

**GOVERNMENT OF MALAWI  
OFFICE OF THE PRESIDENT AND CABINET  
DEPARTMENT OF DISTRICT AND LOCAL GOVERNMENT  
ADMINISTRATION**



**REPUBLIC OF MALAWI**

**Workshop Report  
Training of Trainers in Accessibility Planning**



Kalikuti Hotel, Lilongwe, Malawi  
22-25 January 2001

Rob Dingen  
for



International Labour Organisation  
ILO/ASIST

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## **Acronyms**

ADC	Area Development Committee
CARE	Cooperative for Assistance and Relief Everywhere
CRIMP	Community Road Improvement Project
DEC	District Executive Committee
DDLGA	Department of District and Local Government Administration
DDPS	District Development Planning System
EU	European Union
FFA	Food For Assets
GoM	Government of Malawi
HC	Health Centre
ILO	International Labour Organisation
ILO/ASIST	Advisory Support, Information Services and Training
ILO/SAMAT	Southern African Multi-disciplinary Advisory Team
IRAP	Integrated Rural Access Planning
MASAF	Malawi Social Action Fund
MLGRD	Ministry of Local Government and Rural Development
MRTTP	Malawi Rural Travel and Transport Programme
NGO	Non-Governmental Organisation
PIRTP	Pilot Integrated Rural Transport Project
SSATP	Sub-Saharan African Transport Programme
TA	Traditional Authority
UNDP	United Nations Development Programme
VAM	Vulnerability Assessment Mapping
VDC	Village Development Committee
WFP	World Food Programme

## **Executive Summary**

### **The Background and Objectives of the Workshop**

Lack of access to basic goods and socio-economic services is a major factor impeding the integration of the rural population of Malawi in the national economy. Poor access is a contributing factor to poverty.

Accessibility should be taken into account when planning for development to improve the livelihoods of the rural poor. It is within this framework that Integrated Rural Access Planning -a multisectoral planning tool- is proposed to be incorporated into the decentralised District Development Planning System.

The main objective of the workshop was to inform the key stakeholders involved in the local level planning structure and discuss how best to integrate the IRAP tool into the DDPS.

The specific aims of the workshop were to (i) explain the background and the application of the IRAP tool, (ii) train Planning Officers to train others in the application of IRAP, (iii) to come up with recommendations how to incorporate IRAP into the DDPS and (iv) to find out how this tool can be applied in the selection and prioritisation of projects under the “Rural Infrastructure Rehabilitation and Development Programme” with funding from the World Food Programme.

### **Recommendations and the Way Forward**

The workshop concluded that IRAP is a practical and useful tool that can enhance the DDPS in selecting and prioritising projects in a decentralised environment at local level. Important recommendations were:

- To institutionalise planning at the district level, the National budget is to be transferred to the Assemblies.
- Donor organisation can stimulate the development and integration of IRAP at the district level by channelling project funds through the district, based on identified and prioritised proposals.
- The comparative analyses of IRAP justly looks at other access issues than only roads and can therefore for instance enhance the VAM (Vulnerability Assessment Mapping) which could be a starting point of institutionalising IRAP.
- IRAP could be of use to prioritise projects after screening on food insecurity issues, and as such improve the impact of the Food for Asset project of the WFP.

The workshop recommendations on how to go forward were:

- Integrate IRAP in the DDPS framework
- Improve financial capacity of District Assemblies
- Develop a training manual, and train District and lower level stakeholders in IRAP
- Conduct similar workshops at other levels and disseminate information on IRAP to donors, NGO's and Governmental Institutions.

# **1 Introduction**

## **1.1 Background**

The 1993 Situation Analysis of poverty in Malawi found that 60 percent of the Country's rural based population and 65 percent of the urban population lived below the national poverty line of US\$40 per annum. Access to basic and socio-economic services is a major problem in rural areas of Malawi. Too much time is spent in reaching what is needed in daily life due to the location of services and facilities that are not easily accessible and poor mobility caused by poor infrastructure and inadequate means of transport and public transport services. Findings from an ILO supported project in Malawi show that a major part of transport takes place on tracks and paths, away from the main road network and is mainly done by walking (head loading). Furthermore, the majority of travel and transport is aimed at social and reproductive activities, such as the collection of water and fuel wood, travel to health centres (especially with children), travel to schools, transport of the harvest to grinding mills and back, etc. The findings of the study showed that every target household spent an average of 3,200 hours per year in accessing socio- economic services and their daily basic needs.

### **Previous ILO technical support in Malawi**

ILO in collaboration with the Ministry of Local Government and Rural Development (MLGRD) executed an UNDP funded pilot project on Integrated Rural Transport of which the first phase covered the 1991-93 period. This project focused on access problems of the rural population and implemented interventions that improved mobility of target communities.

The second phase of this project (1994-96) was nationally executed by MLGRD with financial support from the UNDP and technical advisory inputs from the ILO. This exercise aimed at improving the planning capacity for rural infrastructure investments at district and sub-district levels, identifying access problems and defining measures addressing them. This exercise was carried out through implementation of an Integrated Rural Accessibility Planning (IRAP) tool. One of the major outcomes included well-defined access problems in one district (Dedza) through a socio-economic study, mapping and the prioritisation of access interventions. The IRAP tool, which was developed in the pilot project is now to be integrated into the District Development Planning System (DDPS) in all districts.

In April 2000 a short workshop was held to address the above issue. The main objective of the workshop was to get together the key stakeholders involved in the local level planning structure and discuss how best to integrate the IRAP tool into the DDPS. The workshop was successful in discussing the key issues regarding integration of IRAP into the DDPS, and the outcomes of this workshop included a list of well-defined recommendations for actions. Discussions were held with the Department of District and Local Government Administration (DDLGA) and UNDP on the process of this integration. The participants of the workshop also agreed to involve the World Food Programme, which has recently started a new " Rural Infrastructure Rehabilitation and Development through Targeted Food for Work Project ". In this new approach assets are placed at the centre stage and food aid serves to enable communities, which lack food in their households, to engage in

community infrastructure works that improve their food security. The activities to be implemented by WFP are of a similar nature as those to be planned using the IRAP tool, making coordination between the two quite complementary and crucial to the success of both projects. As WFP will be working in 14 target districts in Malawi, it was suggested and agreed upon during the aforementioned workshop to prioritise the 14 WFP target districts for completing the DDPS exercise. Food for Work will be used to carry out some of the activities prioritised in the IRAP exercises within the context of the District Development Planning System.

Following the recommendations of the workshop, an IRAP training workshop was considered to be the first step in the incorporation of the IRAP tool into the DDPS. The training course will introduce the IRAP process and its integration into the DDPS to target participants. These participants will subsequently be able to train other stakeholders and raise general awareness on access issues.

## **1.2 The Objectives of the Workshop**

The purpose of this workshop was to introduce the application of the IRAP process to key stakeholders in a decentralised local government environment and to strengthen the planning capacity at the district and national levels. The workshop is expected to be the first step towards series of training workshops to be held for the remaining districts in Malawi.

The participants of the workshop were the District Directors of Planning and Development from the 14 districts implementing the Food for Asset Project focus districts and officials from Government, Institutions and Organisations that are directly involved in implementation, disbursement or planning for development at district level.

Specifically aims of the Workshop were:

- (a) To train and equip Planning Officers with skills for transferring knowledge to district staff and community leaders;
- (b) To enable participants to understand the Integrated Rural Accessibility Planning tool (IRAP) and its use in the prioritisation and planning for the provision of rural infrastructure for social and economic services as a step towards the reduction of poverty;
- (c) To jointly determine the necessary steps for the successful incorporation of the IRAP tool into the planning and execution of access related interventions at district level

The workshop was conducted in Lilongwe from 22<sup>nd</sup> January to 25<sup>th</sup> January.

The facilitation was in the hands of an international consultant, Mr. Rob Dingen, in close cooperation with officials from the Government of Malawi; Mr. Arthur Chibwana, Programme Coordinator, MRTTP; Mr Lucky Sikwese, National Planning Expert; Mr E. T. Zenengeya, Planning Officer; Mr. S. Gwedemula, Planning Officer; and Mr. S. Zulu, Data Analyst, DDLGA.

The workshop was co-financed by the Government of Malawi and ILO/ASIST and organized by the Department of District and Local Government Administration.

### 1.3 Content and Structure

The structure of this Workshop Report will follow the sequence of the workshop programme. The text in the main report will reflect the issues discussed and the findings arrived at. The overhead sheets, presentations and exercises are given in annexes of the report.

Following the opening of the workshop, chapter two starts with the introduction to facilitation and training. This is followed by the presentation of and the discussions on the District Development Planning System. Chapters 4 and 5 cover further details on IRAP and the discussion of its application in Malawi. This is followed by Planning and Mapping exercises in Chapter 6 and the Data Collection exercise in Chapter 7. The final two chapters of this report cover the institutional setting of IRAP in Malawi and the conclusions on the way forward for the integration of IRAP into the decentralised planning system.

### 1.4 Opening Remarks

The programme started with introductory remarks by the Programme Co-ordinator for the Malawi Rural Travel and Transport Programme, Mr. A. Chibwana. In his introductory remarks, Mr. Chibwana emphasized the need for a holistic approach to improve rural transport networks so that rural people have easy access to markets and other social amenities.

These introductory remarks were followed by an opening speech made by the Deputy Secretary for District Administration, Mr O. Chirambo, on behalf of Mr.W. Samute, Principal Secretary of the Department of District and Local Government Administration.

In his remarks, Mr Chirambo explained the importance of the District Assemblies in the management and implementation of decentralisation and pointed out that poverty eradication is the utmost important objective. He acknowledged the relevance of access planning, as access is one of the limiting factors in the development of the rural poor areas and he wished that the deliberations in this workshop would lead to improved performance in planning at the local level. *(The opening speech is presented in Annex XV)*

The Resident Representative of the World Food Program, Mrs. Adama Diop-Faye stressed the importance of decentralised planning and a strong local government to identify and prioritise interventions in the rural areas. She further acknowledged that the District Development Planning System and the application of IRAP tools in this process are of vital importance in targeting the rural poor. The implementation of programmes like the WFP-Food for Assets can benefit from this planning system. The Resident Representative continued by briefing the participants in the objectives and implementation outlines of the FFA project and wished the participants a fruitful workshop and success in their work. A brief paper on the FFA project is attached in Annex III



Following Mrs. Adama Diop-Faye, Mr. Serge Cartier van Dissel addressed the Workshop on behalf of the ILO. Mr Cartier van Dissel briefly sketched the history of ILO's involvement in Malawi in general and in accessibility planning using IRAP in particular. He wished the participants a fruitful and interesting workshop (*see also Annex XV*).



**Participants and Facilitators of the workshop**

## **2 Orientation to Training of Trainers**

*(Monday 22 January 2001; 10:30-12:00 & 1:30-3:00)*

This first session of the Workshop concentrated on the skills and techniques necessary to train others. As the Directors of Planning and Development at the District level, it is important that they possess the necessary skills to enable them coordinate activities in all stages of the planning process. The District Development Planning System is multisectoral and bottom-up, it involves all stakeholders at the district level and the communities. Information has to be shared and effectively used to ensure effective and efficient planning for the allocation of resources to alleviate poverty.

The objective of this session was to introduce basic training skills to enable the participants to:

- Understand and select methods for adult learning
- Understand the logical steps of the training process
- To facilitate the acquisition of basic knowledge on the use of IRAP within the Development Planning System

Mr. Sekwese led the participants through the concept of training and techniques that can be applied to disseminate knowledge or to share ideas. The following topics were discussed:

- The Process of training others; this relates to the environment in which the training takes place and to what extent and how the trainer can influence this.
- The Skills needed to effectively facilitate; how to manage training sessions and the importance of social skills.

- The Environment of the participants; what is important and how to create the optimum surroundings in which participants feel comfortable and secure.

The afternoon session was used for group work; Each group (2 in total) had to set up a training programme, using the tools discussed in the morning session. Group 1 had to design a programme for ADC members and Group 2 was to set out a programme for training of DEC members in IRAP.

Although the participants found it difficult to do this while they were not totally conversant with the content of the matter, the results were encouraging. Both groups were able to apply the knowledge disseminated in the morning.

The session was received with great enthusiasm and appreciated for its content. Annex IV of this report summarises the presentation and topics discussed.

### **3 The District Development Planning System**

*(Monday 22 January 2001; 3:30-5:00)*

This session was included in the workshop to set the scene in which planning in the districts takes place and to familiarise the participants with the ins and outs of the planning system, partly as it exists now and as it is evolving and becoming fully operational.

Many of the Directors of Planning and Development are relatively new to the job and the DDPS has just been introduced in the decentralized planning process. It was, therefore, important to explain the institutional issues involved in the decentralised planning process as well as to discuss the responsibilities of the district officials in this process and secondly, to appreciate the setting in which IRAP might be applied as a tool in the identification, prioritisation and selection of appropriate interventions.

Mr. Zenengeya presented the general concepts of planning and the issues that are to be addressed in a planning process. This was followed by an intensive session, discussing the DDPS in detail. The steps to be followed of the DDPS process itself, i.e. the District Profile and the District Development Plan were highlighted. The presentation is captured in Annex V of this report.

### **4 Introduction to Integrated Rural Accessibility Planning (IRAP)**

*(Tuesday 23 January 2001; 8:30-10:00)*

Mr Dingen started this session by explaining the background and the concept of Integrated Rural Access Planning; why Access is considered important in addressing the needs of the rural population and how lack of access relates to poverty.

Following this brief introduction a more detailed session went into the practicalities of IRAP; the steps in the process, the explanation of the importance of each step and the resources needed to implement these activities.

The presentation is captured in a briefing paper on Rural Access and visualised by overhead sheets in Annex VI.

## **5 IRAP in Malawi**

*(Tuesday 23 January 2001; 10:30-12:00)*

Messrs Gwedemula and Chibwana took the participants through the history of IRAP in Malawi, starting with the first initiatives and formulation of the Pilot Integrated Rural Transport Project to the existing Malawi Rural Travel and Transport Programme as one of the recent initiatives in the travel and transport sub-sector. The DDLGA is, among other things, responsible for coordinating programmes and projects relevant to rural access and mobility. The DDLGA is keen to ensure that IRAP becomes part and parcel of an integrated planning system at the local level.



**Plenary session during the workshop**

### **5.1 The Pilot Integrated Rural Transport Project (PIRTP)**

The PIRTP (funded by UNDP with technical support from ILO) has been one of the first initiatives in Africa to address rural travel and transport. Much has been learnt from and through this project: the do's and don'ts of implementation of rural access interventions and applying the IRAP planning tool. The gained experience has been instrumental in developing IRAP further to a practical tool for local level planning.

The PIRTP piloted how best the IRAP planning steps could be incorporated into the District Planning Framework. The testing grounds for this endeavour was Dedza District, one of the districts under the District Planning Framework programme of the UNDP funded 5<sup>th</sup> Country Programme. In 1996/97, the PIRTP team tested out how best to execute the steps in the IRAP cycle; from data collection to prioritisation of interventions. The

experiences were used to draft a guideline for IRAP in Malawi. This guideline was published by the ILO in June 2000, and distributed among the participants. It can be ordered from ILO/ASIST, Harare.

A full brief on the PIRTP is presented in Annex VII.

## **5.2 The Malawi Rural Travel and Transport Project**

The DDLGA is the lead institution in institutionalising IRAP in decentralised planning. This is being done primarily through the Decentralization Secretariat in terms of general development of planning capacity in all the assemblies, and through the MRTTP on issues of access and mobility. The latter is an initiative that is being supported by the Sub-Saharan African Transport Programme (SSATP) funded by several donors and managed by the World Bank.

The MRTTP was formulated when the PIRTP was running towards the end of its funding and it was imperative to keep the momentum going and mobilize additional resources. The MRTTP was therefore formulated to promote rural travel and transport programmes and to achieve integrated planning and rational allocation of resources for the RTT sub-sector.

ILO/ASIST has been contributing and assisting the GoM in its effort to institutionalise IRAP as part of capacity building process now that local authorities are becoming fully operational. In this regard, local level planners have to be equipped with the tools and skills to effectively guide planning for development and to also be fully conversant with Rural Transport Policy which is a sub-set in the National Transport Policy. This is important in the design and implementation of rural travel and transport interventions with a focus on poverty reduction.

Annex VIII contains the presentation of the MRTTP

## **6 Exercises**

*(Tuesday 23 January 2001; afternoon session)*

The information the participants were given on the concepts, the policies and the environment in which local level planning exists, set the stage for these practical sessions during the workshop.

### **6.1 Mapping for Access to Health**

The first exercise this afternoon was concerned with “mapping”. The objective of the exercise was to give the participants hands on experience in how maps can be used in planning and to show that mapping is an indispensable aid in analysing information and drawing conclusions.

The data that was used was based on real information from Kasumbu TA in Dedza district. The maps were prepared and for all villages on the map the number of households and the average travel time on foot to the health centres was given.

The group was split into 3 sub groups. Each group was given the same task. They were asked to draw 3 catchment areas for a particular health centre:

- One depicting the 5 km radius
- One depicting the 1 hour travelling distance
- One depicting the actual area with people using the health centre

Based on these catchment areas, they were asked to explain the differences between the above, and to determine how the situation could be improved. The precise task is explained in Annex IX. Although the outcomes of the assignment differed, all participants were been able to fulfil the assignment and acknowledged the usefulness of the mapping tool.

The following were conclusions from the exercise:

- The map shows clearly that the health delivery area (the planned catchment) of a Health Centre (a circular area around a HC with a radius of 5 km (expressed in distance)) is not necessarily similar in size or shape as the area that has as a boundary the line that connects all points that are 60 walking minutes “distance” from the HC (expressed in time)
- From the above it follows that although the assumption is made that everyone who lives within 5 km from the HC is able to reach the HC on foot within 1 hour (average walking speed 5 km/hr), this in fact is seldom reality. If the terrain or the transport infrastructure prohibits the traveller to (i) walk in a straight line and/or (ii) keep up the speed of 5 km/hr, the time required to reach the HC on foot will be longer than the assumed 60 minutes.
- The mapping of the 2 catchments (5 km and 60 minutes) therefore assists in identifying which villages have poor access to the HC and what the possible causes are.

When an overlay is made with the “actual” catchments of the HCs, suddenly more can be concluded:

- In fact many villages make use of more than one HC
- People by-passing one HC to go to another HC, could indicate problems related to medical care or capacity problems.
- The mapping is also very useful to identify which area would be the optimum to establish a new HC, assuming that the total number of (potential) patients justifies this.

The participants evaluated this mapping tool as very useful, but expressed the need to have further training and practice to be able to apply this in their own districts.



**Group session on mapping and planning**

## **6.2 Planning of Interventions**

The second exercise was a case where choices had to be made between proposed projects for a given (imaginary) area. This exercise has been done during a similar ILO workshop in Zimbabwe in 2000.

This planning exercise is presented in Annex X. The 3 groups came up with similar solutions for spending the funds on, however they were different from the “Zimbabwe outcomes”.

Some interesting findings were:

- The distinction made between access for the VDC as a whole (road access) and thus catering for economic traffic, but this access provision does not necessarily improve access for the villages that are deeper inside the VDC.
- None of the 3 groups choose to upgrade the road that provides external access to the VDC
- The solutions have to be sustainable and thus interventions require a high level of resources (i.e. rather an expensive but strong bridge than a cheaper one that might collapse)
- The funds are to be spread over the villages so that everyone remains satisfied.

## **7 Field Visit**

### **7.1 CRIMP Project and Data Collection**

*(Wednesday 24 January 2001; Morning Session)*

The Wednesday of the workshop week was reserved for fieldwork. There were two items on the programme: (i) visit the CARE funded Community Road Improvement Project (CRIMP) and (ii) testing out data collection for IRAP.



The participants were invited to look at some interventions undertaken in Chitukula TA, Lilongwe District: road rehabilitation and maintenance under private and community contracts. A brief was provided by CARE officials and the participants were able to see the road and bridge that were rehabilitated under the project. The objective of the CARE project is to improve access through sustainable small-scale infrastructure and to improve rural livelihoods, targeting the poorest population through the training of private contractors, labour-based works and community maintenance contracts and by setting up saving schemes.

The second objective of the fieldtrip was to gain experience in data collection. The fieldwork was divided into two assignments and each with two tasks. Group 1 held an interview with key-informants at VDC level and some people were to do some spot household interviews. Group 2 concentrated on a separate village and conducted a village level interview and some household interviews.



**Mapping exercise with local leaders at VDC level**

The objective of both key-informant meetings was to form a good understanding of the accessibility situation for the respective VDC and Village. In this respect the meetings started off by making a “sketch map” of the surroundings. This was done by the key-informants using sticks, stones and other aids to picture the features in the VDC/Village. While doing this the distances and travel times to and from villages and facilities were discussed. This “mapping” exercise assisted the interviewers to understand the situation and this proved to be a good tool as a starting point for further discussions.

A questionnaire was provided to guide the discussions and this was filled during a one hour interview after the mapping was completed. Some people in both groups were given the task of investigating what the perceived access problems were by individual households. A small questionnaire served as a guide during these interviews. The questionnaires (for VDC, Village and Household) are presented in Annex XI.



**Group interview with local leaders at VDC level**

The findings of the fieldwork were discussed in the plenary feedback session on Wednesday afternoon.

## **7.2 Feedback from the field trip**

*(Wednesday 24 January 2001; Afternoon Session)*

The participants felt that the field trip had been very useful and that it had provided insight in the resources required to do such an exercise.

The purpose of the data collection exercise was to make the participants aware of the reliability and necessity of data collection; at what level should certain data be obtained and what degree of reliability can one reach at each level, e.g.: should objective (measurable) information be collected at household level or perhaps at the VDC level and at what level is an inventory of problems required?

During the feedback session the participants were requested to comment on the following questions:

- What are the problems identified at the different levels (VDC, Village, HH)?
- What are the proposed Interventions?
- How reliably can you determine:
  - Travel times, distances, conditions of infrastructure,
  - Problem inventory and proposals
- And thus: At what level do we collect what information and how?



The findings from the two groups are presented in the boxes below. Clearly there are some similarities in the identified problems but also differences. The VDC outcome shows, as expected, more general, physical transport issues. The household perspective gives a local view and the Village identified both the local view as well as the overall picture.

GROUP ONE	GROUP TWO
<b>PROBLEMS IDENTIFIED</b> <b>VDC Level</b> <ul style="list-style-type: none"><li>• Bridges missing or broken</li><li>• Good Health facilities too far away</li><li>• Roads are in poor condition</li></ul> <b>Household Level</b> <ul style="list-style-type: none"><li>• Inadequate houses for teachers</li><li>• Insufficient teaching materials</li><li>• Inadequate teachers</li><li>• Public transport – not adequate</li><li>• Maize mill far away</li></ul> <b>INTERVENTIONS</b> <ol style="list-style-type: none"><li>1. Upgrading roads</li><li>2. Introduction of motorised (public) transport</li><li>3. Construction/maintenance of bridges</li></ol> <b>RELIABILITY</b> <p>There was general consensus among villagers (VDC members) on the distances and time on foot and by bicycle from villages to the facilities.</p> <b>RESOURCES REQUIRED</b> <ul style="list-style-type: none"><li>• Stationery</li><li>• Vehicles/motorcycles</li><li>• Enumerators and supervisors</li><li>• Fuel</li><li>• Maps with topographic features</li><li>• Allowances</li></ul>	<b>PROBLEMS IDENTIFIED</b> <b>Village Level</b> <ul style="list-style-type: none"><li>• Poor access to health services &amp; drinking water</li><li>• Long distance to fuel wood</li><li>• Bridges</li></ul> <b>Household Level</b> <ul style="list-style-type: none"><li>• Long distance to markets and water sources</li><li>• Lack of bridges</li><li>• Lack of IMTs, i.e. Ox-carts</li><li>• Poor access to health services</li></ul> <b>INTERVENTIONS</b> <ol style="list-style-type: none"><li>1. Improving internal access roads</li><li>2. Construct bridges</li><li>3. Provide water supply</li><li>4. Improve quality of health care services</li><li>5. Establish new transport services</li><li>6. Provide funds (credit)</li></ol> <b>RELIABILITY</b> <p>Travel Time: Walking with them if you have time Distance: Asking them how far it is, Maps Routes/conditions: asking several people Problems: Cross check (several people) Proposals: Field Appraisal/Desk, Mapping</p> <b>RESOURCES REQUIRED</b> <ul style="list-style-type: none"><li>• Financial resources</li><li>• Questionnaires/stationery</li><li>• Transport</li></ul>

- ✓ The comments given on how to ensure reliability of information was not split into different levels of information gathering or, in other words, the question was not answered with the perspective of optimising resources.
- ✓ Most participants were of the opinion that the key-informant interviews produced reliable answers.

## 8 Institutional Setting of IRAP in Malawi

*(Thursday 25 January 2001; Morning Session)*

The purpose of this brief session was to seek the participants' opinions on where IRAP should and could be incorporated into the DDPS.

The following guiding question was given:

- Where can IRAP enhance and /or support the steps in the district planning system; formulate how this is to be done and explain what is needed to realise this?

The participants came up with a diagram of the steps of the DDPS and indicated where IRAP was to be integrated:

No	DDPS-steps	IRAP-steps
1	Situation analysis	➤ Data collection ➤ Data analysis ➤ Mapping ➤ Access Profiles
2	Define district objectives	➤ Define access targets
3	Approve district planning framework	-
4	Project identification	➤ Define/prioritise projects
5	Project appraisal	➤ Assess impact on Access
6	District plan formulation	-
7	Approve district plan	➤ Check on access improvement
8	Implementation	-
9	Monitoring and Evaluation	➤ Evaluate Access impact
10	Annual evaluation	➤ Evaluate Access impact

Some remarks by the participants:

- Although at the moment the responsibility for planning (and budget for implementation) lies with the Line Ministries, IRAP can play a leading role in the identification of priorities at district level.
- The Assemblies will handle all sectors at the district level; the District Commissioner will be the officer in charge and the Ministries will be responsible for planning at national level and policy issues.
- To institutionalise planning at district level: budget allocation and -security at district level is a prerequisite: the National budget is to be transferred to the Assemblies.
- IRAP is to be integrated into the DDPS; IRAP should be used to define objectives in terms of accessibility
- Donor organisation can stimulate the development and integration of IRAP at the district level by channelling project funds through the district based on identified and prioritised proposals.
- The representative of MASAF replied that as the fund is dynamic and as long the proposed projects are within the set criteria of the programme (e.g. food insecurity criterion), IRAP could be used to prioritise MASAF projects.
- Not just roads are to be looked at; The comparative analyses of IRAP justly looks at other access issues.
- IRAP is to be combined with the VAM (Vulnerability Assessment Mapping) and by doing so enrich the VAM as to why certain areas are vulnerable. This could be a starting point of institutionalising IRAP.
- The Food for Asset project of the WFP is based on appraisals that involves screening criteria as opposed to comparative analysis. IRAP could also here be of use to prioritise projects after screening on food insecurity issues.

## 9 Evaluation of the Workshop

The workshop activities and topics were evaluated on a daily basis. At the end of the workshop a final evaluation was conducted. The results are captured in Annex XIV.

Overall, the participants were satisfied that the workshop was productive and that it had given them an insight into how useful IRAP can be as a tool for planning at the local level.

There was a general consensus that more training is needed in the application of IRAP, in particular the mapping of accessibility.

Some Conclusions from the Rating in the evaluation form:

### Conclusions on the results of the Workshop Evaluation

- The rating of all topic and the organisation of the Workshop was “Average” to “High”
- The workshop has met the expectations of the participants
- The most appreciated topic was the field visit and trial of the data collection (average rating 4)
- The quality of facilitation and programming/organisation of the workshop was rated high
- Although the participants felt the time available for the subjects was sufficient, in relative sense it was rated lower, hence the workshop could have been improved if some more time was allowed.

## 10 Conclusions and Recommendations from the Workshop

### 10.1 General Comments

During the course of the workshop, comments were made related to the practicalities of planning and the institutionalisation of IRAP. Some of these remarks from the plenary sessions and daily evaluations are captured below.

Comments related to the practicalities of planning and Institutionalising IRAP

- The Assembly and the DEC should not rush planning; move at the pace of the community members.
- IRAP should be introduced to Project Management Committees which are responsible for project management, which includes community mobilization, resource mobilization, and conflict management.
- There is need to have resources for training when carrying out any development plan.
- There is too much assumption that all project proposals come from the communities.
- It is unfortunate that some of the project proposal forms are filled by the Members of Parliament or Traditional Authorities without the involving of the communities at large.
- The IRAP tool is very much appreciated; IRAP can initiate a project from the grass root level, but the problem faced is that most of the projects are funded by the donor communities e.g. MASAF, EU. These donors have their own policies and dealing with

these organisations is a very difficult process as they set criteria and demands that are often not practicable or impossible to adhere to.

- Some projects thought not to be successful are still being implemented because donors have insisted to do so.
- As planners for the district they should be able to convince Village Headmen to set up and work through a Village Development Committee and make sure that they follow up everything as planning managers and development co-ordinators.
- When carrying stages of the DPPS i.e. situation analysis there is need to incorporate IRAP components. When incorporating IRAP in the DPPS try to find out what problems are going to be met. There is need for resources (data collection, entry, analysis, mapping and validation) and for allowances, stationery, maps, fuel and transport.

### 10.2 The Way Forward

To conclude the workshop, a brainstorming session and discussion was held on how to go forward in incorporating IRAP into the planning system at the district level. The results of this session are summarised in the remarks below:

- ❖ Sensitise communities on IRAP through the District Executive Committees, and the District Assembly members.
- ❖ Donors and DDLGA to agree on the appraisal methodology
- ❖ Development of a training manual on IRAP:
  - Data Collection
  - Mapping
  - Data processing and Analysis
  - Problem Identification, Prioritisation and Verification
- ❖ Train DEC members on IRAP
- ❖ Form core training team on IRAP from among the DDPS
- ❖ Support District Assembly on the training problems identified
- ❖ Integrate IRAP in the DDPS framework
- ❖ Develop a work plan for the districts
- ❖ Improve financial capacity of District Assemblies
- ❖ Similar Workshops at other levels

### 10.3 Closing remarks

The workshop was officially closed by Mr. S. Sentala, Under Secretary, Department of Local Government who in his speech stressed the importance of the responsibility the Directors of Planning and Development in implementing projects. He urged them to develop a sense of ownership from the awareness that projects are implemented for the rural people. He also encouraged them to use the valuable experiences gained during the workshop in their daily work to develop the districts. *(The closing remarks are given in Annex XV)*

## Annexes

- I. Workshop Programme
- II. List of Participants
- III. Brief on Food for Asset Project
- IV. Presentation on Training of Trainers
- V. Presentation on the District Planning Framework
- VI. Briefing Paper and Presentation on IRAP
- VII. Presentation on the PIRTP
- VIII. Presentation on the MRTTP
- IX. Mapping Exercise
- X. Planning Exercise
- XI. Data Collection Exercise VDC questionnaire
- XII. Data Collection Exercise Village questionnaire
- XIII. Data Collection Exercise Household questionnaire
- XIV. Workshop Evaluation
- XV. Speeches

## ANNEX I: WORKSHOP PROGRAMME

### Monday 22 January, 2001

08.00 - 09.00: **Registration**

09.00 - 10.00: **Official opening**

- Introductory remarks by the MRTTP Programme Coordinator
- Statement by ILO Official
- Statement by WFP Representative
- Speech on behalf of the Principal Secretary for Local Government, Mr W Samute

10.00 - 10.30: Tea Break

10.30 - 12.00: **Orientation to Training of Trainers**

12.00 - 01.30: Lunch

01.30 - 03.00: **Continuation of TOT (Facilitation skills)**

03.00 - 03.30: Tea Break

03.30 - 05.00: **District Development Planning System: Opportunities and challenges**

### Tuesday 23 January, 2001

08.00 - 08.30: **Feedback on previous day's work**

08.30 - 10.00: **Introduction to IRAP**

10.00 - 10.30: Tea Break

10.30 - 12.00: **IRAP in Malawi (PIRTP I and II; District focus and MRTTP)**

12.00 - 01.30: Lunch

01.30 - 03.00: **Group Work (Planning Exercise and Mapping)**

03.00 - 03.30: Tea Break

03.30 - 05.00: **Feedback in Plenary Session**

### Wednesday 24 January, 2001

08.00 - 08.30: **Feed back on Previous Day's work**

08.30 - 12.30: **Field Trip to Crimp Project (CARE), TA Chitukula and Data Collection Exercise**

12.30 - 02.00: Lunch

02.00 - 03.00: **Feedback and Plenary on Field trip**

03.00 - 03.30: Tea Break

03.30 - 05.00: **Continuation of feedback on Field Trip**

### Thursday 25 January, 2001

08.00 - 08.30: **Feed back on previous day's work**

08.30 - 10.00: **Institutional setting of IRAP in Malawi**

10.00 - 10.30: Tea Break

10.30 - 11.30: **Review of Implementation of Food for Assets Project**

11.30 - 12.00: **The Way forward**

12.30 : **Closing Ceremony & Evaluation**

: Lunch

## ANNEX II: LIST OF PARTICIPANTS

NAME	POSITION	ORGANIZATION
B. S. P. Banda	Ag. D P&D	Nsanje District Assembly
Rob Dingen	Consultant	ILO
S. Cartier van Dissel	Technical Advisor	ILO/SAMAT
Patrick Chaluma	DP&D	Thyolo District Assembly
Mr. Arthur Chibwana	Programme Manager	MRTTP
Mr. B. Chimenya	Reporter	Daily Times
K. W. J. Chiputu	Director of Planning & Dev.	Dedza District Assembly
Mr. O. Chirambo	Deputy Secretary	Local Government
Adama Diop – Faye	Representative	World Food Programme
T. T. Gondwe	DP&D	Karonga District Assembly
Smart L. Gwedemula	DP&D	Blantyre District Assembly
Kennedy Lweya	Assistant Director	MASAF
Mr. A. Maeresa	Reporter	Reporter Nations
Mr. V. Mbvundula	Asst. Prog. Officer	World Food Programme
G. H. Mhango	DP&D	Ntchisi District Assembly
Mr. M. Mmanga	Principal Accountant	Local Government
Ms C. Mtegha	Asst. Prog. Officer	World Food Programme
E. F. Msewa	DP&D	Lilongwe District Assembly
K. J. B. Mughogho	Director of Planning & Dev.	Mmbelwa District Assembly
A. Musallam	Programme Officer	World Food Programme
Harry Mwamlima	DP&D	Ntcheu District Assembly
C. Mzilahowa	DP&D	Chitipa District Assembly
Elvis Njoka	Data Base Mgt. Officer	Decentralization Secretariat
Harry M. Phiri	DP&D	Machinga District Assembly
R. D. Phiri	Acting DP&D	Chiradzulu District Assembly
D. C. Senganimalunje	Senior Economist	NEC
Mr. S. Sentala	Under Secretary	Local Government
Mr. L. K. Sikwese	Planner	Decentralization Secretariat
Ms M. Tahuma	Representative	MBC
Mr. M. Tsilizani	Project Manager	LGDP
Mr. E. T. Zenengeya	Planner	Local Government
Mr. S. Zulu	Data Analysis	Decentralization Secretariat

## **ANNEX III**

### **Rural Infrastructure Rehabilitation and Development Programme through Targeted Food for Asset Project.**

The Rural Infrastructure Rehabilitation and Development through Food for Work project is one of the core activities in the Malawi WFP Country Programme Document. The project addresses the WFP Executive Board's decision of 17 May, 1999 that WFP would limit its development activities to five objectives which include for the purpose of this project: "make it possible for poor families to gain and preserve assets" and "enable households which depend on degraded natural resources for their food security to make a shift to more sustainable livelihoods". The Food for Work development schemes are community based investment that uses food aid to timely respond to the household food insecurity problems by creating community productive assets that will in the long term improve the household food production and consumption levels.

The 1999 technical review-cum-appraisal of the pilot Food for Work, recommended a shift from employment creation to creating community and household assets that are owned and maintained by the community themselves. The project has also been designed to enable poor households rehabilitate degraded catchments through soil and water conservation works. develop village access roads, create small scale irrigation Infrastructure, provide domestic water supply off take points and establish fuel wood and fruit tree plantations.

Consistent with the Government Poverty Reduction Strategy and the Food Security Action Plan, the project long-term objectives are to bring about sustainable improvements in household food security through rehabilitation and development of the rural infrastructure for economic empowerment and poverty reduction. By directly involving women in the selection and planning of the Food for Assets schemes, and providing them with direct food income transfer, the project would enhance their overall empowerment in rural development process, and positively impact their household food security .

#### **Specific objectives:**

- To increase smallholder's productive capacity and food consumption levels through increased cropping seasons and yield of food and cash crops through small-scale irrigation development.
- To increase productivity of degraded land through rehabilitation of former refugee settlement areas and other degraded catchment areas.
- To reduce the burden of fetching water over long distances by providing rural; women easy access to water supply.
- To improve accessibility to villages and poor community settlement areas through construction and rehabilitation of community access roads that promotes economic growth and enhances food availability .
- To disseminate and empower communities with skills and technologies that promotes food availability, labour saving and lead to absolute poverty reduction.

#### **Targeting**

The WFP Vulnerability Assessment and Mapping report for 1999/2000 has been the basis of selecting 36 food insecure Extension Planning Areas (EPAs) in 14 districts. The VAM profile report is consistent with the USAID Famine and Early Warning System (FEWS)



indicative vulnerability estimates for 1999/2000. The targeted districts are Nsanje, Blantyre, Machinga, Thyolo, Chiradzulu, Ntcheu, Lilongwe, Dedza, Dowa, Ntchisi, Karonga, Chitipa, Likoma and Mzimba.

In keeping with the ongoing Government of Malawi decentralization exercise, project site selection will be done with the participation of Local Government institutions. These institutions have already adopted participatory planning approaches for identification, selection, appraisal and approval of Food for Work micro-projects at field level. The Village Development Committees and the elected project committees targeting the poor food insecure households will undertake household selection. Special attention will be made to engage women belonging to female headed households.

A total of 65,000 households will be targeted in this project. A total of 5.26 million employment days will be created for the poor food insecure households. Women will be expected to constitute about 55% of the total beneficiaries, and at least 25% of the resources asset created under the project will directly benefit women.

**Food basket and role of food aid:**

Based on the EMOP and Quick Action Food for Work Pilot Project experience, the food basket will be 3.5 kg of maize per unit person day. Food aid will play important roles in the project:

- (i) As income transfer to the rural poor who, because of abject poverty, are unable to afford to purchase food especially during the lean period when prices become prohibitive for them.
- (ii) As an incentive to participants engaged in productive activities which create community assets aimed at improving their livelihood and ensuring food security.
- (iii) As an income transfer to urban poor engaged in work schemes aimed at creating assets that benefit the urban poor. This will be implemented on experimental basis in poor community settlement areas of Blantyre and Lilongwe City Assemblies.

**Project Implementation Strategy**

- The Country Programme Advisory Committee will be instituted to oversee the implementation of WFP Country Programme and provide policy guidance for the food security and nutrition programmes in the country.
- A Rural Infrastructure Rehabilitation and Development technical working committee will be established, and will be composed of all mainline Ministries of Agriculture and Irrigation Development, Natural Resources and Environment Affairs, Water Development, and the Department of District and Local Government Administration to oversee and provide technical support in the implementation of the Project.
- The Department of District and Local Government Administration will be the coordinating unit in Government. The Department has appointed the Under-Secretary Director of Rural Development as the national coordinating officer of the project.

- A resource planning and allocation committee (RPAC) will be established between WFP and the Department of District and Local Government Administration. The RPAC will meet twice a year (every six month) to review the vulnerability analysis and assess the district level performance and management of resources. Based on this assessment, the RPAC will decide in allocating and/or shifting resources between districts.
- In line with the decentralized planning, the District Assemblies will be given resource- planning functions and full responsibility in appraisal, approval and monitoring the implementation of the food aid assisted development schemes. The project fully utilize the community based institutional structures.
- The District Executive Committee (DEC) will be required to ensure that activities are approved if workers on the schemes are the owners of the assets; the ownership and user rights of the assets are clearly defined before project implementation.
- Maintenance plans are agreed with communities and members of VDCs as a precondition for starting the FFW activity, Asset Maintenance Committees (AMCs) to be established, and maintenance work is to be accomplished through self help initiatives. Technical! Specifications determined by the line ministry are adhered to in order to achieve high quality asset.
- Partnership with NGOs/CBOs will be arranged to support the district level implementation capacity , some NGOs have expressed interest to work in partnership with WFP and the District Assemblies. Transportation and food distribution roles will also be assigned to NGOs to enhance efficiency.
- Semi Urban Food aid schemes will be implemented on experimental basis addressing the problem of urban poverty in Blantyre and Lilongwe city assembly. The City assemblies will utilize the institutional framework established through the Urban Agenda 21 for needs identification, appraisal, and approval of the food aid development schemes.

### **Project support**

The UNCDF funding for Non-Food Items in the pilot Food for Work project will! continue in the three district of Karonga, Dedza, and Nsanje.

UNDP has provided financing for one UNV Monitoring and Evaluation who will support the Department of District and Local Government Administration in monitoring the implementation of Food for Work schemes.

Donor support is requested in capacity development of the Department of District and Local Government Administration to effectively monitor the project. A total of 10 Motorcycles and one vehicle will be required for the department. The Motorcycles will be distributed to the new districts, which did not have experience of Food for Work schemes. The Field supervisors, foremen and extension staff in backstopping the implementation of the projects will use the Motorbikes. There is need to procure additional two computers and printers for the unit.

**ANNEX IV  
INTRODUCTION  
TO  
FACILITATION SKILLS**

**Presentation made**

**at**

**The Training of Trainers Workshop**

**for**

**Integrated Rural Access Planning Workshop**

**For**

**Directors of Planning and Development for District Assemblies**

**At Kalikuti Hotel**

**22-25 January 2001**

**Luckie Kanyamula Sikwese**

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## INTEGRATED RURAL ACCESS PLANNING WORKSHOP

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**Workshop Objective:** *to introduce the application of the IRAP process in a decentralized local government environment.*

**Topic:** Introduction to facilitation skills

### Objectives

By the end of the session, participants should be able to:-

- Describe selected methods for adult learning
- Understand the logical steps of the training process
- To focus their facilitation of IRAP within the Development Planning System

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### Process

The TOT process aims at creating an environment in which learners feel free to share, to think critically, generatively, creatively and productively.

In Decentralized Development Planning, where people are the focus, it is important to involve the beneficiaries themselves. The stakeholders are a diverse group with worth of skills, experience attitudes and prejudices. Therefore, it is important to understanding these people when facilitating any planning activity. In this case there is need to instill through participatory means a high degree of control, influence and access to structures that are central to the process of development.

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### Skills

Effective facilitation requires:

#### Management skills

These skills are reflected in the planning, delivery and evaluation of the training.

#### Social skills

These skills are reflected in the social environment surrounding us and are embedded in working together, accommodating others, learning attitudes, listening, participation, motivating others, harmony and forgiveness. These are very important in determining the rate and guide of learning and change.

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## Specific Methods and Tools

- Appreciative Inquiry
- Case studies
- Role-plays
- Focus Group discussions

### Benefits

These are largely qualitative and specifically they are an improvement in participants':

- Knowledge of the DDPS and application of IRAP's principles

In order to achieve that, facilitators need to:

1. Build trust among the participants, trust between the facilitator and the participants to allow them contribute relevantly on the subject matter. This can be done through Climate setting.

Activities under climate setting :

- Introductions
- Setting of Time Table
- Fears and expectations
- House keeping issues
- Norms and other issues like assigning responsibilities among participants

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## 2. Facilitation skills

- Sitting arrangements matter a lot in facilitation. You need to promote equity. This can be done through circular sitting.
- Stimulate discussion through bouncing back questions, use of demonstrations
- Use small group discussions
- Use probing questions. The 'But why Method' is very much encouraged to fully understand the issues a participant may raise.
- Ask action-oriented questions to identify possible solutions to a problem.
- Icebreakers are necessary to continue climate setting. However, ice breakers need to be relevant and appropriate
- Summarize the subject matter. Use clear, simple and effective additional notes/ information

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## 3. Evaluation

- At the end of a day's session, you have to conduct an evaluation on the likes, dislikes and general comments.
  - Give a feed back on the evaluation of the previous day in plenary before you continue with the new day's sessions.
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## Additional Views

### A. The logical steps of the Training Process – [Training Process Tool Kit]

- 1) Job Analysis(terms of reference)
- 2) Trainee Analysis(Their characteristics-competence levels)
- 3) Training Needs Assessment(gaps against job requirements)
- 4) Determine training objectives( what has to be done)
- 5) Selecting and organizing content(sequencing topics)
- 6) Selecting training techniques, methods and tools(effective ways of improving Knowledge, Attitudes, and Prejudices)
- 7) Preparing session plans(steps, activities, tools for each topic)
- 8) Plan training evaluation(what to evaluate and how)
- 9) Conduct/delivering training( techniques and methods for adult learners)
- 10)Evaluate training( delivering evaluation exercises)
- 11)Review and revise training(drawing lessons and re-planning)

### B. A Facilitator and Animator

The Role of a facilitator is to provide a process that will help the group to discuss their own content in the most satisfactory and productive way possible. The facilitator is neutral about the content of the meeting, and has no stake in the decisions that are taken. The facilitator is totally concerned with the process not at all with the content. The facilitator's role is to ensure that there is good communication in the group and that all the members are satisfied, and fully committed to the decisions taken.

*Source: Oakely, et al {1993}*

## **ANNEX V**

### **PRESENTATION ON PLANNING AND DEVELOPMENT TO THE TRAINING OF TRAINERS WORKSHOP ON ACCESSIBILITY PLANNING**

E.T.E.Y. Zenengeya (Development Planner)

#### Planning involves:

- an assessment of the issues,
- the choice of desired goals and objectives,
- decisions about the best strategy by which these objectives may be secured, and
- the allocation of available resources to implement the strategies and fulfil the goals, all set within a specified time frame.

#### Planning for development:

- is seen as a cyclical process, involving a sequence of stages, which are designed to link the formulation of basic policy goals with the design of specific projects or programmes. That's to ensure that lessons learned from the implementation of these projects and programmes are fed back into subsequent planning cycle. Goals and objectives must be clearly defined, realistic and achievable at all levels.
- The process of decentralisation in Malawi has the goal of empowering the (local/rural?) people / beneficiaries in identifying their problems, finding ways, which they can solve these problems, implementing the solutions and finally evaluating the progress and impact.

### **1.2 Planning Approaches**

#### **1.2.1 The Top- Down Approach / Blue Print:**

Centralised, beneficiaries removed from the process, technocrats and policy-makers decide for the people what their needs are and what projects should be implemented, very little participation of the would-be beneficiaries. Government functionaries know the needs of the people best, and that the people are incapable of developing themselves.

#### **1.2.2 Bottom-Up/Grassroots approach**

Emphasizes the involvement of the beneficiaries in the planning process using institutions at the grassroots level to communicate with the top planning institutions at the centre. People are asked to identify their own areas of need that would require intervention and improvement. It is the beneficiaries themselves who know best their own problems and as such should be involved in identifying the problems and seek solutions in a concerted effort through participation.

The bottom-up approach is people-centred and participatory and recognizes use of local institutions based on rural people's empowerment. Government institutions or functionaries come in as facilitators and policy advisors. This approach, however, requires that the communities are empowered through capacity building and that a decentralised systematic planning structure from the grassroots institutions to the central government planning institutions is put in place.

### **1.3 The District Development Planning System and Process**

- The most important mechanism for collecting the real issues on poverty in the country as perceived by the communities. It recognises and considers as fundamental, the centrality of rural people in the process of planning. The key features: district-focused, decentralised, people-centred, bottom -up and participatory.
- The DDPS has, therefore, been developed to ensure that decision making and control is done at a level closer to the people in the communities ie the District level.

### **1.4 Basic Structures Required to Implement the DDPS**

- The grassroots institutions such as the Village Development Committees, the Area Development Committees, the District Assembly, Area Executive Committees and the District Executive Committee.
- The term of office of the community institutions is 2 years unless otherwise changed recently. These should always be revitalised and monitored.

## **2.0 DISTRICT PLANNING SYSTEM Process**

### **2.1 The District Profile**

- The process of DDPS follows a bottom-up approach using local structures. The DDPS begins with the preparation of the District Profile (DP).
- The DP is the foundation for all planning in a District.
- It provides a comprehensive picture and an analysis of the situation in the district.
- It provides the necessary data/information for the development of the DDPF. The DP contains the Socio-economic Profile and the Needs and Gaps Analysis.

### **2.2 The District Development Planning Framework (DDPF)**

- The District Development Planning Framework (DDPF) provides a medium term framework and forms the basis for all planning in the District for a period of three years. When completed it provides the basis for all decision making regarding project selection and prioritisation and development of the District Development Plan. The DDPF is explained in later topics.

### **2.3 The District Development Plan**

- On the basis of the approved DDPF communities can commence identifying and prioritising projects which will constitute the District Development Plan. Detailed explanation of the DDP comes later.

### **2.4 The District Profile: details**

- The DDPS follows the bottom up approach using the structures described earlier. The process begins with the preparation of the District Profile (DP) that is the foundation for all planning in a District as it provides a comprehensive picture and an analysis of the situation in the district. When completed it provides the necessary data/information for the development of the District Development Planning Framework. The DP should contain the Socio-economic Profile and the Needs and Gaps Analysis.



### 2.4.1 The Socio-Economic Profile (SEP)

The SEP summarizes and analyses all the available factual information relevant to district development. It provides a description of the situation in the district including issues as identified by communities. Primary data collected from community surveys, and secondary data collected through line ministries and other sources. The methodology for collecting primary and secondary data is in the district development data bank system. The SEP will be prepared by the DEC and should include the following information.

- Physical description of the district.
- Administrative and political structures
- Issues concerning culture, religion, language and welfare of people
- Land issues;
- Demographic and settlement patterns
- Environmental issues;
- Economic issues
- Social issues and on going development activities within the district

## 2.5 THE DISTRICT DEVELOPMENT PLANNING FRAMEWORK (DDPF): details

- The DDPS starts with the Preparation of the District Profile. Once the District profile is completed, a District Development Analysis (DDA) is carried out to synthesise all data from the District Profile to make it useful in formulating the District Development Planning Framework (DDPF). Since the DDPS is participatory the formulation of the DDPF should use participatory approach.
- The DDPF will provide a comprehensive direction and guidance for all development planning decisions in a district. When completed and approved by the District Development Committee (), it becomes the road map for all development-related decision making in the district. Programmes and projects are selected on the basis of the analysis developed within the District Development Planning Framework.

### 2.5.1 The District Development Analysis (DDA)

- Following the completion of the District Profile, the DEC has to carry out the DDA in order to identify development potentials, summarize development issues, identify and prioritize district development objectives and develop strategies for solutions. This analysis will assist in making the analysed data into useful information for broad based, comprehensive, district planning.
- The District Development Analysis takes all data and information from the District profile and synthesizes it into material useful for planning and formulation of the DDPF.
- The DDA includes the following: (i) *A Summary of District Development Potentials* as derived from the District Profile Socio Economic Profile (SEP) information and data, including human, institution natural, material and financial resources and (ii) *A Summary of District Issues of Concern* as determined through discussions community members and through collection of data from communities and from n representatives in the districts as identified from the District Profile

**2.5.1 The District Development Analysis (DDA): Summary:**

- **Identifying the Potentials**
- **Identifying the Issues**
- **Problem Analysis: Supporting Issues**
- **National Development Policies**
- **Developing the District Mission Statement**
- **The District Development Objectives**
- **Immediate Objectives (Should be SMART)**
- **There is format for DDPF and is approved by DDC/DA**

**2.6 THE DISTRICT DEVELOPMENT PLAN**

- This is a medium term plan comprising projects / programmes to be implemented over a period of three years. It is an integration of all projects and programmes by local institutions: VDC, ADC formulated by DEC for approval by DDC / DA
- Each Plan will include programmes; the programmes will further include projects and finally the projects will include activities.
- The District Development Plan contains mainly micro level rural projects. These projects can be classified according to:
  - a. Financial limits
  - b. Geographical boundaries
  - c. The project nature: Infrastructure development projects; Employment and income generating projects; Socio-economic awareness projects; and Institutional development projects
- Time Horizon for the District Development Plan: Medium Term and Annual.

The DDP should be presented in two forms:

- The DDP covering a period of three years approved by DDC/DA and by constitutional requirement should be approved by the Local Government Finance Committee and the Annual Plan which covers one year and will be used for budgetary purposes. The Annual Plan will have to be approved by parliament. However, in order to implement it, there is need to develop annual work plans. There is need to annually review the implementation of the DDP to ensure that adjustments are made in accordance to the changing environment within which the annual work plans are implemented.
- At the end of the three year period, it is imperative to go all over the district development planning process.
- The DDP should contain well-prepared and appraised projects/programmes. The production of acceptable projects/programmes calls for following the project planning process as stipulated in the Project Cycle given below:

### **3.0 INTRODUCTION TO THE PROJECT CYCLE**

The Project Cycle is part of the District Planning System. It follows the project planning process from VDC to ADC to ASSEMBLY levels according to the established procedures in the development of the District Planning System, taking into account the area of project identification, appraisal, selection and design/formulation. Projects are formulated for the medium and short term on the basis of district issues, development potentials, national/district objectives and strategies identified in the District Development Planning Framework.

#### **3.1 Stages of the Project Cycle**

There are many models of Project Cycles, but Malawi has adopted a people-focused/bottom-up approach to planning. The stages:

- Needs Assessment and Project identification
- Project preparation
- Project appraisal
- District plan formulation
- Negotiation and approval of district plan
- Project implementation
- Project monitoring and evaluation
- Annual system evaluation and reappraisal

##### **3.1.1 Needs Assessment /Project Identification**

DEC reviews the DDPF and any other previous DDPs that have been approved and implemented. An evaluation of the previous accomplishments, problems and lessons learned and whether previous projects achieved their objectives will provide the baseline information for a newly formulated DP.

After the review there is need to communicate with the grassroots level people, institutions and communities (VDC members, parents groups, etc) who will reprioritise their needs. From these needs, potential projects are identified and the required internal and external resources estimated. It should be noted that ADC and district level projects can evolve either from the community based needs assessment or can be identified separately by ADC/DEC/ASSEMBLY members in the context of their work with the communities. The projects can also evolve during the preparation of the DDPF. Extension workers, community members, NGO, and all grass root level institutions and organizations can propose projects to the VDC based upon the identified needs in the community.

The VDC will compile a list of all proposed projects. After getting necessary clarification from the proposers through group discussion, the VDC will assess the relevance and importance of all project ideas. - The VDC will then discuss, screen and prioritise project ideas based on the consensus of the community and compile a final list of proposed projects.

### 3.1.2 Project Preparation

Once a prioritization completed, the VDC should prepare project proposals for submission to the ADC and DEC. A Project Proposal Format should be completed for each individual project being proposed in the community. (Project Proposal Format). The AEC should assist the community to complete the Project Proposal Format. The VDC will forward selected project proposals to the ADC with a copy to the DEC. The ADC should forward the project list attaching minutes of the meeting at which the project proposals were discussed. District based projects should be prepared by the DEC.

### 3.1.3 Project Appraisal

The appraisal of a project involves examining and evaluating the merits and de-merits of the project proposal from technical, institutional, financial/economic, social and environmental perspectives.

The appraisal assesses whether a project is worthwhile, by comparing the goals and objectives of the project to national and sectoral objectives, considering whether the design of the project makes it likely that the goals and objectives will be achieved, and whether the project represents the efficient use of resources.

Appraisal of a project is not just about determining whether or not a project should be implemented. It aims at finding the best approach to realising the desired objectives and outputs. It can improve a project or suggest ways of redesigning a project which was initially unacceptable because of design faults. Pre-appraisal is particularly important stage in the project cycle. It is at this point that the decision is made to proceed to the feasibility/design stage, and to commit the often substantial resources necessary for project development. DEC will receive all project request lists from all ADCs. The projects are then categorised by sectors. The DEC will be responsible for detailed screening of each project in their respective sector. It will carry out *desk* and *field* appraisals.

After the desk appraisal, the DEC will organise field trips to cross check the information contained in the project proposal format. During the field level appraisal, the DEC will utilise the Appraisal Form.

If the project does not satisfy the Appraisal Criteria during the field validation, VDCs/ADCs will be informed on the spot so they can review and resubmit their proposals. The PIT will submit an appraisal report to DEC chairman. Once a final list of appraised projects has been compiled by the DP&D, the DEC will prioritise them for inclusion in the DDP using the "DEC Project Selection Criteria Matrix".

### 3.1.4 District Plan Formulation

When projects are formulated, projects may be joined into appropriate programmes. The programmes and discrete projects will form the DDP. In preparing the District Plan observe:- Review selected projects that they conform with the DDPF mission statement and objectives; and:- Projects should be properly phased so are implemented within the available resource.

National level projects will be considered for inclusion in the Public Sector Investment programme (PSIP) based on the contribution to national priorities - Submit to DDLGA

### 3.1.5 Approval of the District Development Plan by Assembly

Upon the completion of the DDP by the DEC, it will be submitted to the Assembly for review and approval. DEC may be required to provide information and clarification to the Assembly. The Assembly will also approve the annual work plans.

There are various sources of funds for the implementation of the DDP inter alia: the DDF, District Support Committees, donors, NGOs. The Assembly will determine the investment required to implement the annual work plans. Fund allocation will be determined by a set criteria outlined in the District Planning System Financial Management Manuals of the District Development Fund (DDF). The District Assembly should critically examine the DDP to ensure it answers problems in DDPF before approval.

### 3.1.6 Project Implementation

This is a process whereby resources are converted into usable goods and services adaptable and acceptable to beneficiaries.

Important Issues:

- DDP co-ordinates all the implementation processes, fund management, monitoring etc
- Establish necessary organisational structures (National and district level, PIT, PIC etc)
- Install systems and procedures
- The tender committee of DDC/Assembly
- Project launching and Phasing out of assistance.

Pre-requisites for successful implementation:

- Efficient planning preparation and design
- Sound project appraisal
- Suitable organisational structures
- Full people participation
- Timely delivery of inputs and assistance
- Established project mandate: systematic co-ordination, management control, consistent representation at all levels.
- Effective monitoring

### 3.1.7 Project Monitoring

- The monitoring system (Often very ineffective and improperly co-ordinated)
- Information gathering (Do we have the means and how to share this information, are people aware of such information ?)
- Reports and reporting
- Evaluation and Indicators (Evaluation is often neglected and focus instantly shifts to new projects)

**ISSUES TO BE CONSIDERED:**

- The DDPS is too complicated and lengthy
- The district do not use lessons learnt from other projects to improve on other projects
- The districts are too busy with all sorts of activities at district level to follow the existing system
- Lack of resources/ capacity at all levels to carry out functions
- Lack of qualified personnel to carry out such activities of the system
- Lack of reporting/ untimely reporting of district level projects No project evaluations are carried out
- No follow up remedies to ensure project sustainability
- Long reporting chain – line
- No record of activities at community level
- Too much geared on D. Profile, DDPF and DDP and not towards participation
- Priorities bent towards administrative priorities
- Momentum is lost (Had high expectations from the LIA districts)
- Despite the plans efforts are still being geared towards more of infrastructure projects.
- Empowering the people to be able to question some programme even the DDPS itself.
- Inadequate sharing of information.

Participants are required to come with more issues since the DDPS is to be revised to cater for decentralized planning.

## ANNEX VI

# Rural Access

## Briefing Paper

*IRAP Workshop*

*Lilongwe*

22 – 25 January 2001

*Rob Dingen*

## RURAL ACCESS – The Concept and Planning Approach

### 1 Rural Transport and Access

Transport is essential in the process of economic and social development. This is true for the country as a whole as well as for rural areas. To facilitate the full participation of the rural population, and particularly the poor, in the country's economic development, the very often specific transport requirements in the rural areas need to be addressed.

Rural Transport relates to the provision of infrastructure (roads & bridges, footbridges & tracks, boat landings) and to the availability of transport services. However it also relates to the availability and location of (basic) services and hence how far people need to travel. It is therefore perhaps better to think in terms of Rural "Access". To understand Access in the context of Rural Development it is important to define the terms *Mobility* and *Accessibility*:

*Mobility* (being mobile) is defined as the ease or the difficulty with which people and goods move from one point to the other (origin and destination). Mobility is associated with the transport infrastructures (roads, bridges, etc.) and the means of travel and transport.

*Accessibility* is defined as the ease or the difficulty to reach or use a facility or service. It relates to the availability of services or to the proximity of facilities as well as to the mobility aspects.

There is considerable evidence to suggest that lack of access of people to goods and services is a major factor impeding the integration of the rural population in the national economy. This restricts the pace of innovation and limits the potential for growth in production and income. Isolation contributes to poverty<sup>1</sup>, hence poor Access is a contributing factor to poverty among the rural population.

Rural people are handicapped by limited access to motorised -and sometimes even non-motorised- transport, inadequate community roads, poor condition of footpaths, tracks and footbridges. This leads to serious difficulties in having access to markets, agriculture inputs, production fields, employment opportunities and social services and facilities like health centres, schools, etc.

Studies in other countries have shown that:

- ✓ Walking and manually carrying loads is often the prevailing means of transport at local level as opposed to transport by (motorised) vehicles.
- ✓ A significant part of transport --in terms of time and effort-- takes place inside and around the communities.
- ✓ A significant amount of transport time is spent fulfilling daily (subsistence) needs, and is often mainly the responsibility of women.
- ✓ Basic social and economic services are not always conveniently situated, making travel long and tiresome.

Poor rural people can spend much of their time and effort to provide for their daily subsistence needs, which can restrict their ability to engage in economic activities and hence start to find their way out of poverty.

In the figure below the major sectors of household travel purpose are visualised:

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<sup>1</sup> See: R.Chambers: *Rural Poverty Unperceived-Problems and Remedies*. Staff Working Paper no. 400. World Bank, July 1980.



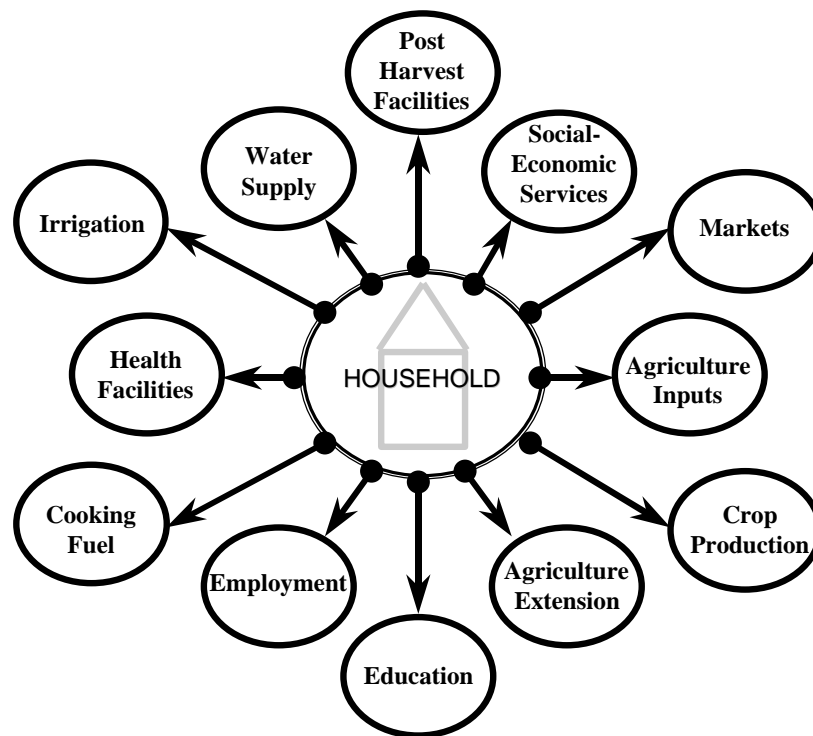


Figure 1: Main sectors in Rural Travel and Transport

The diagram is not necessarily limited to these sectors. Possibly other (important) sectors need to be considered. The figure is schematic: the arrows do not relate to distance or time.

The above analysis implies that, if the limitations which lack of mobility and accessibility impose on the integration of the poorer parts of rural Malawi into the market economy are to be addressed, then an important starting point must be to understand the specific access needs of rural people. Undoubtedly the outcome of such an approach will be to show the importance of improving, and of maintaining, the rural road network. However this comprehensive approach will also contribute to understanding:

- the types and qualities of roads that are needed
- the need for improvement of walking trails and footbridges to provide access to higher levels of the transport network.
- where lack of means of transport, or of transport services, constrains access
- how provision of new facilities (e.g. markets, schools, clinics) at local level, or improvement of the quality of service at such facilities, could reduce the need for rural transport.

Diverse settlement patterns, different terrain types and climatic conditions ask for local-level approaches. No universal solution is available to address these diverse conditions. The starting point should therefore be to assess the access needs of the rural people.

The proximity of facilities (like schools, rice mills or health centres) is not always convenient, or the spatial distribution does not concur with the number of people using the facility. In that case construction of new service points can be a useful intervention, but often upgrading of

the service or improving the infrastructure to those facilities can improve the access situation remarkably. Combination of interventions might give the best result.

## 2 Planning of Rural Access and Transport

Resources for development are scarce. Targeting the poor and stimulating development by improving access in rural areas thus requires planning to effectively allocate these resources. Priorities have to be set and choices have to be made in interventions, based on the access needs of the rural population.

Integrated Rural Accessibility Planning (IRAP) is a pro-active planning tool that enables rational decision-making. It is based on primary data collection and grass root needs assessment (e.g.: at Household, Village and/or VDC level); the process is “bottom-up”.

The process is *participatory* because it takes into account the views and opinions of villagers. It is *objective* in the sense that the planning is based on data collected in all Villages of the District and it allows comparison between Villages, VDCs, TAs and Districts by looking at the access situation of the rural people and the Access Indicators per sector<sup>2</sup>. The process addresses all relevant sectors, the people and the system in which transport and travel exist. (*Integrated and Multi sectoral*).

There are several activities ("Steps") involved in the Integrated Rural Access Planning process. These relate to data collection, data processing, needs/problem analysis, priority setting, identification and formulation of interventions.

In summary the steps are:

### ***I First Participatory Round: Data collection and Needs-Assessment***

Data on access is collected in a meeting with key informants: representatives from all Villages. The exercise contains two parts: the filling of a questionnaire and an open discussion on access problems and priorities. The questions relate to:

- ✓ Travel / transport time of people to different services/facilities.
- ✓ Physical infrastructure (foot paths, tracks, water crossings, access to nearest road, etc)
- ✓ Availability and quality of services
- ✓ Transport services and means of transport, and their cost.

The Needs-Assessment concentrates on the perceived access problems by the villagers and their proposed (priority) solutions for improvement. Special attention is given to gender differentiation in travel and transport; In rural areas many trips are undertaken to fulfil subsistence and social needs (collecting cooking fuel, water, providing health care for the children, shelter, clothing, etc.), often women's tasks. It is therefore important to assess to what extent the burden of travel and transport is carried by women.

Compilation of data collected at Village or VDC level will give the (average) picture at higher levels (e.g.: TA and District). This primary data should be complemented with additional secondary data at TA/District level, and include: Population distribution and density of Villages, transport operators & road network and condition, cost of transport, economic activities (like

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<sup>2</sup> Crop Marketing, Health, Education, etc

businesses, type and level of employment), quantitative and qualitative information on facilities and services.

## **II Data Analysis**

Access Indicators (AI) are used to prioritise Villages or VDCs.

Access indicators show relative degrees of difficulty in access to facilities and services.

These "AIs" are defined for all sectors in which "access to" is important. Calculation of AIs is mostly done on the basis of travel time. The Indicator quantifies the extent and magnitude of "Household Access" and Transport burden in a given sector.

$$\mathbf{AI = TT * HH}$$

In which:

*HH= Number of Households (or people) in a given Village or VDC.*

*TT= Travel Time or Transport Time of an average household (or people) to reach a facility or service; (single trip)*

*AI= Access Indicator - The multiplication of travel time and the number of households. This quantifies the level of difficulty with which households access a given need, facility or service; in 'household (or people) minutes'*

Because it takes into account the population (households) of each community (e.g. Village or VDC) it can be used to compare the accessibility situation of Villages or VDCs or even TAs within the sector.

Hence the Access Indicator is a relatively neutral unit of measurement that can be used to assess the level of difficulty that people encounter in all activities (water supply to social visit) but also gives the magnitude (or volume) of the problem in terms of how widespread or (common) it is.

Derived access indicators for different levels are for example:

The percentage of households per Commune or District that has access to a school within *x* minutes reach all year round, or: The total number of households making use of a particular health facility.

All household numbers of the Villages are known and it is known to which facilities people go. It is then possible to estimate the area of influence ("catchment") of services. This is especially of importance for facilities that serve larger population groups, like Health Centres, Markets and Places of employment.

From ranking Villages, VDCs and TAs by **AI** (for each sector), the communities with the worst access problems can be identified.

## **III Mapping**

Information can be presented in different ways. Tables, graphs and listings are helpful to give the user comparative information, but sometimes we need different modalities of presenting information.

As access planning is concerned with physical infrastructure or with locations of facilities in different geographical areas and terrain types, a map is the best tool to visualise the situation. Combining transparent overlays with different sector information will help to understand the access situation of a particular area much better than if only tables and figures are used. Example of mapping: A topographical base-map (with all the basic information like Villages, administrative boundaries, water courses, roads, tracks, bridges, etc.) and “sector overlays” (like Health facilities with area of influence).

#### **IV Identification of Access Interventions**

Combining all information obtained so far: Individual Village priorities, priority ranking based on Access Indicators per sector, descriptions of the access situation and Sector Maps, provide information on where and how, most effectively access can be improved.

This exercise looks at the access situation in a holistic manner; earmarking interventions that address access in one or more sectors for both single Villages and groups of Villages or VDCs.

Individual (Village) access needs often differ from access requirements at a larger scale (more than one Village involved). Even within a Village, different sectors might need to be addressed differently; e.g.: school going children perhaps need a foot bridge to access the school, while farmers need perhaps a road access to evacuate crops to the market or have the market place nearer to their Village. When looking at a larger geographic area, optimal solutions are sought to address as many access-needs for as many Villages and sectors combined; relating road network planning to the proximity of services and the access situation to these services. However there always will be a need to provide tailor made solutions for specific access needs. The potential interventions and possible alternatives are assessed in terms of impact.

Most likely the outcome of this exercise will not always correspond with the proposals of the Villages as identified during the first participatory round, when the villagers were asked to look at their individual access situation. The next subsequent step is to verify the conclusions and to reach consensus on proposals that serve the interests of a larger community.

#### **V Second Participatory Round: Verification and Formulation**

Because the earmarked possible interventions in many cases involve more than one Village, it is required to discuss the proposals at one level higher than the level at which the initial Needs Assessment was done.

The verification and formulation of proposals again is a participatory exercise, with representatives from all communities involved.

The output will be:

- ✓ A comprehensive description of the accessibility situation of the Commune/District
- ✓ Identified access problems and areas of interventions.
- ✓ Initial formulation of proposals.
- ✓ Instilled confidence in the community representatives, on the accuracy of the data and the interpretation of their situation.
- ✓ Consensus on the priorities.

## **VI      *Access Profiles***

The result of the whole exercise, from Needs Assessment to initial formulation of proposals for interventions, can be summarised in *Access Profiles*. It provides the information to justify investments in access interventions.

Access profiles can be prepared at and for different levels (VDC, TA, District). An Access Profile is basically a file that has the following content:

- ✓ Access situation per sector at different levels
- ✓ Accessibility Maps per sector and overlays of combinations.
- ✓ Descriptive of accessibility problems.
- ✓ Priorities in areas/sectors for interventions
- ✓ An overview of projects and activities, relating to access, already in preparation or execution
- ✓ Outcome from the second participatory round
- ✓ Formulations of proposals and alternatives in relation to the impact on access.

## **VI      *Formulation of Interventions***

The identified and formulated interventions address different access problems for different levels:

- Improving mobility of people to services:
  - Provide/upgrade rural roads, bridges and other transport infrastructure.
  - Stimulate the supply of Means of Transport/Public Transport
- Bringing services, supplies and facilities closer to people:
  - Spatial planning of new economic and social facilities
  - Improve/upgrade services (capacity & quality) at existing facilities

At Village level the access needs will have resulted in proposals that specifically address that access need. At VDC level the assessment is made to what extent different access needs can be catered for by provision of interventions that have impact in more than one sector and for more than one Village. The analysis will also have made clear what the impact of different proposals is on the access situation of Villages and VDCs and how this relates to the priority ranking of the communities.

The outcome (for example for one District) will be a number of interventions and their impact in relation to access and priority of Villages and Communes. It is then also possible to rank certain types of interventions in order of priority; for instance roads. The benefit of this is that the process informs government and donors where to build or improve roads and what the access implications are. It also indicates the advantages of combinations of interventions, e.g. build a road and also provide access to the road.

### 3 Developments in IRAP

IRAP techniques are developed for and in a number of countries and although there is a common basis, tailor made applications are necessary to address country specific circumstances. But also lessons can be learned from one country and be applied in other countries.

Current developments in research and studies are:

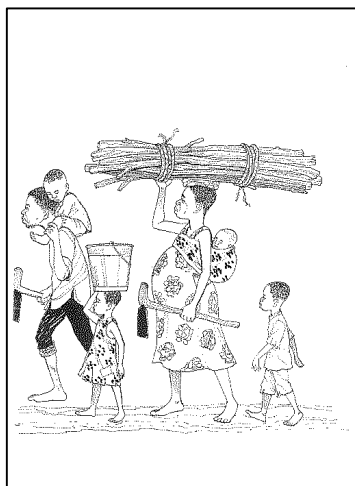
- ✓ Reducing resource inputs by using secondary information;
- ✓ Development of Access Cost-Benefit analysis
- ✓ Assessing the “Value of time”

IRAP is in motion as the environment in which IRAP is applied. More and more development programmes are using IRAP techniques. The merits of IRAP are being recognised by governments, NGOs and donor agencies as a sensible way of facilitating in local level planning for development in the rural areas.

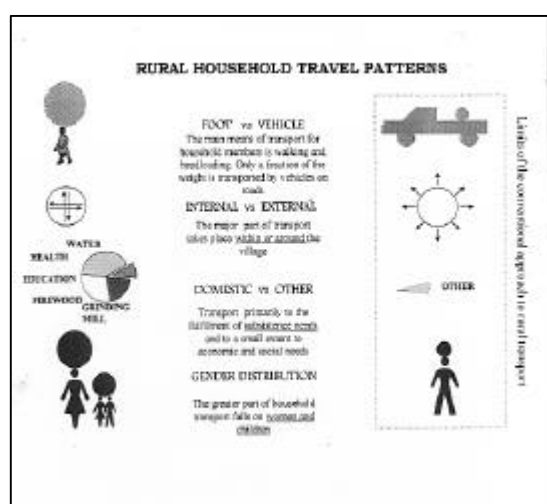
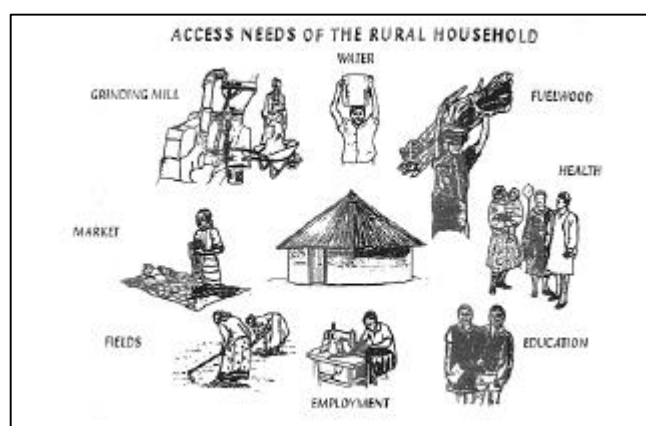
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## OVERHEAD SHEETS CONCEPT AND IRAP TOOL:

Rural households spend much of their time to cater for their daily needs. Travel is long and tiresome. Most transport is done by women and children. Poor access creates isolation and incurs poverty.



Most transport is done on foot, carrying good by head loading. The number of trips and the tonne.km transported is predominantly within or around the villages. Almost all travel relates to domestic needs and the burden of these trips is carried by women.



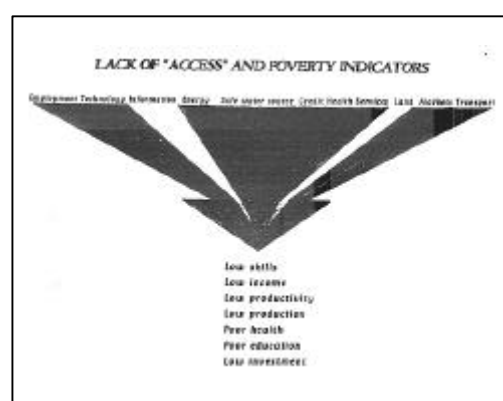
### Comparison of Female-Male Transport Burdens (Ton-Kms per person per year)

| Country               | Adult Females | Adult Males |
|-----------------------|---------------|-------------|
| Zambia (Kasama)       | 37.5          | 7.1         |
| Zambia (Lusaka Rural) | 30.3          | 9.8         |
| Uganda (Mbale)        | 39.0          | 8.6         |
| Burkina Faso (Kaya)   | 10.3          | 3.6         |
| Burkina Faso Dedougou | 15.5          | 4.4         |

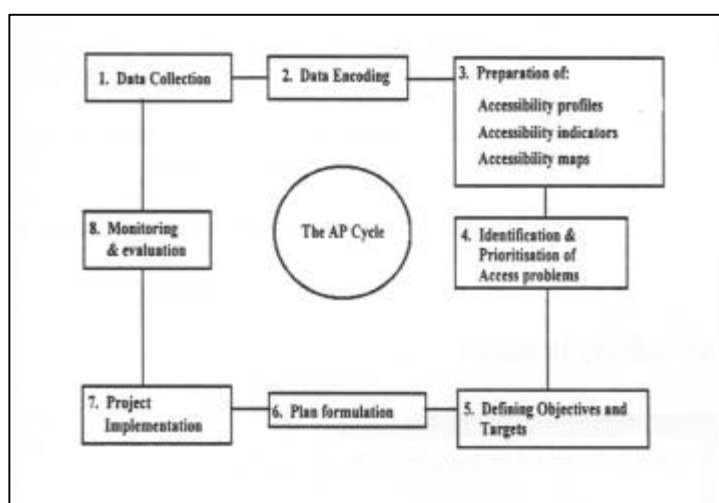
Source: SSATP Working Paper NO. 11, World Bank, 1994

### A Few Examples of Time Spent on Transport by a Household

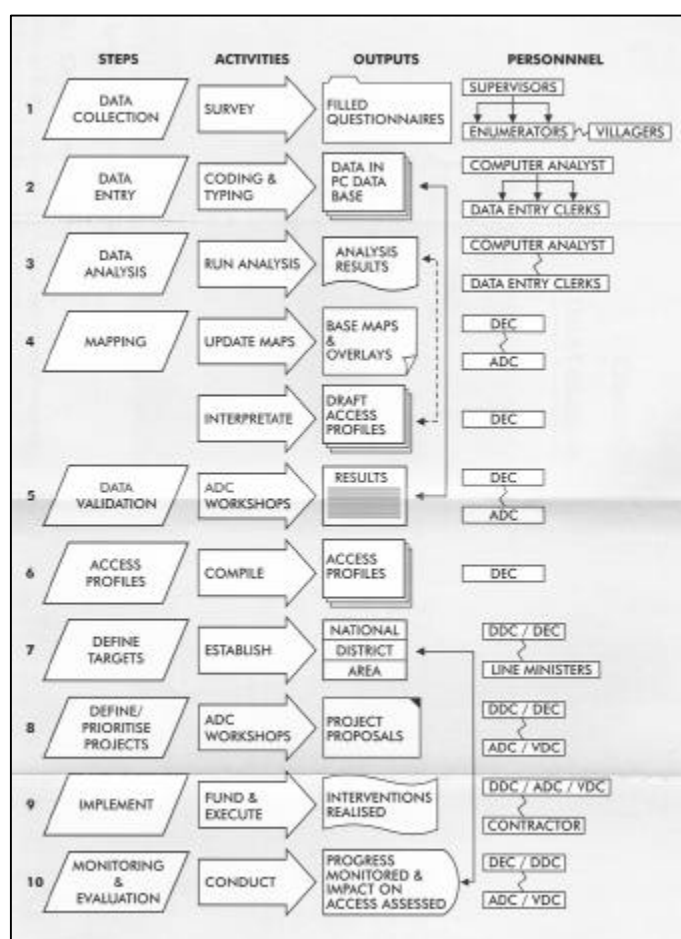
| COUNTRY                                  | hours/year/HH |
|------------------------------------------|---------------|
| Makete, Tanzania                         | 2,475         |
| Neno/Embangweni/Lobi, Malawi             | 3,200         |
| 3 districts in Zimbabwe                  | 3,300         |
| Ghana                                    | 4,832         |
| 5 areas in Zambia, Uganda & Burkina Faso | 2,100         |



IRAP is a multisectoral, participatory planning tool that is applied in a decentralised environment at local level. Basically IRAP follows a normal planning cycle; from collection of information to monitoring and evaluation:



The steps in IRAP are presented in more detail in the diagram below<sup>3</sup>



<sup>3</sup> Source: "A Guide to Integrated Rural Accessibility Planning in Malawi", Rob Dingen, ILO-ASIST, June 2000



The sheets below visualise the steps in IRAP

### /// Data collection

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**Why?**  
To compile a detailed data base on Village travel and transport.

**What?**

- ✦ Data on Village structure
- ✦ Data of travel/transport in all major sectors
- ✦ Location of facilities

**How?**

- ✦ Village level survey (questionnaire) in all villages; using key informants.
- ✦ Local enumerators.
- ✦ Supervision by the DEC.

### /// Data Processing (2)

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**Validation:**

**Why?**

- ✦ To compare the "objective" data with the "subjective" data.
- ✦ To verify "strange" situations.
- ✦ To reach consensus on priorities.

**How?**

- ✦ One day meeting with the ADC
- ✦ Presenting the outcome in group discussions with each VDC
- ✦ By a plenary session after group discussions
- ✦ DEC staff acting as facilitators.

### /// Data Processing (3)

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**Access Profiles:**

- ✦ Validated data on Transport and Travel on Village-, VDC-, and ADC- level
- ✦ Access Indicators (TT\*HH)
- ✦ Locations and real catchments of facilities
- ✦ Sector maps
- ✦ Comparative assessment of Access situation between VDCs / ADCs, per sector
- ✦ Priority in Sectors per VDC and ADC

### MAPPING

\*Provides a visual(graphical) representation of facilities/features in a given locality.

\*Complements the statistical data

\*Shows the relationship between different sectors within a particular geographical area

\*Catchment area of a given facility/service through its usage

Accessibility maps indicate, among others

- \*Boundaries at village(VDC), area and district levels
- \*Population (and human settlement pattern)
- \*Geographical features-rivers, hills,lakes, etc
- \*Road network-road, tracks, paths etc
- \*Spatial location of socio-economic facilities ie Schools, markets, Health facilities, grinding mills etc

### Rural Accessibility data & Planning

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- Travel times and calculated Access indicators of all villages provides objective information on accessibility
- Topographic maps with sector information: Location, catchment, travel patterns
- Problem identification and priorities can now be compared with the objective data and the maps
- Integrated solutions can be sought

## **ANNEX VII: PIRTP**

### **I BACKGROUND**

In 1977 the Government of Malawi embarked on the establishment of the Rural Growth Centres (RGCs) through out Malawi. At that time ten Rural Growth Centres (RGCs) were established as pilot projects in some districts e.g. Kasungu, Mzimba, Mwanza, Thyolo etc. The objectives of the establishment of the Rural Growth Centres were threefold i.e.

- . To create focal points of development in remote or under developed areas of Malawi by providing social and economic services to the rural population.
- . To contribute to the decentralization of administration and to further community development in order to give rural people an opportunity to better participate in development activities at the local level.
- . To contribute to the integration of development activities of the various ministries in rural areas.

Each Rural Growth Centre was established to serve a radius of 15 km with a target population in the range of 25,000 to 50,000 people.

After some years of operation of these Rural Growth Centres, an evaluation was instituted to assess the socio-economic development impact the centres were having on their surroundings and on the population of their catchment areas. The results of the evaluation suggested that the effective areas of influence of the Rural Growth Centres are usually much smaller than 15 kms, often being limited to a radius of about 5 km or less.

Having noted the negative impact of the Rural Growth Centres on their catchment areas, the Government of Malawi in 1988 instituted an ILO Mission to critically assess rural transport problems in Malawi, particularly as they affected country's emerging network of Rural Growth Centres.

The results of ILO Exploratory Mission as stated in the Mission Report indicate that there is considerable evidence to suggest that indeed lack of mobility of people and goods at the local level in rural Malawi is one of the factors - perhaps a major factor - impeding the integration of the rural population into the national economy, restricting the pace of innovation and limiting the potential for broadly based growth in production and incomes. A report was submitted for possible funding by donors and the Malawi Government.

In response to the ILO study United Nation Development Programme (UNDP) and Malawi Government agreed to finance a Pilot Project. The consultations finally gave birth to the PILOT INTEGRATED RURAL TRANSPORT PROJECT in April, 1991. The principal purpose of the project has been to plan and implement measures that holistically improve mobility and accessibility of rural people to basic social and economic facilities in order to facilitate rural development in the three pilot areas of Neno, Lobi and Embangweni.

Phase I of the project started on 1st April 1991 and ended on 31st December 1993 while Phase II started in January 1994 and ended on 30th September 1997. UNDP funding in Phase I amounted

to US\$ 699,600 and phase II US\$ 618,200. The Malawi Government funding was MK 375,000 and MK 585,000 for phases I and II respectively.

In phase I the project has, through a thorough socio-economic study, mapped and defined the rural access problems of the three pilot areas viz; From the findings and experiences so far the project designed a procedure for arriving, by using data thus collected and analyzed, at an objectively and logically prioritized set of interventions to implement.

Phase II, starting 1994, PIRTP focused on testing out concrete measures to address the rural transport problems such as improving rural infrastructure, improving access to low-cost vehicles and advising on location of social and economic services as an initial attempt. Thus the emphasis in phase II has been to test the positive effects of practical interventions and the replication of Integrated Rural Accessibility Planning districtwide in Dedza.

## II OBJECTIVES AND OUTPUTS OF PIRTP

### *Development Objective*

The project will contribute to increasing the mobility and accessibility of households, in three areas of rural Malawi, to goods and socio-economic services necessary for increasing productivity, income and employment in the smallholder sector.

### OBJECTIVES AND OUTPUTS OF PIRTP PHASE I

The objectives and expected outputs of the project (PIRTP Phase I) as indicated in the original Project Document are as follows:

#### Objective 1

A system of improving the accessibility of rural households to goods and services will have been tested and improved.

#### Outputs

1. A baseline and continuing assessment of transport demand and travel and transport patterns in the project areas, and of their relationship to agricultural activities.
2. Target groups and subgroups participate in project activities and the definition of interventions.
3. A replicable, sustainable, credit/loan recovery system, permitting rural people to purchase low-cost vehicles and transport aids.
4. An increase in the ownership of low-cost vehicles by the target group and subgroups and in traffic counts within the project areas.
5. A procedure for production of safe, all weather paths, tracks and roads that can be used by people as well as the low-cost means of transport adapted from existing material and introduced.
6. X artisans trained in the manufacture, maintenance and repair of low-cost vehicles. Y people trained in the care, breeding and handling of animals for transport, (Number to be established after baseline assessment).
7. The capacity to define, plan for, undertaken and initiate measures to improve rural accessibility is improved.

#### Objective 2

At the end of the project plans will have been made and approved to extend the coverage of the project activities to the whole of the district as an intermediate stage to wider replication.

#### Outputs

1. Plans and budget for integrated rural transport interventions in all areas.
2. Institutional arrangements implementation completed district wide.

**Objective 3**

A proven methodology of Integrated Rural Transport Planning proposed to the relevant Government Agency for use in rural development planning.

**Output**

1. Guidelines for Rural Transport Planning Prepared.

**OBJECTIVES AND OUTPUTS OF PIRTP PHASE II****Objective 1**

The project will improve the access to services and facilities for the rural population in the pilot areas;

**Outputs**

1. The use of intermediate means of transport promoted and facilitated.
2. A procedure for construction and maintenance of path, tracks and footbridges demonstrated.

**Objective 2**

The project will develop and test a methodology to improve the accessibility of rural households to goods and services and to propose this methodology to responsible authorities for broader application;

**Outputs**

A systematic method to develop an information base on transport needs and relevant interventions, and to prioritise these interventions in districts proposed.

1. A procedure, to be used by the District Council, to propose prioritized non-transport interventions and transport interventions that are beyond the financial possibilities of the district, to relevant institutions developed.
2. Guidelines on Integrated Rural Transport Planning developed and proposed to relevant Authorities and tested in the districts where PIRTP operates.

**Objective 3**

The project will strengthen the capacity within relevant ministries and local authorities to plan and improve access for the rural population and to make relevant institutions aware of rural transport planning.

**Outputs**

1. Relevant officials at district and national level trained in rural transport planning and equipped with necessary tools.
2. Relevant institutions introduced in and co-operation established on rural transport planning in Malawi.
3. Links established with TPU and regular information exchange guaranteed

**III TARGET BENEFICIARIES**

The target group consisted of smallholder farmers men and women, living within 15Km radius of Embangweni, Lobi and Neno centres where the project was implemented.

## IV IMPLEMENTATION ARRANGEMENTS

The International Labour Organization was the executing agency and Malawi Government was a cooperating agency through the Ministry of Local Government in Phase I. While in Phase II, with the Programme Approach of the 5th Country Programme, the project has been under national execution and ILO became the associating agency.

The project has been managed by Malawian nationals as from June, 1995 with assistance from an ILO Technical Adviser.

## V PILOT AREAS CHARACTERISTICS

The practical interventions of the Malawi pilot project have been carried out in three pilot areas, thus rural market centre of Neno in Mwanza, Lobi in Dedza and Embangweni in Mzimba district, with its coordinating office in Lilongwe. Neno and Lobi are planned Rural Growth Centres while, Embangweni is a spontaneous rural market centre. The choice provides for rural market centres with different attributes and geographic characteristics. It is reckoned that the three pilot areas afford the project a cross-section of experiences which represents most of rural Malawi, thereby making the proposed methodology for intervention sufficiently relevant to the country as a whole.

## VI SUMMARY OF PROJECT ACHIEVEMENTS

### (I) Accessibility Data Base (ADB) Established

The main thrust in the first two years of the project life has been the socio-economic Survey that was conducted. A village and district level data collection was undertaken towards the end of 1991 and first half of 1992. We now have an extensive data base and Data Report for each of the three pilot areas, and a consolidation of all three. What this means is that the foundation is laid for further planning.

Here two things should be emphasized:

- The reports are written within the project by participation of all project staff, expatriates and nationals, headquarters as well as field personnel. None of the nationals or field officers were professionally oriented or even exposed to rural transport planning. It is therefore a collaborative effort that shows the commendable level of training achieved.
- Objective planning is only possible if there exists solid data and a systematic and, as much as possible, unbiased method, of processing it to arrive at decisions. We can now confidently say that a body of information and although it needs simplification and refinement, a replicable methodology for rural investment planning and rural development has been developed by the project.

### (II) Integrated Rural Accessibility Planning Methodology

The second and very important achievement of the project is the development of a Replicable Planning Methodology that any planning officer at local level can be guided by and follow. The planning methodology enables a planner to investigate and characterize a given area, assists to

identify problems, assess resources, propose solutions, attempt to implement them, monitor their performance and feed into the planning process again. The most innovative initiative of the project is the fact it has developed a systematic procedure of linking the data with a decision making process. The designed procedure has five stages which enable a planning officer to logically arrive from a body of data and information to interventions.

### **(III) Prioritized set of Interventions in place**

The third achievement is that the project has now an objectively and logically **prioritized set of interventions** in place for all three pilot areas using the above described methodology. Four types of intervention have been identified.

- (a) Promotion of Intermediate Means of Transport (IMT's)
- (b) Improvement of Physical Infrastructure
- (c) Improvement of Transport Services
- (d) Non-Transport Interventions.

### **(iv) Capacity Building**

The process of capacity building, for the rural people, district officials and project staff, has been ongoing. The project is confident to say that the people who have been exposed to rural transport planning and development are now better articulated in this field.

At Local and District level several workshops and seminars on Rural Transport Development have been organized for the rural people and the district officials.

A total number of twelve artisans were trained in the manufacturing and maintenance of Intermediate Means of Transport. In infrastructure development, the project has trained sixty five Gangleaders who are able to look after the construction and maintenance of the footpaths and bridges.

At Central level several workshops and training seminars were conducted on Rural Transport and Development for key ministries, parastatals and NGO's

Project staff have attended local and international short courses in project management, financial management, project monitoring and evaluation, rural transport policy and planning.

### **(v) Draft Rural Transport Policy in place**

A draft Rural Transport Policy is now in place after many consultations and workshops. The Ministry, through the project, has played a major role in the production of this policy. The overall goal of the policy is to improve the living standards of the people in the rural areas through increased access to socio-economic facilities.

The policy objective inter alia include improving mobility and accessibility of people to goods and services at low cost; promoting an integrated approach to Access Planning and implementation of rural transport interventions to minimise the negative impact of the rural transport sub-sector activities on the environment.

The Rural Transport Policy is further recognized as an integral part of the National Transport Policy which advocates the need for government to invest in the rural paths, tracks and bridges; recognizes IMTs as an integral part of the road traffic.

The Ministry of Local Government and Rural Development has been mandated to take a leading role in Rural transport Planning and Development.

**(vi) Infrastructure Improvements**

Through self-help, six timber bridges have been constructed and opened to traffic. Seven tracks have been constructed. In order to sustain the activities, a total of sixty five Gangleaders / lengthmen have received on the job training in construction and maintenance skills. The infrastructure projects are managed locally by Project Action Committees which are set up by the communities themselves. Guidelines on infrastructure construction have also been produced by the project.

**(vii) Credit System and Intermediate Means of Transport (IMTs)**

The project entered into agreement with M'mbelwa District Council and the Malawi Rural Finance Company on the administration of IMT's credit where two separate memoranda of understanding were signed. The performance of these two institutions on IMT's Credit has been very good. A total of over 716 assorted Intermediate Means of Transport have been loaned out with a revolving fund standing at over K400,000.00. The project has trained twelve Artisans in the manufacture and maintenance of IMT's. Four of these are in Embangweni, five in Lobi and three in Neno. Training was done at Biriwiri Concern Universal Workshop in Ntcheu and at an Anglican Church (Malindi) Workshop in Mangochi.

**(viii) Replication of Integrated Rural Accessibility Planning in Dedza District**

The district wide replication of IRAP in Dedza started in November 1995 and included the following activities:

- Initiation workshop to sensitize district officials on IRAP
- Development of a data collection questionnaire,
- Identification of survey villages,
- Training of Enumerators and Supervisors
- Data Collection
- Data entry and analysis
- Production of draft access profiles
- Validation of findings through area level workshops
- Compilation of nine Area Accessibility survey report and a District report

**(ix) IRAP in the UNDP 6th Country Programme**

UNDP has pledged to finance IRAP tool as an element in the Local Governance and Development Management programme in the 6th Country Cooperation Framework. The linkage was aimed at establishing accessibility planning countrywide and to integrate the tool into the district development planning system.

**(x) Malawi Rural Travel and Transport Programme**

This is a joint initiative between World Bank under the Sub-Sahara Africa Travel and Transport Programme and the Malawi Government since July 1997. It focuses on the improvement of

mobility and accessibility of the rural masses through, inter alia, formulation and implementation of conducive national policies and strategies, provision of rural access infrastructure, promotion of transport means. The birth of this programme is an output of PIRTP activities in rural travel and transport. The PIRTP is also the secretariat of this programme.



## **ANNEX VIII**

### **MALAWI RURAL TRAVEL AND TRANSPORT PROGRAMME**

**GOAL: To contribute to poverty reduction through the improvement of accessibility to socio-economic goods, services and facilities by rural communities**

#### **OBJECTIVES**

- To establish a clear rural travel and transport policy and institutional framework
- To promote rural travel and transport programmes
- To achieve integrated planning and rational allocation of resources for the RTT sub-sector
- To promote sustainable rural travel and transport infrastructure
- To increase the availability of and improve access to means of travel and transport
- To promote gender equity in RTT

#### **PROGRAMME ACTIVITIES**

- Promoting awareness of RTT issues
- Improving planning, financing, provision and maintenance of travel and transport infrastructure
- Mobilizing resources for the implementation RTT interventions
- Improving RTT services through adoption of appropriate technologies
- Disseminating 'best practices' of RTT initiatives and interventions
- Mobilizing resources for the implementation of RTT interventions

#### **EXPECTED OUTPUTS**

1. Promotion of the rural travel and transport sub-sector through the enhanced awareness and understanding of the rural travel and transport programmes.
2. Policy and institutional framework for Rural Travel and Transport established through the adoption by the Government of Malawi of the National Transport Policy, review of the Transport Act and the establishment of a framework for the implementation of MRTTP.
3. Institutionalization of integrated planning for RTT sub-sector and the rational allocation of resources through the District Planning system for capital and recurrent funding for Rural Travel and Transport interventions.
4. Sustainability in the construction and maintenance of Rural Travel infrastructure through improved local capacity and the adoption of appropriate methods for construction and maintenance.
5. Improved access to and use of appropriate means of Rural Travel and Transport.

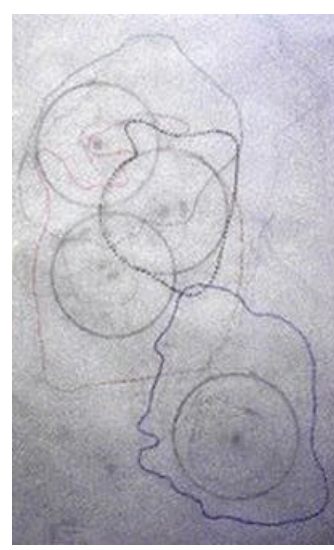
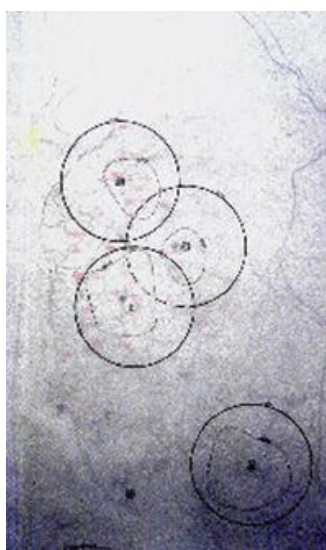
#### **CONCLUSIONS**

- Building of local capacity and the use of local resources (material and human) in the implementation and maintenance of locally initiated projects: including the adoption of appropriate technologies and labour intensive methodology.
- Think about your own individual capacity and potential to bring about change in addressing RTT issues. Talk about what you do as a way of inspiring others.
- Think about RTT and the gender dimension in RTT.

## ANNEX IX: MAPPING EXERCISE

Each group: -

- For 1 Health Centre
  - Draw 60 minutes catchment area
  - Draw target catchment area (5 km radius)
  - Draw the actual catchment area
- Locate which areas are underserved.
- Draw conclusions from the mapping in terms of reasons for poor access. (Infrastructure, terrain).
- Compare the Access Indicator (AI) ranking with the map; what can you conclude?
- What would be the best spot to construct a new health centre? Take into account household served and improved access to as many people as possible.
- What other information would you need to be able to choose between different intervention options? – Infrastructure improvements, other sector information.



## ANNEX X: Identification of Access Interventions<sup>4</sup>

### A Planning Case

#### Description:

The Case is situated in an imaginary district. The VDC on hand is “Elsewhere”-VDC. The Map of the VDC shows 3 villages: A, B and C; each located in different terrain. The accessible tracks, and roads are presented on the map, as well as terrain features, difficult river crossings and the location of some facilities.

#### Problem Analysis/Priorities of each village:

##### Village A

The village gives high priority to the improvement of the poor gravel road to the district town. The road now is barely accessible for motorised transport and in some weeks during the rainy season totally inaccessible for vehicles. The costs are MK 375,000 per kilometre to improve the road. Apart from better access to the district hospital, the improvement will have an impact on the access of the VDC as a whole.

The Village also wishes to apply for Credit (MK 500,000) to purchase IMTs (bicycles, oxcarts, etc). This village is known to pay back loans.

##### Access Indicators:

Market: 300      School: 300      Health Centre: 350      Grinding mill: 0

##### Village B

The village wishes to improve the dangerous Chamba River Crossing. This will improve access to the Market and the Primary School. Now only passable during the dry season. During the wet months, when the river is full, the people travel to the market and the school via Village A. However with very heavy downpour, the crossing between village A and B is not passable. The primary school in village B has only 2 school blocks and wishes to construct one extra. The school block costs MK 450,000. A timber bridge will cost MK 800,000 and a concrete/masonry bridge at least MK 1.5 million.

The Village also wishes to apply for Credit (MK 100,000) to purchase IMTs (bicycles, oxcarts, etc). This village is not known for their credit worthiness.

##### Access Indicators:

Market: 600      School: 200      Health Centre: 600      Grinding mill: 0

##### Village C

The village wants to reconstruct the dangerous Chamba River Crossing to the Market and the School, to a standard whereby the bridge will not be washed away anymore. This will cost at least MK 1.5 million for a Concrete/masonry bridge or MK 800,000 for a timber bridge. In the past already twice have timber bridges disappeared into the water. Half of the village population wants the school at village B to be upgraded. To achieve this, village B has to apply for 3 extra teachers. Village C also prefers the crossing between Villages B and A to be upgraded to get access to the “Elsewhere” Health Centre, if the concrete bridge cannot be realised.

##### Access Indicators:

Market: 500      School: 300      Health Centre: 300      Grinding mill: 300

<sup>4</sup> Source: Taken from the Zimbabwe IRAP Workshop Report, ILO, 2000

## The District Assembly

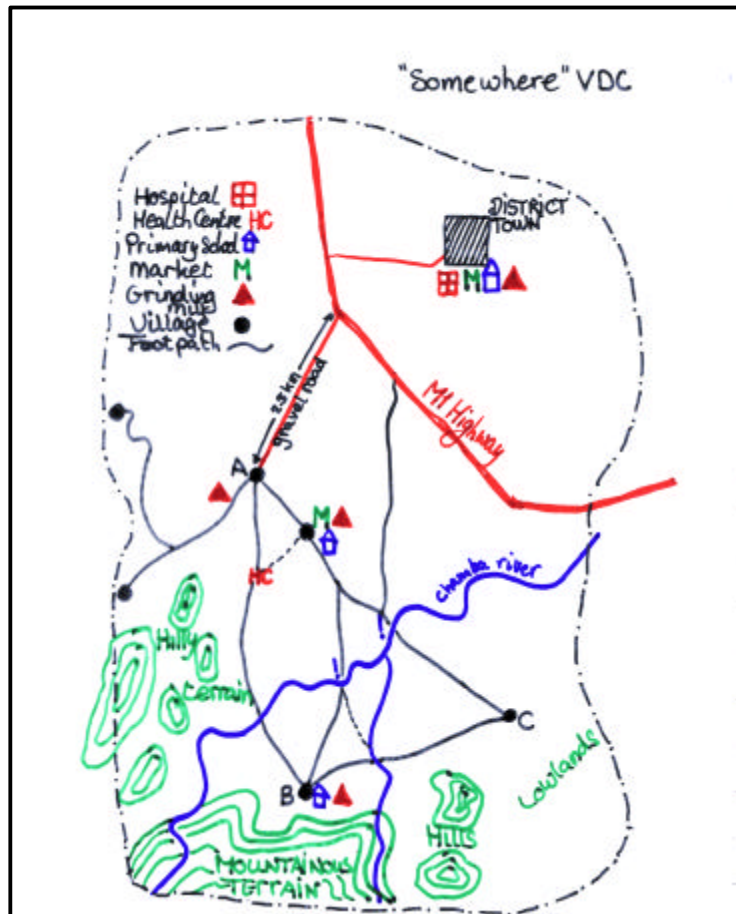
Assume that the DA has an annual budget for infrastructure of MK 2.5 million and that the DA is also responsible for the management of credit (loan) schemes. It is Unlikely that the Assembly will approve the construction of 2 bridges over the Chambo River.

### Group Assignment:

You, as a combination of Director of Planning/Engineer/Head of Departments, are tasked with the appraisal of the village requests. Come up with a realistic plan to allocate the total budget to the VDC, to be spent on infrastructure, loan schemes and/or other constructions in the VDC.

What are the most effective interventions to invest the money in. Take into account the Access Indicators.

Please also give your comments on the information available and perhaps additionally needed.



The results of the groups are presented on the next page

Results from the planning exercise:**GROUP I, II and III  
(Malawi)****All 3 groups proposed the same Interventions:**

- Construct a concrete deck bridge across Chamba River worth K1.5m
- Rehabilitate a school block at village B worth K450,000
- Issue out credit worth K50,000 to village A

The reasoning to come to this choice however differed slightly:

**Group I**

This group started by analysing the Access Indicators by sector: the total AI to Market, School, Health and Grinding Mill, and concluded that the bridge would benefit access the most and that this had to be a strong but more expensive bridge.

The road upgrade was not considered beneficial as it would take too much budget and not be beneficial to other Villages.

**Group II**

This group felt it is important that the bridge site over the Chamba River is chosen so that both village B as well as village C will benefit most. Perhaps a small foot bridge would be needed to improve access over the stream that runs north-south.

**Group III**

This group also argued that the new bridge would benefit both villages B and C. They further remarked that the road upgrade would be too expensive and that this external access road would not necessarily solve the internal access problems of the VDC. They felt that the Benefit / Cost ratio of providing IMTs for Village A would be higher than for the road improvement.

**GROUP I, II and III  
(Zimbabwe)****Group I and II**

- Construct a timber bridge across the river, after reassessing the risks.
- Improve the road from A to the highway
- Construct 1 classroom for B
- Spent the balance on credit for Village A

**Group III:**

- Access for Village C is felt to be most important.
- Upgrading the road to the District Centre is not urgent, as people can walk 2.5 km easily.

**Options chosen:**

- Strong bridge over the river, between B and C.
- 2 classrooms for school in Village B
- Credit for Village B

## ANNEX XI: VDC Inventory

VDC: \_\_\_\_\_

District: \_\_\_\_\_

Date of Inventory:

Key informants:

| Name | Designation |
|------|-------------|
|      |             |
|      |             |
|      |             |
|      |             |
|      |             |
|      |             |
|      |             |
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|      |             |
|      |             |

Data collected by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Table 1: Demographic information of the VDC**

|                                              |          |            |
|----------------------------------------------|----------|------------|
| <b>Direction from District Centre</b>        |          |            |
| <b>Distance to District Centre</b>           |          | Km         |
| <b>Number of Villages in the VDC</b>         |          |            |
| <b>Total Area (in ha)</b>                    |          | Ha         |
| <b>Residential Area (in ha)</b>              |          | Ha         |
| <b>Sown area of .....(main crop) (in ha)</b> |          | Ha         |
| <b>Sown area of other crops (in ha)</b>      |          | Ha         |
| <b>Forestry Area (in ha)</b>                 |          | Ha         |
| <b>Unused</b>                                |          | Ha         |
| <b>Terrain Type:</b>                         |          |            |
|                                              | <b>A</b> | <b>B</b>   |
|                                              | <b>C</b> | <b>D</b>   |
|                                              | <b>E</b> | <b>F</b>   |
|                                              |          |            |
| <b>Total Male Population</b>                 |          | Men        |
| <b>Total Female Population</b>               |          | Women      |
| <b>Total households in the VDC</b>           |          | Households |
| <b>Total poor households in the VDC</b>      |          | Households |

*A = Mountain*

*B = Upland hilly Agricultural Area*

*C = Irrigated Lowland*

*D = Delta Area*

*E = Sandy Coastal Area*

*F = Peri-Urban Area*

**Table 2: Village Information**

| Village | HH | Popul. | Distance<br>to CC | Description of access to village |
|---------|----|--------|-------------------|----------------------------------|
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |
|         |    |        |                   |                                  |

HH = households

CC= VDC Centre

**Table 3: Health Facilities in the VDC** (mark on the map)

List all Facilities where the people from the VDC go to: INCLUDING THE FACILITIES OUTSIDE THE VDC

| Type of Facility | Location | Distance (km) from<br>the VDC Centre | Accessibility by car in: |            | Condition of<br>the Facility | List Villages<br>in Catchment |
|------------------|----------|--------------------------------------|--------------------------|------------|------------------------------|-------------------------------|
|                  |          |                                      | Dry season               | Wet season |                              |                               |
|                  |          |                                      |                          |            |                              |                               |
|                  |          |                                      |                          |            |                              |                               |
|                  |          |                                      |                          |            |                              |                               |
|                  |          |                                      |                          |            |                              |                               |
|                  |          |                                      |                          |            |                              |                               |

**Table 4: Schools in the VDC** (mark on the map)

List all Schools where children from the VDC go to:

| School | Location | Level | Number of<br>pupils | Condition of<br>the school | Problems in accessing<br>the school |
|--------|----------|-------|---------------------|----------------------------|-------------------------------------|
|        |          |       |                     |                            |                                     |
|        |          |       |                     |                            |                                     |
|        |          |       |                     |                            |                                     |
|        |          |       |                     |                            |                                     |



**Table 5: Produce Processing Facilities (mark on the map)**

List all Facilities where the people from the VDC go to: INCLUDING THE FACILITIES OUTSIDE THE VDC

| Type of Facility | Location | Distance (km)<br>from<br>the VDC Centre | Accessibility by car in: |            | Condition of<br>the Facility | List Villages<br>in Catchment |
|------------------|----------|-----------------------------------------|--------------------------|------------|------------------------------|-------------------------------|
|                  |          |                                         | Dry season               | Wet season |                              |                               |
|                  |          |                                         |                          |            |                              |                               |
|                  |          |                                         |                          |            |                              |                               |
|                  |          |                                         |                          |            |                              |                               |
|                  |          |                                         |                          |            |                              |                               |
|                  |          |                                         |                          |            |                              |                               |

**Table 6: Markets (mark on the map)**

List all Facilities where the people from the VDC go to: INCLUDING THE FACILITIES OUTSIDE THE VDC

| Type of Market | Location | Distance (km) from<br>the Comm. Centre | Accessibility by car in: |            | Condition of<br>the Facility | List Villages<br>in Catchment |
|----------------|----------|----------------------------------------|--------------------------|------------|------------------------------|-------------------------------|
|                |          |                                        | Dry season               | Wet season |                              |                               |
|                |          |                                        |                          |            |                              |                               |
|                |          |                                        |                          |            |                              |                               |
|                |          |                                        |                          |            |                              |                               |
|                |          |                                        |                          |            |                              |                               |

**Table 7: Sources of Drinking Water in the VDC****(mark on the map)**

List all sources where the people from the VDC go to:

| Type of Source | Location | Distance (km) from<br>the VDC Centre | Accessibility on foot: |            | Condition of<br>the Source | List Villages<br>in Catchment |
|----------------|----------|--------------------------------------|------------------------|------------|----------------------------|-------------------------------|
|                |          |                                      | Dry season             | Wet season |                            |                               |
|                |          |                                      |                        |            |                            |                               |
|                |          |                                      |                        |            |                            |                               |
|                |          |                                      |                        |            |                            |                               |
|                |          |                                      |                        |            |                            |                               |
|                |          |                                      |                        |            |                            |                               |

**Table 8: Transport in the VDC**

List Public Transport Services that operate in the VDC

| Type of Service<br>or Vehicle | Type  |         | Frequency<br>of service | Route<br>(From-Via-To) |
|-------------------------------|-------|---------|-------------------------|------------------------|
|                               | Pass. | Freight |                         |                        |
|                               |       |         |                         |                        |
|                               |       |         |                         |                        |
|                               |       |         |                         |                        |

**Table 9: Footpaths and tracks**  
**Condition of the most important footpaths and tracks in and around the villages**

|                                             | Passability/ condition |     |
|---------------------------------------------|------------------------|-----|
|                                             | Wet                    | Dry |
| No problem on foot and by bicycles          |                        |     |
| No problem on foot, difficult for bicycles  |                        |     |
| Problematic on foot, impassable by bicycles |                        |     |

**Condition of water crossings in and around the village**

|                       | Wet | Dry |
|-----------------------|-----|-----|
| Very problematic      |     |     |
| Problematic           |     |     |
| Sometimes problematic |     |     |
| No problems           |     |     |

**Rank in order of importance: (1= most important--5 = least important)**

|                                      | Ranking |
|--------------------------------------|---------|
| Access to District Centre            |         |
| Access to other VDCs                 |         |
| Access to VDC Centre                 |         |
| Access to other Villages in the VDC  |         |
| Internal Access (within the Village) |         |

**Table 10: Passability of routes**

| Destination        |  |         | Access by Car is:   |                         |                              |                |
|--------------------|--|---------|---------------------|-------------------------|------------------------------|----------------|
|                    |  |         | Easy All Year round | Difficult in Wet Season | Difficult even in Dry Season | Not Accessible |
| To District Centre |  |         |                     |                         |                              |                |
| To VDC Centre      |  |         |                     |                         |                              |                |
| Access to:         |  | Village |                     |                         |                              |                |
| Access to:         |  | Village |                     |                         |                              |                |
| Access to:         |  | Village |                     |                         |                              |                |
| Access to:         |  | Village |                     |                         |                              |                |

| Main Problems to Access: |         | Type of Problem |              |            |  |
|--------------------------|---------|-----------------|--------------|------------|--|
|                          |         | River Crossing  | Road Surface | Road Width |  |
| To District Centre       |         |                 |              |            |  |
| To VDC Centre            |         |                 |              |            |  |
| To:                      | Village |                 |              |            |  |
| To:                      | Village |                 |              |            |  |
| To:                      | Village |                 |              |            |  |

**Table 11: Access Problems & Priorities**

Ranking of 3 most problematic Access Needs:

| Problem in Access to:        | Ranking | The Access problem relates to: |                      |                    |                   |                    |                  |
|------------------------------|---------|--------------------------------|----------------------|--------------------|-------------------|--------------------|------------------|
|                              |         | Distance                       | Capacity of Facility | Quality of Service | roads & bridge(s) | means of transport | Public Transport |
| Health Service               |         |                                |                      |                    |                   |                    |                  |
| Education                    |         |                                |                      |                    |                   |                    |                  |
| Product Marketing            |         |                                |                      |                    |                   |                    |                  |
| Drinking water               |         |                                |                      |                    |                   |                    |                  |
| Farm land (Fields)           |         |                                |                      |                    |                   |                    |                  |
| Post Harvest Services        |         |                                |                      |                    |                   |                    |                  |
| Agricultural inputs          |         |                                |                      |                    |                   |                    |                  |
| Socio Administrative Service |         |                                |                      |                    |                   |                    |                  |
| Employment                   |         |                                |                      |                    |                   |                    |                  |
| Cooking Fuel                 |         |                                |                      |                    |                   |                    |                  |
|                              |         |                                |                      |                    |                   |                    |                  |
|                              |         |                                |                      |                    |                   |                    |                  |

**Table 12: Proposed Interventions****Rank 5 most important interventions and tick Access Needs**

| Intervention proposed                      | This will improve Access to: |        |           |                   |                |        |              |             |                   |            | Notes: |
|--------------------------------------------|------------------------------|--------|-----------|-------------------|----------------|--------|--------------|-------------|-------------------|------------|--------|
|                                            | Ranking                      | Health | Education | Product Marketing | Drinking water | Fields | Post Harvest | Agr. Inputs | Socio-Admin Serv. | Employment |        |
| Improve Internal Access Roads/tracks from: | XXXXXXXXXXXXXXXXXXXXXXXXXXXX |        |           |                   |                |        |              |             |                   |            |        |
| -Homesteads to Fields                      |                              |        |           |                   |                |        |              |             |                   |            |        |
| -Village to Village (incl tracks)          |                              |        |           |                   |                |        |              |             |                   |            |        |
| -Village to VDC Centre                     |                              |        |           |                   |                |        |              |             |                   |            |        |
| Improve External Access Roads from:        | XXXXXXXXXXXXXXXXXXXXXXXXXXXX |        |           |                   |                |        |              |             |                   |            |        |
| -Village to neighbouring VDC               |                              |        |           |                   |                |        |              |             |                   |            |        |
| -VDC Centre to neighbouring VDC            |                              |        |           |                   |                |        |              |             |                   |            |        |
| -VDC Centre to District Centre             |                              |        |           |                   |                |        |              |             |                   |            |        |
| -VDC Centre to Province Centre             |                              |        |           |                   |                |        |              |             |                   |            |        |
| -Village to .....town                      |                              |        |           |                   |                |        |              |             |                   |            |        |
| Construct Bridges                          |                              |        |           |                   |                |        |              |             |                   |            |        |
| Construct Foot Bridges                     |                              |        |           |                   |                |        |              |             |                   |            |        |
| Construct / Improve Health Centre          |                              |        |           |                   |                |        |              |             |                   |            |        |
| Improve Quality Health Care/Service        |                              |        |           |                   |                |        |              |             |                   |            |        |
| Construct School                           |                              |        |           |                   |                |        |              |             |                   |            |        |
| Build new class rooms                      |                              |        |           |                   |                |        |              |             |                   |            |        |
| Improve Quality of Education/Teaching      |                              |        |           |                   |                |        |              |             |                   |            |        |
| Build new Market place                     |                              |        |           |                   |                |        |              |             |                   |            |        |
| Construct / Improve Post harvest facility  |                              |        |           |                   |                |        |              |             |                   |            |        |
| Improve Water Supply                       |                              |        |           |                   |                |        |              |             |                   |            |        |
| Establish new Transport Service            |                              |        |           |                   |                |        |              |             |                   |            |        |
| Provide Credit for Transport Means         |                              |        |           |                   |                |        |              |             |                   |            |        |
| Improve canals/waterways for transport     |                              |        |           |                   |                |        |              |             |                   |            |        |
| Afforestation measures                     |                              |        |           |                   |                |        |              |             |                   |            |        |

## ANNEX XII Key informants meeting

VILLAGE: \_\_\_\_\_

VDC: \_\_\_\_\_

DATE OF INTERVIEW

Key informants:

| NAME: | TITLE / POSITION: |
|-------|-------------------|
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |
|       |                   |

Data collected by \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Table 1: Village Information**

|                                                                                                                                                             |   |       |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|---|---|---|---|---|---|
| Direction from District HQs                                                                                                                                 |   |       |   |   |   |   |   |   |
| Distance from District HQs                                                                                                                                  |   | Km    |   |   |   |   |   |   |
| Number of Settlements in the Village                                                                                                                        |   |       |   |   |   |   |   |   |
| Total Area (in ha)                                                                                                                                          |   | Ha    |   |   |   |   |   |   |
| Residential Area (in ha)                                                                                                                                    |   | Ha    |   |   |   |   |   |   |
| Sown area of .....(main crop)                                                                                                                               |   | Ha    |   |   |   |   |   |   |
| Sown area of other crops                                                                                                                                    |   | Ha    |   |   |   |   |   |   |
| Other:                                                                                                                                                      |   | Ha    |   |   |   |   |   |   |
| Unused                                                                                                                                                      |   | Ha    |   |   |   |   |   |   |
|                                                                                                                                                             |   | Ha    |   |   |   |   |   |   |
| Terrain Type: (circle) <table border="0" style="margin-left: 200px;"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> </table> |   |       | A | B | C | D | E | F |
| A                                                                                                                                                           | B | C     | D | E | F |   |   |   |
| Total Male Population                                                                                                                                       |   | Men   |   |   |   |   |   |   |
| Total Female Population                                                                                                                                     |   | Women |   |   |   |   |   |   |

A = flat  
 B = rolling  
 C = hilly  
 D = mountainous  
 E =  
 F =

**Table 2 Demographic information of Settlements**

| No.    | Name of Settlement | No of HH | Popul. | Distance to Village Centre |                 |
|--------|--------------------|----------|--------|----------------------------|-----------------|
|        |                    |          |        | In Km                      | In Min. by foot |
| 1      |                    |          |        |                            |                 |
| 2      |                    |          |        |                            |                 |
| 3      |                    |          |        |                            |                 |
| 4      |                    |          |        |                            |                 |
| 5      |                    |          |        |                            |                 |
| 6      |                    |          |        |                            |                 |
| 7      |                    |          |        |                            |                 |
| 8      |                    |          |        |                            |                 |
| 9      |                    |          |        |                            |                 |
| 10     |                    |          |        |                            |                 |
| Totals |                    |          |        |                            |                 |

**Table 3 Health Facilities***(Fill one table for each Health Facility the villagers go to)*

| Name (1):             |      | Place:         |      |
|-----------------------|------|----------------|------|
| Type                  | Code | managed by:    | Code |
| Hospital              | 1    | Government     | 1    |
| Primary Health Centre | 2    | Mission/Church | 2    |
| Clinic                | 3    | Private:       | 3    |
| Maternity Clinic      | 4    | .....          | 4    |
| Dispensary            | 5    |                |      |
| Traditional Healer    | 6    |                |      |

| The Health Facility is:                          | Code | mode                | Dry season |   | Wet season |   |
|--------------------------------------------------|------|---------------------|------------|---|------------|---|
|                                                  |      |                     | TT         | % | TT         | % |
| Easily accessible <u>all</u> year round:         | 1    | on foot             |            |   |            |   |
| Easily accessible <u>only</u> in the dry season: | 2    | by bicycle          |            |   |            |   |
| Difficult to reach, even in the dry season:      | 3    | by public transport |            |   |            |   |
|                                                  |      |                     |            |   |            |   |
|                                                  |      |                     |            |   |            |   |
| Distance in <u>km</u> :                          |      |                     |            |   |            |   |

**Table 4: Primary Education**  
(To which School do the children go?)

| School: |             | in Village: |      |
|---------|-------------|-------------|------|
| Level   | Code        | Run by      | Code |
| 1       | Government: | 1           | 1    |
| 2       | Mission:    | 2           | 2    |
|         | Private:    | 3           | 3    |
|         | .....:      | 4           | 4    |

| The School is:                                                    | Code | mode                | Dry season              |   | Wet season |   |
|-------------------------------------------------------------------|------|---------------------|-------------------------|---|------------|---|
|                                                                   |      |                     | TT                      | % | TT         | % |
| Easily accessible <u>all</u> year round:                          | 1    | on foot             |                         |   |            |   |
| Easily accessible <u>only</u> in the dry season:                  | 2    | by bicycle          |                         |   |            |   |
| Difficult to reach, even in the dry season:                       | 3    | by public transport |                         |   |            |   |
|                                                                   |      |                     |                         |   |            |   |
|                                                                   |      |                     |                         |   |            |   |
| Estimated % of children of the village making use of this school: |      |                     | Distance in <u>km</u> : |   |            |   |



**Table 5: Mode of Travelling**

(Village averages)

| Percentage of children travelling | % |
|-----------------------------------|---|
| on foot:                          |   |
| by bicycle:                       |   |
| by public transport:              |   |
| other:.....                       |   |

**Table 6a: Reasons for absence**

| Tick one or more of the following reasons why<br>(some) children do not go to school <u>at all</u> : |  |
|------------------------------------------------------------------------------------------------------|--|
| School is too far to reach                                                                           |  |
| Difficult terrain                                                                                    |  |
| River/stream can not be crossed                                                                      |  |
| Too few classrooms                                                                                   |  |
| Too few teachers                                                                                     |  |
| Religious / Cultural reasons:                                                                        |  |
| No money                                                                                             |  |
| No Clothing                                                                                          |  |
| Other (specify):                                                                                     |  |
|                                                                                                      |  |

**Table 6b:**

| Tick one or more of the following reasons why<br><u>some days</u> children do not go to school: |  |
|-------------------------------------------------------------------------------------------------|--|
| Work in the gardens                                                                             |  |
| Paid Labour                                                                                     |  |
| Wheather                                                                                        |  |
| Difficult water crossing                                                                        |  |
| Sickness/hunger                                                                                 |  |
| Other (specify):                                                                                |  |
|                                                                                                 |  |
|                                                                                                 |  |
|                                                                                                 |  |

**Table 7: Secondary Education**

(To which School do the students go?)

| School:                                                                       |      | in Village:         |                         |                   |            |   |            |
|-------------------------------------------------------------------------------|------|---------------------|-------------------------|-------------------|------------|---|------------|
| Boarding                                                                      | Code | Managed by          | Code                    | Main problems:    | Code       |   |            |
| yes                                                                           | 1    | Government:         | 1                       | Too far:          | 1          |   |            |
| no                                                                            | 2    | Mission:            | 2                       | Water crossings:  | 2          |   |            |
|                                                                               |      | Private:            | 3                       | Difficult terrain | 3          |   |            |
|                                                                               |      | .....:              | 4                       | .....:            | 4          |   |            |
| The School is:                                                                |      |                     |                         | mode              | Dry season |   | Wet season |
|                                                                               | Code |                     |                         |                   | TT         | % |            |
| Easily accessible <u>all</u> year round:                                      | 1    | on foot             |                         |                   |            |   |            |
| Easily accessible <u>only</u> in the dry season:                              | 2    | by bicycle          |                         |                   |            |   |            |
| Difficult to reach, even in the dry season:                                   | 3    | by public transport |                         |                   |            |   |            |
| how many students go to this school<br>how many students make use of boarding |      |                     |                         |                   |            |   |            |
|                                                                               |      |                     |                         |                   |            |   |            |
|                                                                               |      |                     | Distance in <u>km</u> : |                   |            |   |            |

**Table 8 : Produce Processing Facilities**

(To which Facilities do the villagers go?)

| Name of Facility (1)                             |      | in Village       |      |                            |            |   |            |   |
|--------------------------------------------------|------|------------------|------|----------------------------|------------|---|------------|---|
| Type of Mill                                     | Code | Type             | Code | Mode                       | Dry season |   | Wet season |   |
|                                                  |      |                  |      |                            | TT         | % | TT         | % |
| Grinding Mill                                    | 1    | Electric Powered | 1    | on foot                    |            |   |            |   |
| (Rice / Wheat) husker                            | 2    | Diesel Powered   | 2    | by bicycle                 |            |   |            |   |
| Other (specify):                                 | 3    | Hydro Powered    | 3    | by handcart                |            |   |            |   |
|                                                  | 4    | Animal powered   | 4    | by oxcart                  |            |   |            |   |
|                                                  |      |                  |      | by motor vehicle           |            |   |            |   |
|                                                  |      |                  |      | Distance in km:            |            |   |            |   |
|                                                  |      |                  |      |                            |            |   |            |   |
| The Mill is:                                     |      |                  | Code | Condition of the Facility: |            |   | Code       |   |
| Easily accessible <u>all year</u> round:         |      |                  | 1    | Good                       |            |   | 1          |   |
| Easily accessible <u>only</u> in the dry season: |      |                  | 2    | Often breakdowns           |            |   | 2          |   |
| Difficult to reach, even in the dry season:      |      |                  | 3    | Out of order               |            |   | 3          |   |
| Average waiting time (in hours):                 |      |                  |      | Hour(s)                    |            |   |            |   |

**Table 9: Grinding Mills and Produce Processing (continued)****Frequency:**

| How often does a Household visit: | Number of times  | which months? |
|-----------------------------------|------------------|---------------|
| Grinding mill                     | per month / week |               |
| Rice/wheat mill/husker            | per month / week |               |
| Others (specify):                 | per month / week |               |

| Means of transport used: | Tick | Who usually go to the mills | % |
|--------------------------|------|-----------------------------|---|
| Headloading              |      | Women                       |   |
| Oxcart                   |      | Men                         |   |
| Bicycle                  |      | Girls                       |   |
| Hand cart                |      | Boys                        |   |
| Wheelbarrow              |      |                             |   |
| Pick-up / truck          |      |                             |   |
| Donkey                   |      |                             |   |
| Other public transport   |      |                             |   |
| Other (specify):         |      |                             |   |

**Table 10: Employment and place of work**

Estimate the percentage of the Village Households with:

Income depending on farming their own plot:  
main income from farming labour:

|  |         |
|--|---------|
|  | % of HH |
|  | % of HH |

Estimate the percentage of the Village Households with:  
Income depending on other employment

| Households' Main Source of Income | % of HH        |                 |
|-----------------------------------|----------------|-----------------|
|                                   | Inside Village | Outside Village |
| Fishery                           |                |                 |
| Husbandry                         |                |                 |
| Handicraft                        |                |                 |
| Mining.....                       |                |                 |
| Industry                          |                |                 |
| Construction                      |                |                 |
| Trade                             |                |                 |
| Service                           |                |                 |
| Transport                         |                |                 |
| Other                             |                |                 |
| Sub-Totals:                       |                |                 |

Total: 0%

**Table 11: Markets**

| Market Name (1):                                 |      |             |      | Location:              |                        |   |            |   |
|--------------------------------------------------|------|-------------|------|------------------------|------------------------|---|------------|---|
| Type of Market                                   | Code | Market days | Code | Mode                   | Dry season             |   | Wet season |   |
|                                                  |      |             |      |                        | TT                     | % | TT         | % |
| Local Market                                     | 1    | Daily       | 1    | on foot                |                        |   |            |   |
| Area Market                                      | 2    | Days/week   |      | by bicycle             |                        |   |            |   |
| Other:                                           | 3    | Days/month  |      | by Handcart            |                        |   |            |   |
| Who usually go to this market                    |      |             |      | by Oxcart              |                        |   |            |   |
| Women                                            |      | %           |      | by Matola              |                        |   |            |   |
| Men                                              |      | %           |      | by public transport    |                        |   |            |   |
| Girls                                            |      | %           |      | Distance in km:        |                        |   |            |   |
| Boys                                             |      | %           |      |                        |                        |   |            |   |
| The Market is:                                   |      |             |      | Code                   | Main access problems ? |   |            |   |
| Easily accessible <u>all year</u> round:         |      |             |      | 1                      | Too Far                |   |            |   |
| Easily accessible <u>only</u> in the dry season: |      |             |      | 2                      | Water Crossings        |   |            |   |
| Difficult to reach, even in the dry season:      |      |             |      | 3                      | Difficult Terrain      |   |            |   |
|                                                  |      |             |      |                        | 4                      |   |            |   |
| Main items sold:                                 |      | Code        | Code | Code                   |                        |   |            |   |
| cash crops                                       | 1    | Farm Tools  | 5    | Construction Tools     | 9                      |   |            |   |
| vegetables                                       | 2    | Pesticides  | 6    | Construction materials | 10                     |   |            |   |
| fish/meat                                        | 3    | Fertiliser  | 7    | Handicraft products    | 11                     |   |            |   |
| Household utensils                               | 4    | Seeds       | 8    | Clothing               | 12                     |   |            |   |

**Table 12 Drinking Water Supply***(Fill one table for each source the villagers make use of)*

| Name (1):                           |      | Place:         |            |
|-------------------------------------|------|----------------|------------|
| Type                                | Code | managed by:    | Code       |
| Borehole                            | 1    | Government     | 1          |
| Shallow well (protected)            | 2    | Mission/Church | 2          |
| Shallow well (Un-prot.)protected    | 3    | Private:       | 3          |
| River                               | 4    | .....:         | 4          |
| Dambo                               | 5    |                | 5          |
| The Source is:                      |      | Code           | mode       |
| Can be used <u>all year</u> round:  |      | 1              | on foot    |
| Can be used only in the dry season: |      | 2              | by bicycle |
| Can be used only in the wet season: |      | 3              |            |
| Distance in <u>km</u> :             |      |                |            |

**Table 13: Transport Vehicles in the Village**

| Type                     | Number |
|--------------------------|--------|
| Bicycle:                 |        |
| Hand Cart                |        |
| Animal cart:             |        |
| Wheelbarrow:             |        |
| donkeys                  |        |
| Large Tractor:           |        |
| Tractor trailer:         |        |
| Motor bike:              |        |
| Car/pick up:             |        |
| Mini bus:                |        |
| Bus:                     |        |
| Small Truck:             |        |
| Heavy Truck:             |        |
| Boat with inboard motor  |        |
| Boat with outboard motor |        |
| Boat without motor       |        |
|                          |        |

**Table 14:** List Transport Vehicles that can be hired on a ad hoc/demand basis

| Vehicle         | No | Type  |         | Fare<br>(in MK) | /W.L<br>/P.L |
|-----------------|----|-------|---------|-----------------|--------------|
|                 |    | Pass. | Freight |                 |              |
| Small Truck     |    |       |         |                 |              |
| Heavy Truck     |    |       |         |                 |              |
| Car             |    |       |         |                 |              |
| Bus (<15 seats) |    |       |         |                 |              |
| Bus (>15 seats) |    |       |         |                 |              |
| Animal Cart     |    |       |         |                 |              |
| Push Bike       |    |       |         |                 |              |
| Motor Bike      |    |       |         |                 |              |
| Boat            |    |       |         |                 |              |
|                 |    |       |         |                 |              |
|                 |    |       |         |                 |              |

*Fare: in Malawi Kwacha per:*

*kg.km or t.km for freight (W.L)*

*p.km (per person-km) for passenger transport (P.L)*

*Frequency:*

*in number of times per day or -per week*

**Table 15:** List Transport Services operating on a Fixed (regular) basis

| Vehicle         | Type  |         | Fare<br>(in MK) | /W.L<br>/P.L | Freq. | Route<br>(From-Via-To) |
|-----------------|-------|---------|-----------------|--------------|-------|------------------------|
|                 | Pass. | Freight |                 |              |       |                        |
| Small Truck     |       |         |                 |              |       |                        |
| Heavy Truck     |       |         |                 |              |       |                        |
| Car             |       |         |                 |              |       |                        |
| Bus (<15 seats) |       |         |                 |              |       |                        |
| Bus (>15 seats) |       |         |                 |              |       |                        |
| Boat            |       |         |                 |              |       |                        |
| Train           |       |         |                 |              |       |                        |

**Table 16: Internal Access****Condition of the most important footpaths and tracks in and around the villages****Passability/ condition****Wet****Dry**

|                                             |  |  |
|---------------------------------------------|--|--|
| No problem on foot and by bicycles          |  |  |
| No problem on foot, difficult for bicycles  |  |  |
| Problematic on foot, impassable by bicycles |  |  |

**Condition of water crossings in and around the village**

|                       |  |
|-----------------------|--|
| Very problematic      |  |
| Problematic           |  |
| Sometimes problematic |  |
| No problems           |  |

**Rank in order of importance: (1= most important--4 = least important)****Ranking**

|                                      |  |
|--------------------------------------|--|
| Access to District Centre            |  |
| Access to .....                      |  |
| Access to other Villages             |  |
| Internal Access (within the Village) |  |

**Table 17: External Access**

| Passability of routes: |  |         | Access by Car is:   |                         |                              |                |
|------------------------|--|---------|---------------------|-------------------------|------------------------------|----------------|
|                        |  |         | Easy All Year round | Difficult in Wet Season | Difficult even in Dry Season | Not Accessible |
| To District Centre     |  |         |                     |                         |                              |                |
| To .....               |  |         |                     |                         |                              |                |
| Access to:             |  | Village |                     |                         |                              |                |
| Access to:             |  | Village |                     |                         |                              |                |
| Access to:             |  | Village |                     |                         |                              |                |
| Access to:             |  | Village |                     |                         |                              |                |

| Main Problems to Access: | Type of Problem |              |            |  |
|--------------------------|-----------------|--------------|------------|--|
|                          | River Crossing  | Road Surface | Road Width |  |
| District Centre          |                 |              |            |  |
| .....                    |                 |              |            |  |
| Village                  |                 |              |            |  |
| Village                  |                 |              |            |  |
| Village                  |                 |              |            |  |
| Village                  |                 |              |            |  |

**Table 18: Administrative Services**

| Type of service in district | Location (V, D, T) | Average Travel time (in min) | Frequency of visit / month | Main Mode of Transport (code) |
|-----------------------------|--------------------|------------------------------|----------------------------|-------------------------------|
| Bank                        |                    |                              |                            |                               |
| Council                     |                    |                              |                            |                               |
| NGO's                       |                    |                              |                            |                               |
| Police                      |                    |                              |                            |                               |
| Post Office                 |                    |                              |                            |                               |
| Registrar                   |                    |                              |                            |                               |
| Tax Office                  |                    |                              |                            |                               |
| Church                      |                    |                              |                            |                               |
| Political offices           |                    |                              |                            |                               |
|                             |                    |                              |                            |                               |
|                             |                    |                              |                            |                               |

*Code:**1 =on foot**2 =by bicycle**3 =by motorbike**4 =by boat (non-motorised)**5 =by Motor boat**6 =by public transport**7 =.....*

V = in the Village

D = in the District Capital

T = in other town

**Table 19: Access Problems & Priorities****Ranking of 3 most problematic Access Needs:**

| Problem in Access to:        | Ranking | The Access problem relates to: |                      |                    |             |          |                |
|------------------------------|---------|--------------------------------|----------------------|--------------------|-------------|----------|----------------|
|                              |         | Distance                       | Capacity of Facility | Quality of Service | Infrastruc. | Mobility | Public Transp. |
| Health Service               |         |                                |                      |                    |             |          |                |
| Education                    |         |                                |                      |                    |             |          |                |
| Product Marketing            |         |                                |                      |                    |             |          |                |
| Drinking water               |         |                                |                      |                    |             |          |                |
| Farm land (Fields)           |         |                                |                      |                    |             |          |                |
| Post Harvest Services        |         |                                |                      |                    |             |          |                |
| Agricultural inputs          |         |                                |                      |                    |             |          |                |
| Socio Administrative Service |         |                                |                      |                    |             |          |                |
| Employment                   |         |                                |                      |                    |             |          |                |
| Cooking Fuel                 |         |                                |                      |                    |             |          |                |
|                              |         |                                |                      |                    |             |          |                |



**Table 20: Proposed Interventions****Rank 5 most important interventions and tick Access Needs**

| <b>Intervention proposed</b>                 | <b>Ranking</b> | <b>Health</b> | <b>Education</b> | <b>Product Marketing</b> | <b>Drinking Water</b> | <b>Fields</b> | <b>Post Harvest</b> | <b>Agr. Inputs</b> | <b>Socio-Admin Serv.</b> | <b>Employment</b> |
|----------------------------------------------|----------------|---------------|------------------|--------------------------|-----------------------|---------------|---------------------|--------------------|--------------------------|-------------------|
| <i>Improve Internal Access Roads/tracks:</i> |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -Homesteads to Fields                        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -Village tracks (between settlements)        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| <i>Improve External Access Roads:</i>        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -From Village to neighbouring Village        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -From Village to nearest town/com. centre    |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -From Village to District Centre             |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| -From Village to .....town                   |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Construct Bridges                            |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Construct Foot Bridges                       |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Construct / Improve Health Centre            |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Improve Quality Health Care/Service          |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Construct School                             |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Build new class rooms                        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Improve Quality of Education/Teaching        |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Build new Market place                       |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Construct / Improve Post harvest facility    |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Improve Water Supply                         |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Improve existing Transport Service           |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Establish new Transport Service              |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Provide Credit for Transport Means           |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Improve canals/waterways for transport       |                |               |                  |                          |                       |               |                     |                    |                          |                   |
| Afforestation measures                       |                |               |                  |                          |                       |               |                     |                    |                          |                   |

## ANNEX XIII HOUSEHOLD INTERVIEW FOCUS ON TRANSPORT AND ACCESS<sup>5</sup>

*Discuss the household's view on transport and access issues (problems). Use the questions below as a guide, but elaborate where necessary.*

1. What are the major transport/travel problems faced by the Household?

-----  
-----  
-----

2. What would be the most beneficial transport/access Improvements?

-----  
-----  
-----  
-----  
-----

3. How would the Household benefit from the following interventions?:

|                           |       |
|---------------------------|-------|
| Improved Road Access      | ----- |
| Better Footpaths          | ----- |
| Footbridges               | ----- |
| Bicycles                  | ----- |
| Donkeys                   | ----- |
| Ox-Carts                  | ----- |
| Better Transport Services | ----- |
| Improved Water Supply     | ----- |
| Electricity supply?       | ----- |
| Grinding Mill             | ----- |
| Health Centre             | ----- |
| Primary School            | ----- |

4. What are the main problems faced in increasing the household's use of bicycles, donkeys and ox-carts? (E.g. lack of knowledge, terrain, infrastructure, poor availability, affordability, lack of credit etc)

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<sup>5</sup> Source: IT Transport Ltd., UK

## **ANNEX XIV**

### **OUTCOME FROM THE DAILY EVALUATIONS**

#### **(a) WHAT I LIKE MOST**

- The active participation by everybody;
- A lot has been learnt on Accessibility Planning especially when linking with the map;
- Presentation on Decentralization and Group exercise;
- Details on IRAP were fascinating, there is need for more time to look deeper into this;
- All presentations (2x)
- Practical exercises (2x)
- Case study on access;
- The group discussion on mapping also uncovered significant aspects regarding use of map reading. There is need for a full seminar on mapping alone in the near future
- The field trip especially the interviews;
- I have liked the practical experience that I had when I went to the field;
- Field trip (2x);
- The visit to Chitukula was very thrilling, informative and educative. More such field trips to be organized in the future;
- Applying the H/H questionnaire;

#### **(b) WHAT I LIKE LEAST**

- The snacks (cakes) for the afternoon break were hard;
- The group discussions were too long;
- Long presentations on theoretical topics;
- All was well done; None;
- IRAP presentation needed more insight;
- Late serving of breakfast, lunch (number of times);
- Questions not clear for group work;
- Time not being respected;
- The group presentations of field trip results;
- The room is very hot;

**EVALUATION RESULTS***Rating: 1=Very low; 2=Low; 3=Average; 4=High; 5=Very High*

| EVALUATION RESULTS                                        |                                                        |   |   |   |   |   |   |   |   |   |   |   |   |     | Count   |   |    |   |    |           |     |         |      |           |  |  |
|-----------------------------------------------------------|--------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|-----|---------|---|----|---|----|-----------|-----|---------|------|-----------|--|--|
| Rating: 1=Very low; 2=Low; 3=Average; 4=High; 5=Very High |                                                        |   |   |   |   |   |   |   |   |   |   |   |   |     |         |   |    |   |    |           |     |         |      |           |  |  |
| Questions                                                 | Responses                                              |   |   |   |   |   |   |   |   |   |   |   |   |     | Average |   |    |   |    |           | Low | Average | High | Very High |  |  |
|                                                           |                                                        |   |   |   |   |   |   |   |   |   |   |   |   |     |         | 2 | 3  | 4 | 5  | $\bar{x}$ |     |         |      |           |  |  |
| 1                                                         | WS has met expectations?                               | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 3 | 4.1 | 0       | 1 | 9  | 2 | 12 | 0%        | 8%  | 75%     | 17%  |           |  |  |
| 2                                                         | Did the paper cover the Objectives opf the WS?         | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 3   | 3.9     | 0 | 3  | 8 | 2  | 13        | 0%  | 23%     | 62%  | 15%       |  |  |
| 3                                                         | Has the WS enable you to understand IRAP and benefits? | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4   | 3.9     | 0 | 3  | 8 | 2  | 13        | 0%  | 23%     | 62%  | 15%       |  |  |
| 4                                                         | What other topic would ou liked to have been covered?  |   |   |   |   |   |   |   |   |   |   |   |   |     |         |   |    |   |    |           |     |         |      |           |  |  |
| 5a                                                        | Rate the time for Presentation/discussion:             | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 2   | 3.1     | 2 | 8  | 3 | 0  | 13        | 15% | 62%     | 23%  | 0%        |  |  |
| 5b                                                        | Rate the time for Group Work:                          | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3   | 3.3     | 1 | 7  | 5 | 0  | 13        | 8%  | 54%     | 38%  | 0%        |  |  |
| 5c                                                        | Rate the time for Field Trip:                          | 3 | 5 | 2 | 2 | 3 | 4 | 4 | 3 | 5 | 5 | 3 | 5 | 3   | 3.6     | 2 | 5  | 2 | 4  | 13        | 15% | 38%     | 15%  | 31%       |  |  |
| 6                                                         | Rate the Overall Quality of the Presentations:         | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 |     | 4.0     | 0 | 2  | 8 | 2  | 12        | 0%  | 17%     | 67%  | 17%       |  |  |
| 7                                                         | Rate the Quality of the Visual Aids                    | 4 | 4 | 5 | 3 | 5 | 3 | 3 | 3 | 5 | 4 | 5 | 5 | 4   | 4.1     | 0 | 4  | 4 | 5  | 13        | 0%  | 31%     | 31%  | 38%       |  |  |
| 8                                                         | Rate the Group Discussions and -presentations:         | 3 | 5 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4   | 3.8     | 0 | 4  | 8 | 1  | 13        | 0%  | 31%     | 62%  | 8%        |  |  |
| 9                                                         | Rate the Field Trip:                                   | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 5 | 4   | 3.9     | 0 | 3  | 8 | 2  | 13        | 0%  | 23%     | 62%  | 15%       |  |  |
| Rate the topics:                                          |                                                        |   |   |   |   |   |   |   |   |   |   |   |   |     |         |   |    |   |    |           |     |         |      |           |  |  |
| 10a                                                       | Introduction to ToT/Facilitation                       | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 3.9 | 0       | 3 | 7  | 2 | 12 | 0%        | 25% | 58%     | 17%  |           |  |  |
| 10b                                                       | DDPS                                                   | 3 | - | 2 |   | 3 | 4 | 3 | 3 | 5 | 4 | 3 | 3 | 3.3 | 1       | 6 | 2  | 1 | 10 | 10%       | 60% | 20%     | 10%  |           |  |  |
| 10c                                                       | IRAP Concept and Tool                                  | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3.9 | 1       | 0 | 11 | 1 | 13 | 8%        | 0%  | 85%     | 8%   |           |  |  |
| 10d                                                       | Field Visit                                            | 3 | - | 3 | 3 | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4.0 | 0       | 4 | 3  | 4 | 11 | 0%        | 36% | 27%     | 36%  |           |  |  |
| 10e                                                       | Group Discussions                                      | 3 | - | 3 |   | 3 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 3.6 | 0       | 5 | 4  | 1 | 10 | 0%        | 50% | 40%     | 10%  |           |  |  |
| 10f                                                       | Presentations                                          | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3.6 | 0       | 5 | 7  | 0 | 12 | 0%        | 42% | 58%     | 0%   |           |  |  |
| 10g                                                       | Institutionalising IRAP                                | 2 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 3.3 | 2       | 4 | 6  | 0 | 12 | 17%       | 33% | 50%     | 0%   |           |  |  |
| 11                                                        | Rate the Organisation of the WS:                       | 5 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4   | 4.3     | 0 | 2  | 5 | 6  | 13        | 0%  | 15%     | 38%  | 46%       |  |  |
| 12                                                        | Rate the Quality of the Venue, Catering and Meals      | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 3 | 5   | 3.9     | 0 | 3  | 8 | 2  | 13        | 0%  | 23%     | 62%  | 15%       |  |  |
| 13                                                        | Similar Workshop is recommended for other participants | X | X | X | X | X | X | X | X | X | X | X | X | X   |         |   |    |   |    |           |     |         |      |           |  |  |

Answers on question 4: -Development of a Questionnaire (1x); -DDPS (1x); -PRA-IRAP link (1x); -Project Appraisal (1x)

## ANNEX XV: SPEECHES

### ***Opening Speech by Mr O. Chirambo, on behalf of Mr.W. Samute, Principal Secretary of Local Government:***

"Representatives of the ILO; Representatives of the UNDP; Representatives of the WFP; Senior officials from the Department of local Government; Distinguished Participants; Ladies and Gentlemen,

I am honoured to be with you this morning at the start of the workshop on Training of Trainers in Accessibility Planning. I am particularly delighted that this workshop, which is part of the process of building capacity in the District Assemblies, is taking place after the successful local Government elections held on 22 November 2000. The Assemblies are therefore fully operational and you have an important part to play as part of the management team.

Ladies and gentlemen, reduction of poverty is one of the major challenges, which Malawi as a Nation is facing. This is the reason why the reduction of poverty is the highest priority of the Government and we all have a duty to contribute to this noble cause by planning and implementing poverty focussed development projects.

However, the resources to enable us achieve this goal at central and local levels are very limited. Consequently, there is a need for proper planning and proper use of available resources. This entails that we clearly define what we want to achieve and how best we can succeed.

Indeed, there are a number of ways in which we can plan and implement projects aiming at reducing poverty. I am sure that you as planners and implementers possess the skills and knowledge to enable you do this within the overall framework of decentralization.

As time goes, it is necessary to re-sharpen these skills and acquire new knowledge in order to efficiently and effectively discharge your responsibilities. I, therefore take this workshop as a unique opportunity for you to do this and in addition acquire skills for training other officers in the Assemblies and Community leaders in accessibility planning.

Ladies and gentlemen, this workshop is also an opportunity to share your experiences and learn from each other to avoid a repetition of past mistakes. You have to be flexible and learn from each other and the communities as well. This will enhance your capacity to set realistic and measurable targets as you endeavour to contribute to reduction of poverty in this country.

Ladies and gentlemen, though resources are limited in our quest to meet the needs of the people, one resource that is readily available is the people themselves. You must at all times strive to actively involve the people, who are the beneficiaries in the planning and implementation process. This will ensure that you address the real needs of the people and also involve them in finding solutions to some of their problems. I believe this is the best way in which you can ensure that the planning process is relevant and responsive to the needs of people.

You will all agree that there are several indicators, which are used to determine the level and extent of poverty. One of these indicators is the lack of access to socio-economic goods and services, particularly in the rural areas. It is disheartening to note that the lack of access denies some communities the opportunity to make full use of schools, health clinics and other necessary amenities. Reasons for this vary but generally include the long distance to these facilities and poor condition of the rural road network. In some instances people are unable to access markets in order to sell produce or to source agricultural inputs. There are therefore a number of problems that need to be addressed but the fundamental issue is: To what extent was access considered when the schools, health clinics, markets and water sources were planned and locations chosen? In addition, how can access be improved in order to ensure that the communities benefit by using the facilities and the services available?

Ladies and gentlemen, you have the responsibility of ensuring that planning is indeed responsive to the needs of the people. Access is one of the most important needs and is a dimension, which must be given full consideration when planning and implementing development projects. I am aware that you will during this workshop tackle this in detail and learn how the Integrated Rural Access Planning tool can be used in your work. I am sure that you are eagerly looking forward to this and I in turn look forward to your improved performance after this workshop.

Ladies and gentlemen, I would at this juncture like to thank the International Labour Organization (ILO) for funding this workshop and for continued support in our efforts to reduce poverty in this country. I would also like to thank the World Food Programme for their support in the Food for Assets Project, which will contribute, amongst other things, to meeting some of the access needs of our rural communities through the provision of rural access roads. We greatly appreciate your support and look forward to further collaboration.

Ladies and gentlemen, I would like to conclude by wishing the distinguished participants fruitful discussions during this workshop. The Department welcomes suggestions you have in order to improve the planning process in the Assemblies. With these few remarks it is my humble duty to declare this workshop officially open.

Thank you."

***Speech by Mr. Serge Cartier van Dissel on behalf of the ILO:***

"Deputy Secretary for Local Government, Program Coordinator MRTTP, Resident Representative World Food Program, Workshop Consultant and facilitators, dear participants,

I am honoured to make a few brief remarks on behalf of the International Labour Organisation (ILO) at this important workshop. As you may well know, the ILO has been supporting Rural Accessibility Planning in Malawi for several years, and is supporting the Government of Malawi in the organisation of this workshop because some of you may be unfamiliar with the ILO, what it does and why it is promoting Rural Accessibility Planning, I will give a quick introduction.

The ILO is part of the United Nations and its mandate is to promote employment creation for men and women under decent working conditions. That is to say it aims to create MORE and BETTER employment through negotiations with and by giving technical advice to Governments and "Employers and Workers" organisations. Firstly the ILO aims to create BETTER employment and improved working conditions for men and women throughout the world by promoting three aspects of employment, namely International Labour Standards, Social Dialogue, and Social Security.

The ILO also focuses on the creation of MORE employment for men and women. It does this a.o. by supporting Small and Medium Enterprise development and by promoting Labour Intensive Methods. It is this focus of the ILO where Rural Accessibility Planning fits in. The question is now how the improvement of accessibility to social and economic services, time and money of individuals and families can be saved. According to studies carried out by the ILO and other organisations, this time and money is partly invested in productive activities, that is to say in employment and income generation.

The ILO in Southern Africa is represented by a number of offices, of which two have been very much involved in Rural Accessibility Planning in Malawi ILO/SAMAT is the multidisciplinary team in Harare which covers all the ILO focus areas mentioned before and ILO/ASSIST is an ILO programme focusing on promoting Labour Intensive Methods and Accessibility Planning. Both have been involved in Malawi in the past and will continue to support Malawi in the future.

Support to Rural Accessibility Planning in Malawi started with the UNDP funded Pilot Integrated Rural Transport Project (PIRTP) in 1991, in which the Integrated Rural Accessibility Planning (IRAP) tool was developed. This IRAP tool will be explained in more detail during the course of this workshop, but

in short it can be said to be a multi-sectoral tool for planning interventions in a specific area, based on the actual needs of the people living and working in that area.

In the second phase of PIRTP the Malawian Government took over the running of the project and we are now at the stage of incorporating the IRAP tool into the District Development Planning System (DDPS). This workshop is a first step in this incorporation process.

The main objective of this workshop for the ILO is to familiarise the different partners present here with the IRAP tool and to jointly determine how to ensure its successful incorporation into the planning and executions of interventions at district and national level. In the coming hours and days you will be given information about IRAP and you will have a chance to experiment with it. We hope this will give you sufficient knowledge and motivation to start using it in your work and to help others to use it.

I wish you all a fruitful and interesting workshop, and I hope that the ILO, the Malawian Government, the Malawi Rural Travel and Transport Project, the World Food Program and the other partners present here today, will continue to work together in order to contribute to improving the lives of rural households in Malawi.

I thank you for your attention"

***Closing Speech by the Under-Secretary of Local Government, Mr. S. Sentala:***

"The Workshop Chairperson, The Representative from the ILO, The Lead Facilitator, Distinguished Participants, Ladies and Gentlemen:

It is a pleasure to be with you this morning, at the end of your Workshop. During the past few days you have been here, you have gone through a number of things. Of particular importance was the application of accessibility planning and how it can be utilised in the Food for Assets project.

Now that you have been educated in Accessibility Planning, our expectations from you are high. We are immediately looking forward to seeing good results from your respective districts.

The Department of Local Government and World Food Programme have already made available to your districts, food and non-food items; and also finances for utilisation in the implementation of Food for Assets project. However, some of you have not appraised even a single project.

You are very well aware that this is the time when people have less food, and these people can be assisted through The Food for Asset Project. If the food cannot be used now, it may go bad because in a few months time people will start harvesting their own food.

I would like to urge you to take Food for Assets project as your own project. It is not a Headquarters project. You as assembly staff have the duty to serve your communities, and one way is through the implementation of this project. The direct beneficiaries are your communities and the assemblies.

This being the case, do not always refer everything to headquarters for assistance. As implementers of the project, you should be able to take initiative and also use the available resources to make progress in its implementation. Of course, Headquarters and WFP will do all they can to make the implementation of this project smooth.

I am glad that I am talking to planners. One of the reasons for planning is that we do not have adequate resources, thus the need to prioritise all we intend to do in order of importance or need.

I have just said that WFP and the Department will continue to assist us for the smooth implementation of our project. However, we need to be realistic with the requests we submit to Headquarters. Prioritise your requests so that they can receive prompt response, other than submitting a basket full of requests. Let us use our profession as it directs us to do.

A word of warning to you all is: Let us resist corruption as we carry out our duties. Your field as planners enables you to meet various people, especially suppliers of materials for development projects. Please do not accept to be bought, since this results in high cost of materials. The loser in this game is not you, but the communities you have to serve. As pointed out earlier on, your job is to serve the community and your performance or success will be judged on the projects that are going to the people.

Ladies and Gentlemen, let me also remind you that, as you return to your Districts, please disseminate what you have learned here to others, from the District to the Communities. Success of our projects requires everyone's involvement

Distinguished Ladies and Gentlemen, let me take this opportunity to thank your facilitators, who have worked hard the past few days to enable you know how to apply Accessibility Planning. I would also like to thank the International Labour Organisation which have assisted us in financing this Workshop. I hope this is not the end, but rather the beginning of more financial and technical assistance to us. My thanks also go to the Hotel Management of Kalikuti for making available good facilities that have enabled you to work hard and comfortably. For the participants, I wish you pleasant trips back to your duty stations and I am looking forward to improved performance in the planning and implementation of development projects.

Thank you"