Allocation of sites to sub-teams (CR) Findings shared Procedures refined 	<ul style="list-style-type: none"> Distinction between summary and conclusion not clarified. Time for analysis of field stay was too short. Issues deferred for future meetings. +ve: first steps taken for analysis. Regional Kenda matrix originated +ve: lessons taken from 	More time is needed for analysis as well as planning.

				<ul style="list-style-type: none"> • Some issues pushed to next analysis • Finding a way (model) of presenting results 	<p>mistakes e.g. filling of Kenda matrix, process approach (time divisions).</p> <ul style="list-style-type: none"> • Participants were exhausted from field stay, hence could not do the analysis properly. Time constraint. 	
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Event / Time/ Participants	Hypothesis/Objectives	Activities	Methods	Results	Positive Aspects Problems, Questions	Conclusions
Analysis Mzuzu	<ul style="list-style-type: none"> • Synthesise the findings. • Analyse the QUIM process 	<ul style="list-style-type: none"> • Presentation • Discussion 	Regional kenda matrices (cross tabulation)	<ul style="list-style-type: none"> • Difference between conclusion and summary clarified. • Rough comparisons of the three regions. • Some frustrations vented. • Analysis of results and process 	<ul style="list-style-type: none"> • Participants frustrations were prevented too late. • -ve: Kenda matrix clustered, therefore too tiring and baring which reflects on results. 	Draw lessons from this learning process so that there are clear guidelines in next QUIM rounds.

*Problem for all documentation in the village:

- in the evenings no lights (lump uncomfortable)
- no work space