

## **II. Management Section**



# 1. Overview of a livelihood improvement plan

A livelihood can be described as a combination of the resources and activities undertaken in order to live. The resources consist of the following five assets.

- *Human assets: individual skills, abilities, knowledge, etc.*
- *Natural assets: land, forest, river, etc.*
- *Financial assets: savings, income, etc.*
- *Physical assets: equipment, transportation, etc.*
- *Social assets: family, friendships, institutions, etc.*

A livelihood is considered sustainable when it can cope with and recover from disturbances and can maintain or enhance its capacities and assets both now and in the future without undermining the natural resources base. (United Kingdom Department for International Development, DFID)

Livelihoods are sustainable when they:

- *are resilient when they face external shocks and stresses*
- *are not dependent upon external support (or if they are, this support itself should be economically and institutionally sustainable)*
- *maintain the long-term productivity of natural resources and*
- *do not undermine the livelihoods of other people or compromise the livelihood options open to them.*

Livelihood improvement plans, in many cases, take into consideration the sustainability in terms of environmental, social, economic and institutional components.

- *It is environmentally sustainable when the productivity of life-supporting natural resources is conserved or enhanced for use by future generations.*
- *It is economically sustainable when a given level of expenditure can be maintained over time. In case of dealing the livelihoods of the poor, economic sustainability is achieved if a baseline level of economic welfare can be achieved and sustained.*
- *It is socially sustainable when social imbalances are minimized and social equity gets maximized.*
- *It is institutionally sustainable when prevailing structures and processes continue over the long term.*

Livelihood improvement plans are based on activities and choices that people make and undertake in order to achieve their livelihood goals. One of the goals of the livelihood improvement plan is to help the villagers to build up their assets so that they can alter their livelihood activities when they wish to. The more flexibility that people have in their livelihood, the greater their ability to withstand or adapt to shocks and stresses, or times of crisis, and the better able they are to take advantage of opportunities to achieve their livelihood goals.

## 2. Preparation of a livelihood improvement plan

### (1) Outline of process to prepare a livelihood improvement plan

#### 1) Process to prepare a livelihood improvement plan

Process of preparing a livelihood improvement plan can be summarized as the following flowchart (Figure 2.1).

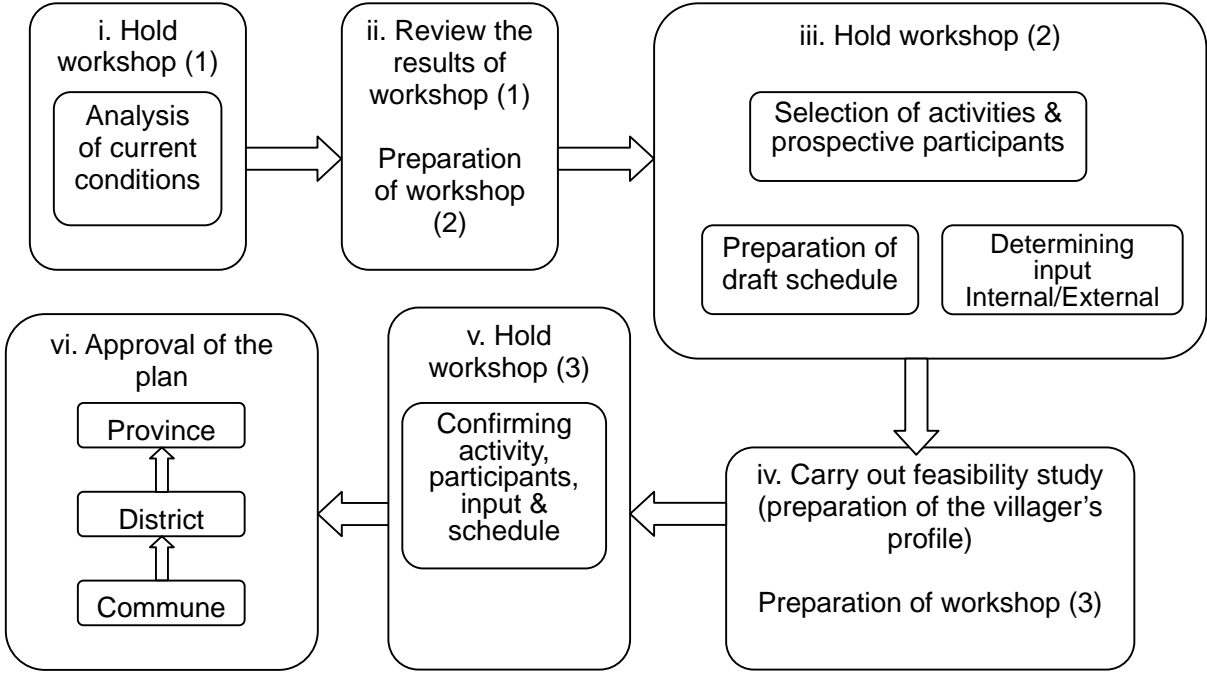


Figure 2.1 Flowchart of process of preparing a livelihood improvement plan

The above flowchart represents the process of the first year. From the second year on, the steps “i” and “ii” are replaced by the review of the activities of the year before and examining change of the current conditions. Detail of each step to make the plan is described below.

#### i. Hold a workshop (1)

A procedure of making a livelihood improvement plan starts with holding a workshop where you analyze current conditions of the village through application of the tools introduced in the chapter 2 (2). SWOT analysis (see the chapter 2. (2), 1)) and problem tree (see the chapter 2. (2), 2)) are useful tools at this stage.

At the end of the workshop, you should review the result of the analysis with all the participants of the workshop.



Scenes of workshops to prepare a livelihood improvement plan for the JICA Project

## ii. Review of the workshop (1) and preparation for the workshop (2)

On the basis of the result of the analysis carried out during the workshop (1), you should consider which activities are expected to be requested by the villagers for support and make a list of the activities.

You should then check unit prices of equipment necessary for the activities that are expected to be implemented (the unit price of the items that are expected to be provided shall be checked and listed as many as possible). Costly items such as livestock shall especially be checked and listed.

The workshop (2) shall be prepared according to the following instructions.

- Call up every household to participate in advance (spouses can participate too.).
- Prepare a table of activity plan that shall be filled out during the workshop (2) using the A0 size paper.

A sample of the table of activity plan

<i>Activity</i>	<i>Participant name</i>	<i>Input</i>		<i>Starting month of the activity</i>	<i>Priority</i>
		<i>Internal</i>	<i>External</i>		

- Prepare the table of conditions to participate using the A0 size sheets that shall be filled out during the workshop (2). As for conditions to participate, it will be precondition for a villager to be able to provide his or her labor and land. for each activity concerned.

A sample of the table of conditions to participate

<i>Activity</i>	<i>Condition for the participation</i>

### iii. Hold the workshop (2)

- Confirm the participants (the number of villagers and households and percentage of the participating households to the entire households shall be checked.). Those who participate with their spouses shall sit together.
- Briefly review the results of the workshop (1).
- Select activities to be implemented and confirm the villagers who want to participate in the activities. It should follow three-step procedure as described below.

After the activities to be practiced are confirmed, scale of each activity shall be assessed through survey of the village and discussion with the villagers combined. You may have to check the budget and consider which equipment and/or materials can be procured and how much livestock can be provided for the villagers within the limited budget.

In order to select the participants, you can first invite the interested villagers as applicants. You should then set criteria to select the participants. You should also carry out a survey of each applicant to check if he or she is considered qualified to practice the activities with support of the plan in accordance with the plan.

The villagers with relatively low income should also be considered in selection of the participants.

#### Step 1:

Discuss with the villagers on which activities should be included in the plan taking into consideration the result of the workshop (1). You should guide the villagers so that they will choose the activities optimum for their land and natural conditions as well as benefit given from the activities. You can also refer to the list you prepared in advance on the basis of your expectation. You shall fill the column of the “activity” in the table of activity plan in accordance with the discussion with the villagers. Discuss with the villagers on conditions to participate for each activity and fill out the table of conditions to participate in accordance with outcome of the discussion. You should then invite the villagers who want to apply for participating in each of the activities listed. The names of the applicants will be filled in the column of the “participant name” for each activity in the table of activity plan. At the same time you should explain that each applicant will be checked in the field to see whether he or she is qualified to participate and therefore applicants are not selected as the participants yet. Since the activities on animal husbandry need large amounts of budget, the number of participants should be carefully considered.

### Step 2:

Discuss approximate schedule of implementation for each activity and fill the column of “starting month of the activity”. You should give the villagers suggestions on schedule of the activities that can be affected by the seasons such as agricultural activities. Working period of the villagers and harvesting schedule for the villagers in particular should be considered as well.

### Step 3:

After the above process is done, it shall be explained that the budget of the LIP activities is not limitless and all the activities proposed cannot necessarily be accepted for implementation; consequently, priority of the activities shall be ranked using the tools introduced in 2, (2), 4), 5) or 6)).

There are following measures to relieve the villagers who cannot participate in the workshop.

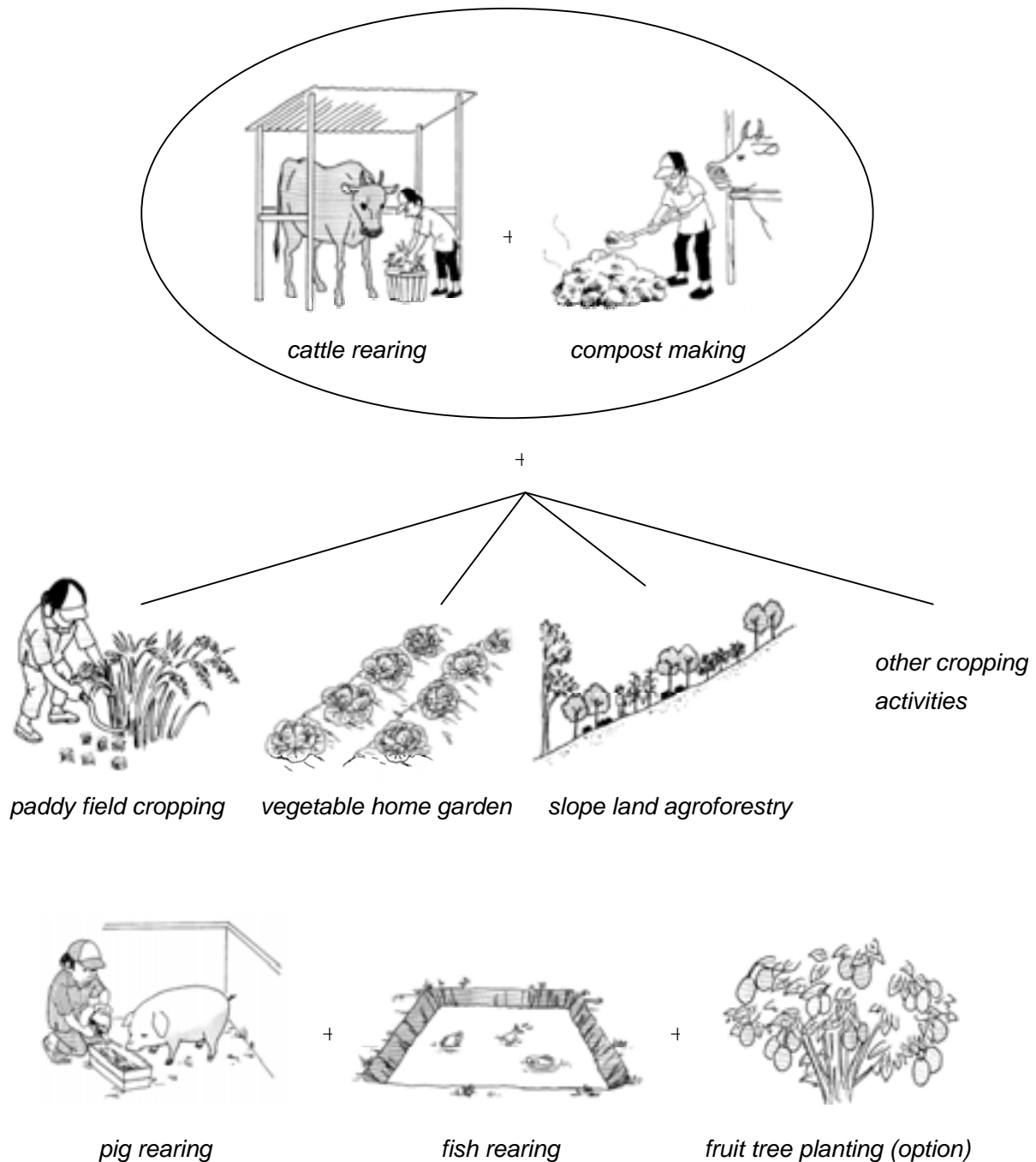
- (1) If a villager who wants to participate in a certain activity cannot attend the workshop due to other business, he or she can be included as one of the applicants for the activity by asking someone else to forward his or her will to the workshop.
- (2) the attendees at the workshop shall be asked to name the villagers who are absent but recommended to participate in the activity taking into consideration the socio-economic conditions, etc. and consequently those absentees can be included among one of the applicants.

However, the applicants by the latter measure have to be checked by the extension staff later about their wills to participate and conditions to participate.

- Determine items to be input; facility, equipment and labor/personnel necessary for practicing the activities supported by the LIP shall be described. Inputs should be specified separately: those arranged within the village and those provided from the outside of the village. In order to determine the inputs, list up all items that are considered necessary to practice the activity through discussion with the villagers regardless of whether it can be arranged within the village or not. After all the items are listed, ask the villagers which of the listed items can be arranged by themselves. As explained earlier, it is precondition to participate in the activity for a villager to provide his or her labor and land.
- The following points should be taken into consideration to prepare an LIP

#### a. More than two activities to be conducted by one household

In case that a household participate in more than two activities, it should be checked whether one household participates in too many activities from the view point of fairness among the villagers. However, some of the activities are considered more effective to implement in combination with the other activities. It is, for example, recommended for the villagers to simultaneously implement the following combination of the activities *as shown in the illustrations*.



**b. Explanation of the animal bank system**

In case of planning of animal husbandry activities, the extension staff should explain the animal bank system (see 3. (7)) to the villagers in advance and discuss with them whether they want to adopt the system and. If they agree to establish the system, discuss with them about the rule of the system and finalize it. The villagers who accept the system can be a candidate of the participants.

- After reviewing the discussion carried out in the workshop, explain the process of preparing the LIP and inform the participants that the schedule of the third workshop will be informed soon.

**iv. Carry out the feasibility study**



- On the basis of the completed table of activity plan, the extension staff shall call on each applicant for the activities and check the conditions to participate at the site (*See the illustration on the right top*). A sample of check sheet to evaluate a villager (applicant) and decide whether the villager is qualified to participate is shown in the Appendix I. Simultaneously, on the basis of resources of the villagers (land, labor, etc.), an approximate scale of the activity shall be decided. Consequently, the final draft plan on activities and participants shall be prepared. Additionally, a rough draft of annual schedule shall be prepared for each activity.



*Measuring the field of an applying villager*

- Through communicating with the villagers while you carry out the feasibility study in the village, you can build up information about them (*See the illustration on the right*). You can make record of each household with information on family composition, assets (land, fishpond, livestock, etc.), activities in which the household is engaged, production brought from the activities, and so on. The information can be compiled as the villager's profile. A sample format of villager's profile is attached in the Appendix II.



*Interviewing an applying villager*

- Budget of each activity shall be calculated. Taking into account consistency with the upper limit of the budget and the priority, the final draft proposal of activity shall be decided.
- Prepare the third workshop.
  - a. Inform the villagers about the date to hold the workshop in advance.
  - b. On the basis of the information that reflects the results of the workshop (2) and feasibility study, the following two tables that describe the final draft plan on activities and participants and a draft of annual schedule shall be prepared. Ideas to be filled in the table shall be prepared in advance as personal reference, but these ideas shall not be entered in the table at this point.

Final draft plan on activities and participants (format)

<i>Activity</i>	<i>Participant</i>	<i>Input</i>	
		<i>Internal</i>	<i>External</i>

Draft of annual schedule

<i>Activity</i>	<i>Details</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>June</i>	<i>July</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>

**v. Hold the workshop (3)**

The workshop shall proceed on the basis of the tables prepared in advance. It shall be tried to reach agreement on the activities, participants, inputs and a draft schedule of the activity with the villagers according to information obtained so far. On the basis of the personal reference described, opinions of the villagers shall get put together and entered into the table during the workshop.

**vi. Approval of the plan**

The plan you have prepared with the villagers shall follow necessary procedures for approval in each administrative level: commune – district – province.

**2) Importance of participatory approaches**

Generally speaking, participation is a collective action aimed at achieving a common objective; it means "taking part" and "getting involved". The main task of the extension staff is therefore to encourage villagers to be involved in the process and/or activity.

In a participatory process, individuals or groups share knowledge, ideas, opinions, votes, materials, labor, finances etc. in order to reach a common agreement or decisions in a transparent way.

Preparation of a livelihood improvement plan should be based on the principle of community participation; the level of the participation is, however, ranges from “passive participation” where people are merely involved by providing information to others or being informed what is going to happen to “active participation” in which people take initiatives in solving problems. The concept of community participation itself is relatively new to the villagers. Accordingly, their participation and empowerment shall be gradually promoted in several phases so that the villagers can progressively take part in plan or decision making processes and eventually make an active contribution (See the Figure 2.2).

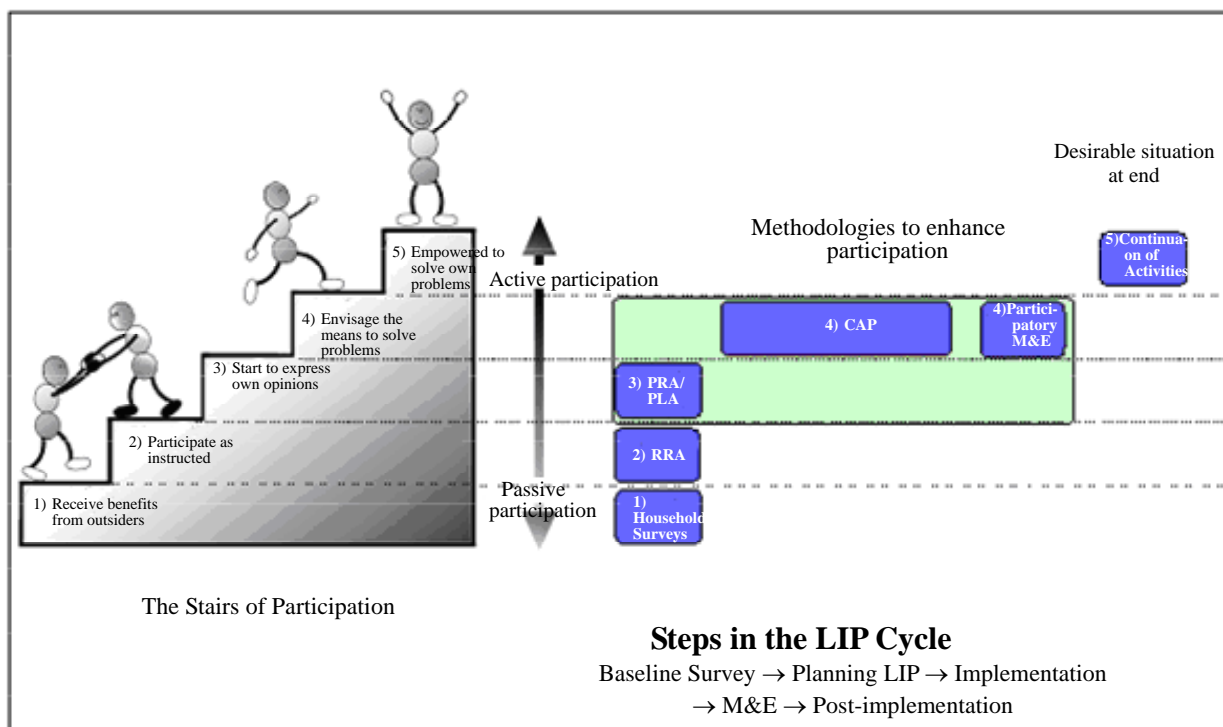


Figure 2.2 Participatory Methodologies and the Degree of Participation

Applying to livelihood improvement of villagers, empowerment can be defined as a social process that helps the villagers gain control over their own lives. It is a process that fosters power (i.e. the capacity to implement) in the villagers, for use in their own lives, their communities, and in their society, by acting on issues that they define as important. This process does not only cover widening access to decision making. It also implies making the villagers understand the reality of their situation, reflect on the factors that influence the situation and, most critically, take steps that can bring changes to improve the situation.

The extension staff involved in participatory processes should have an attitude to learn from the villagers they are working with rather than a teaching or preaching attitude. This “learning attitude” can be enhanced by acknowledging villagers’ experiences and knowledge on their own context and living conditions by regarding them as experts in dealing with their own situation and problems. Thus the role of an extension staff is to enhance the involvement of all concerned villagers.

In many situations of making a plan, it is more appropriate for the extension staff and villagers to work together to solve complex problems, such as “livestock feed shortages in the dry season”. In these situations, you need the active, decision-making involvement of villagers to be able to combine their local knowledge with the information, ideas and solution options that the extension staff has to offer. Therefore, it is important to support the villagers in their thinking process towards solution and to build a reliable relationship with them. In this kind of partnership the villagers and extension staff work together to decide which solution options to test, how to test them, and how to adapt and integrate them on their farms.

### 3) Points to be considered on taking a participatory approach

#### a. Wide range of participants to reflect as many ideas as possible

A central objective of participatory approaches is to seek diversity rather than to characterize complexity in terms of average values. It can be assumed that different individuals or groups make different perception of situations, which lead to different actions. All views of an activity or purpose are loaded with full of interpretation, bias, and prejudice, and this implies that there are multiple possible descriptions of any real-world activity.

In order to cope with this, you should try to capture the views of different social groups in the village: villagers are never homogeneous. Different ethnic, gender and social groups within the village are likely to have very different views on many issues. It is often useful to form sub groups (based on ethnic, gender or social differences), asking each sub-group to work separately on a same issue. This brings out and captures the variety of views within the village and usually results in vigorous discussion when each sub-group reports its findings back to the whole group.

#### b. How to facilitate a group meeting

Facilitating a group meeting is an integral part of supporting participatory processes. The extension staff should take a central role in promoting a smooth, goal-oriented and constructive discussion, securing involvement of all participants in the meeting. However, it takes time to learn this facilitation skill and you can improve this skill with practice. Here are some basic rules/steps that you can follow to become a better facilitator.

- i. Try to keep yourself and your personal opinions as much as possible out of the group discussion. You should rather be a good observer, keeping your eyes on social interaction among the participants and how the discussion develops and try to see yourself as a coordinator, maintaining a balance between enhancing the group work on their own and interrupting and assisting the discussion in order to avoid unnecessary detours and friction (*See the following illustrations as good and bad examples*).



*Good:  
The extension  
staff is  
encouraging  
villagers to  
speak up.*



*Bad:  
The extension  
staff is giving  
villagers no  
chance to  
speak.*

- ii. Make sure that there is a conducive and functional working environment (e.g. enough space and light, minimal outside disturbances, necessary equipment readily available, such as well-prepared agenda, visualization materials, handouts, etc).

iii. Try to get prior information on comprehensive impression of all participants in order to be able to assess their strengths and weaknesses thus providing optimal support to each of them (*See the illustration on the right top*).

iv. At the beginning of a working session,

- let people who do not know each other introduce themselves – if time or group size does not allow that, at least give a rough overview (e.g.), which groups/professional backgrounds are represented (*See the illustration below*).



*Getting rough idea about villagers*

*The extension staff assists meeting participants to introduce with each other.*

- Present the visualized agenda/purpose/goal and time frame of the meeting and first allow time for understanding questions, followed by comments, contributions, additions and changes (*See the illustration on the right*).
- Let the group decide whether it wishes to deal with certain topics in subgroups and how much time it wants to dedicate to each topic on the agenda.
- If working in a group that is going to work together for more than one session, propose that group members decide how they want to be treated by/ behave with each others (such a “team-contract” is a very helpful tool to refer back to, once frictions/conflicts arise)



*Explaining agenda of the meeting using visual material.*

v. Invite the participants to start work according to the agenda – offer proposals on working procedures/tools to be used, but do not insist or feel offended if the group decides on something else. Encourage contributions from all villagers and quieter participant in particular and avoid letting any individual dominate the meeting (not according to your own opinion but try to catch the mood of the group). Keep an overview and guide the group to adhere to

- the subject
- the way of dealing with each other
- the goals

- their time frame or take a conscious and common decision to change any of the above
- vi. Manage the pace of discussion to maintain villagers' interests and take regular breaks to allow the participants to mix and relax.
- vii. At the end of the session, give a (visual) summary of achievements and pending issues remaining. If necessary, let the participants decide on the next steps and persons responsible to initiate them. If they wish and if time allows, let participants talk about their perception of the process and on how it may be improved during another working session.

The way you ask questions will influence the answers you get. In order to hear undistorted opinions of the villagers, you should be careful about how you ask questions. Followings are examples of leading questions and should be avoided as it leads the villagers to answer what you would like to hear.

- "This is an excellent forage variety, don't you agree?"
- "What is good about this variety? It doesn't seem to have good disease resistance."

You should rather use open-ended questions that should be followed by probing questions. Open-ended questions invite villagers to reply freely and openly. Probing questions help you gain more insight into the villagers' answers. The followings are examples of open-ended questions and probing questions.

Open-ended question:

- What do you think about these grass varieties?

Probing question (follow the open-ended question):

- Why do you like this variety better than the others?
- Why is this variety important?

### **c. Facilitation techniques**

Using cards is a technique useful to "brainstorm" and analyze ideas.

Much of your work will involve meetings with villagers where you want to discuss and record their ideas. You can write villagers' ideas on cards that can be sorted easily into groups of similar ideas. The process of sorting ideas stimulates discussion and the sorted cards provide a good summary of this discussion.

The following is a procedure of how to use cards to analyze ideas

- i. As with every discussion, make sure that everyone understands the issue.
- ii. Encourage every villager participating in the meeting to suggest ideas.

iii. Ask the villager suggesting an idea to write his idea on a card and stick it on the wall so that everyone can see it. This will stimulate new ideas (*See the illustration on the right top*).



iv. Once no more ideas get suggested, start organizing the cards into groups of similar ideas in consultation with the villagers. It helps to use cards of a different color to write group headings (*See the illustration on the right*).



v. Once all the cards have been sorted, summarize the ideas and discuss them with the group.



*A scene of a meeting using the cards*

The followings are rules of using cards:

- write your own statement on a card
- write only one idea with large letters on a card
- make your statement specific
- express your statement in a concise sentence
- stick to the facts and avoid abstractions and generalizations
- make it a rule to write cards before beginning discussions
- do not remove a card from the board before a consensus is obtained
- do not ask who wrote a particular card

## **(2) Facilitation tools for Analysis of current conditions**

First step to prepare an LIP is to understand current conditions: i.e. under what conditions the concerned villagers are living; what problems the concerned villagers have to cope with in order to improve their livelihood, etc. Here describes various tools that help you analyze current conditions (natural and socio-economic) where the villagers are making their lives and understand their needs that should reflect on preparation of an LIP.

### **1) SWOT**

SWOT is a framework to analyze and/or evaluate current conditions; SWOT is practiced on the assumption that a plan or project will be implemented. SWOT helps you analyze prevailing conditions and/or a particular activity and identify problems that can prevent them from achieving ideal conditions and identify solutions to the problems. Generally speaking, villagers tend not to recognize true natures of conditions surrounding them clearly. Therefore, this method aims to withdraw solutions to the problems by analyzing their situations in strengths (S), weaknesses (W), opportunities (O) and threats (T). These four aspects are described as follows.

- Strengths (S): what has worked well; things the villagers are proud of; the best aspects of a situation, issue, person, etc.
- Weakness (W): what has not work well; things the villagers would rather have replaced; the inferior aspects, etc.
- Opportunities (O): possibilities for positive change; a chance to change things for the better, etc.
- Threats (T): What impedes them from realizing their best potentials; some threats can be overcome whereas a lot of them cannot be.

Among these categories:

- Strengths (S) and Weakness (W) are about internal assets;
- Opportunities (O) and Threats (T) are about external environments.

The analysis can be done by asking villagers questions and letting them discuss: ‘what are good and bad aspects about current conditions (or a particular activity)?’; ‘What do you see in your strengths and weaknesses or opportunity and threats of your surrounding environment?’ ‘Among the strengths and opportunities given, which can be used to counteract weakness and threats?’



In most cases, villagers are likely to be ethnic minorities who do not understand Kinh Language. In such cases, it could be effective to prepare in advance several cards showing anticipated answers in Kinh Language or by drawing pictures; those cards are to be explained in ethnic minority languages.

One example of a procedure of this analysis is as follows.

- i. Before the analysis starts, make sure that the villagers are clear about for which plan/project and for whom (individuals, households, villages, communes, offices, etc.) the analysis is carried out.
- ii. First of all, distribute colored cards and ask the villagers to write down messages or terms.
- iii. Then, collect the cards and categorize them by putting the cards in the four squared spaces of strengths (S), weaknesses (W), opportunities (O) and threats (T).
- iv. Put all the cards in one spot, which are then moved to one of the four places by asking; ‘which do you think this card are? Strengths (S) or weaknesses (W) or opportunities (O) or threats (T)?’ ‘Do you all agree?’
- v. If they agree, then move the card in the space of the category the villagers think most appropriate.
- vi. Repeat this process for all the other cards to complete the categorization.

The following example is a result of SWOT analysis for a case of preparing a plan on animal husbandry activities to be implemented in Vichiring village, one of the model villages of the JICA project.

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● <i>The village previously had a local special breeds</i></li> <li>● <i>Poor households have small pigs distributed by others</i></li> <li>● <i>Cassava and maize are commonly planted.</i></li> <li>● <i>A household recently opened shop in the village to sell livestock feed.</i></li> <li>● <i>Some households visited compost making.</i></li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>● <i>No vets working in the village</i></li> <li>● <i>Nobody raise sows in the village</i></li> <li>● <i>Stables do not have roof</i></li> <li>● <i>Pigs are diseases with unknown causes.</i></li> <li>● <i>Pigs are fed once a day only</i></li> <li>● <i>A half of the villagers lack foods and eat cassava a half of the year</i></li> <li>● <i>Poor households cannot raise pigs</i></li> <li>● <i>Only 0.7 heads are raised per household</i></li> <li>● <i>Pigs are raised by free-grazing</i></li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>● <i>The commune has books on pig raising</i></li> <li>● <i>The Province recently started a pig raising farm producing breeds 2km away from the village</i></li> <li>● <i>Poor households can borrow 5 million VND from bank.</i></li> <li>● <i>There is a company selling livestock feed</i></li> <li>● <i>Some villagers know compost making</i></li> <li>● <i>Price of pigs has been rising</i></li> <li>● <i>Natural fodder grass available in forest</i></li> <li>● <i>Commune extension officer can speak in ethnic minority language</i></li> <li>● <i>The district plans to train vets.</i></li> <li>● <i>Bird flu (chicken market is disappearing)</i></li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>● <i>Commune vets works 5km away from the village</i></li> <li>● <i>Pig breeds can be bought at a place 7km away from the village</i></li> </ul>

You should check the result once again to check whether there are statements that are misplaced or unclear. If you think some of the statements are misplaced or unclear, you should discuss with the villagers and make corrections if necessary. The above case can actually be corrected in the following way.

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● The village previously had a local special breeds</li> <li>● Poor households have small pigs distributed by others</li> <li>● Cassava and maize are commonly planted.</li> <li>● A household recently opened shop in the village to sell livestock feed.</li> <li>● <del>Some households visited compost making.</del></li> <li>● <i>Some villagers know compost making through visiting a practice site.</i></li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>● <del>No vets working in the village</del></li> <li>● <i>Nobody has knowledge on treatment of animal diseases.</i></li> <li>● Nobody raise sows in the village</li> <li>● Stables do not have roof</li> <li>● Pigs are diseases with unknown causes.</li> <li>● Pigs are fed once a day only</li> <li>● A half of the villagers lack foods and eat cassava a half of the year</li> <li>● Poor households cannot raise pigs</li> <li>● Only 0.7 heads are raised per household</li> <li>● Pigs are raised by free-grazing</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>● The commune has books on pig raising</li> <li>● The Province recently started a pig raising farm producing breeds 2km away from the village</li> <li>● Poor households can borrow 5 million VND from <i>the bank for the poor.</i></li> <li>● There is a company selling livestock feed</li> <li>● <del>Some villagers know compost making</del></li> <li>● Price of pigs has been rising</li> <li>● Natural fodder grass available in forest</li> <li>● Commune extension officer can speak in ethnic minority language</li> <li>● The district plans to train vets.</li> <li>● Bird flu (chicken market is disappearing and price of pig becomes higher)</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>● Commune vets works 5km away from the village</li> <li>● Pig breeds can be bought at a place 7km away from the village</li> </ul>

After completion of categorization of the cards, review the cards for each category. This work helps withdrawing a direction to development of issues which are internal or external. In the above case of SWOT analysis, the followings are examples of issues that can be considered.

Weaknesses (W): Lack of knowledge, awareness, skills, livestock and veterinarians, poverty, epidemic are issues internal to the village.

Threats (T): Absence of veterinarians and lack of breeds are external factors that can affect well-being of the village.

Strengths (S) and Opportunities (O):

Issues to be considered as solutions to cope with weaknesses and threats are:

- Social (access to bank loan, availability of good extension officers and livestock feed, etc)
- Market-related (pig price, epidemics, etc)

- Natural (natural fodder grass in forest, etc)
- Technical (technical material, compost making, breed producing farms, etc).

Based on the village's strengths and opportunities, solutions to the issues can be withdrawn. In the above case of SWOT analysis, the following solutions were suggested by the villagers.

- *Pig breed issue: Solution could be firstly to procure 2 pig breeds at a breed producing farm and then to distribute some new-born piglets to poor households through shared raising scheme.*
- *Issues related to stables without roofing: We should ask ourselves if there is any woods in forest which can be used for stable construction, or if any bank can lend money.*
- *Issues of insufficient feed for livestock: Solution might be withdrawn by utilizing livestock books for technical material, making feed by wild vegetable in forest/rice bran/cassava leaves/cassava powder, and advocating village leaders to ask a village vendor to sell livestock feeds to villagers.*

In this way, SWOT analysis encourages thinking about creating opportunities and using local strengths to minimize the negative effects of weakness and threats. The better we can utilize strengths and opportunities to overcome weaknesses and threats, the higher potential for development of the issues we can get.

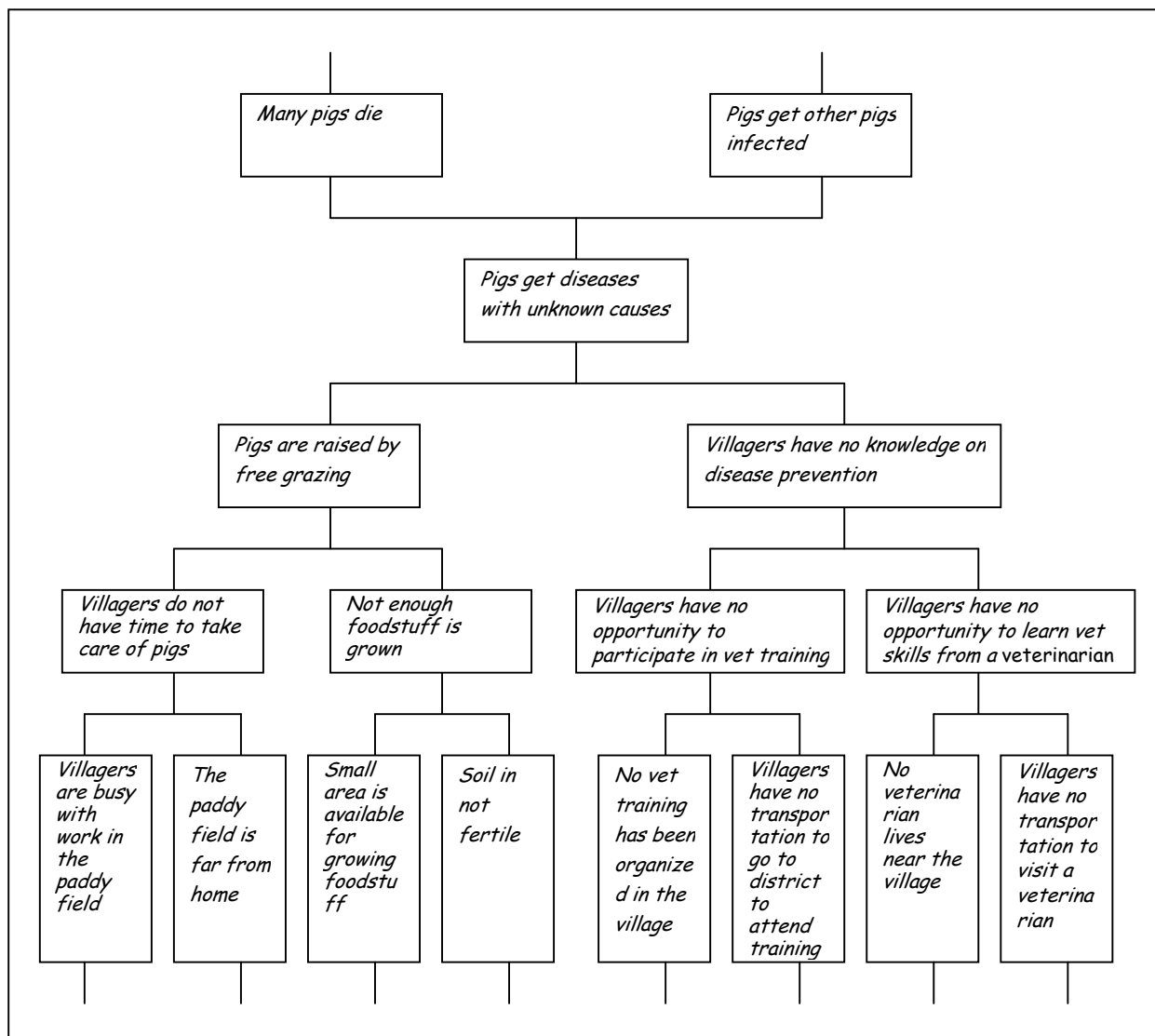
## 2) Problem tree

Problem tree is a drawing of a tree which shows the main problem identified, along with its causes and effects. Visually, the main problem can be compared as a trunk of a tree whereas causes of the problem extend downward like roots and effects of the problem extend upward like branches. Exercise of building a problem tree helps us identify how causes and effects are related to the problem prevailing in the village, analyze them by promoting active discussion and ultimately identify viable solutions. A problem trees can be build in accordance with the following procedure.

- i. Pick an important problem that is considered to put negative impact on livelihood improvement of the village; write it on a card and place the card in the center of a large sheet of paper.
- ii. Brainstorm ideas to identify several main causes that can be rooted to the problem identified; write each cause on a card and place the cards horizontally below the problem.
- iii. Identify causes for each main cause; write them on cards and place them horizontally bellow the main causes.
- iv. Repeat this analysis and extend the tree downward with the cards of causes.
- v. After completion of identifying causes, brainstorm ideas to identify several main effects that can be induced by the problem; write each effect on a card and place the cards horizontally above the problem.
- vi. Identify effects that can be induced by each of the main effects; write them on cards and place them horizontally above the main effects.
- vii. Repeat this analysis and extend the tree upward with the cards of effects.

viii. After all the cards are placed, draw lines that connect the problem, the related causes and the related effects.

This process of identifying causes and effects promotes quality discussion and group learning among the villagers. Generally speaking, identification of causes is more important work than identification of effects because solutions are withdrawn as measures to counteract the causes. Therefore, you should pay more attention to extending the tree downward. The following is an example of a problem tree developed on the problem 'pigs are raised by free grazing' which is one of the weaknesses identified in the case provided in the SWOT analysis.



### 3) Venn diagram

Venn diagram depicts various sizes of circles that represent entities (institutions) in a community; different sizes and locations of the circles represent relationship of entities with others. Venn diagram can be used to identify and establish relationships between a community and its environment

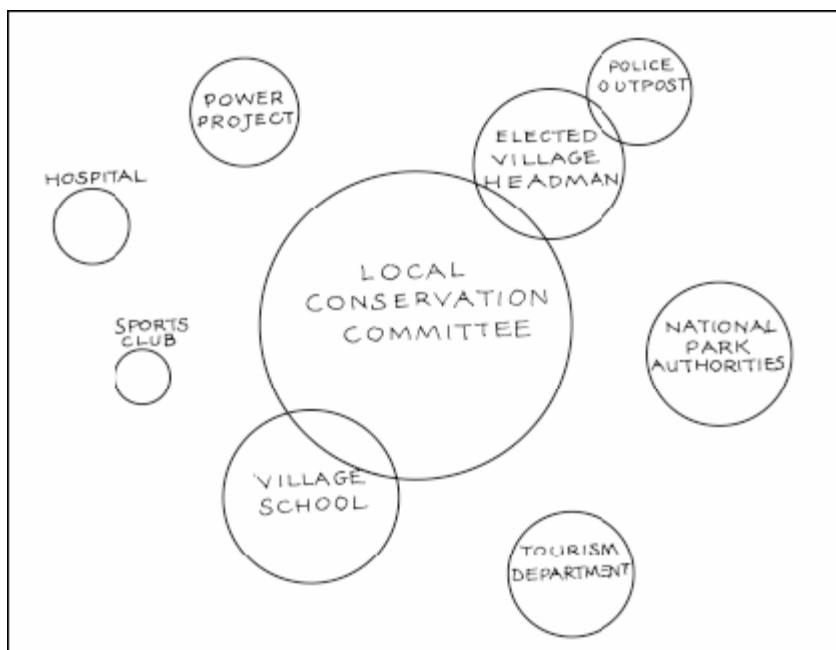
(both internal and external). These relationships are presented in such a way as to highlight the relative importance of particular relationships.

Materials to be prepared to practice this method include:

- i. 20-30 pieces of colored paper cut into circles of different sizes (ranging in diameter from 5 cm to 25 cm), plus a large circle of paper about 40 cm in diameter;
- ii. Marking pens;
- iii. Large sheet of paper;
- iv. Glue or tape;

The following is an example of how to proceed in making a Venn diagram.

- i. Assemble a group of the villagers representing a cross-section of the community (village); take into consideration gender balance of the community as well.
- ii. Lay out a large sheet of paper on the floor or a table and let the villagers sit around the sheet. Stick the large circle in the center of the paper. Write the name of the community in the circle. This circle represents the community.
- iii. Ask the villagers to identify institutions, groups, organizations (formal and informal) and individuals (both from within and outside of the community). Encourage the villagers to think in broad terms to include non-formal institutions such as the family, etc.
- iv. Ask the villagers to select a size of the paper circle to represent each entity. Advise them to choose larger circles for entities that they think are more “important” and to choose smaller circles for entities that they think are less “important”. For example, if a traditional healer provides more timely and cost-effective health service to the community than the government health worker, a larger circle should be used to represent the healer.
- v. Write the name of each entity on the corresponding circle and place it on the sheet considering its relative accessibility and closeness to the community in terms of relationship (the circles of entities which have closer relationship with the community shall be placed nearer to the circle of the community). The following is an example of Venn diagram.



#### 4) Priority ranking

This method helps you find priority among several solutions withdrawn by simply asking the villagers to tell you their preferences in order, starting with their first preference, then their second preference and so on. Ranking is especially useful when you are working with many villagers at one time. The following is an example procedure of priority ranking.

- i. Ask the villagers to select a topic to be discussed and ranked.  
(Example: In association with the case used in the SWAT analysis, solutions withdrawn to cope with the raised issues are picked as topics to be ranked. See the matrix below.)
- ii. Ask the villagers to choose criteria on which ranking is exercised (no more than six criteria should be selected to avoid making the exercise too lengthy.)
- iii. Ask the villagers to draw a recording matrix.

Example of a matrix to be drawn

<i>Solutions</i> \ <i>Criteria</i>	<i>Early success</i>	<i>Feasibility</i>	<i>Benefiting the poor</i>	<i>Total</i>
<i>Planting skill training</i>				
<i>Compost training</i>				
<i>Land improvement</i>				
<i>Land expansion</i>				
<i>Variety production</i>				
<i>Damage prevention</i>				

- iv. Ask the villager to vote.  
- each voter is provided with several votes and can give each vote for any cell of the matrix.

- in order to avoid influence by other voters, voting should be done one by one independently.  
 (For example, every cell of the matrix is numbered and the voter is provided with a card or a piece of paper; the voter then write down the numbers he or she would like to vote for.)

- v. Count votes by each cell of the matrix.
- vi. The most voted topic (solution) is the one to be prioritized.

This method enables you to analyze the data in more detail. For example, by giving men cards in different color from women, you can see the difference in preferences between men and women.

### 5) Scoring

Like priority ranking, scoring is also a tool to understand villagers' preferences (i.e. which problems are most important, which solution options should be used, etc.) Scoring tells you how much villagers prefer one choice over another. Scoring is especially useful when you are working with individual villagers.

In order to use this method, you simply ask the villagers to score each of given options by numbers between 1 and 10; "1" means the lowest preference and "10" means the highest preference. Since villagers may give an "average" score (such as "6" and "7") to most options given so as not to offend the extension workers, you should try to make easy environment so that the villagers can tell truth.

Scoring can also be used with groups of villagers by giving each villager a "scoring slip" like the one shown below. You can use a few different colors on slips to help you understand how scores of different groups of villagers vary (e.g. white slips given to women and colored slips given to men).

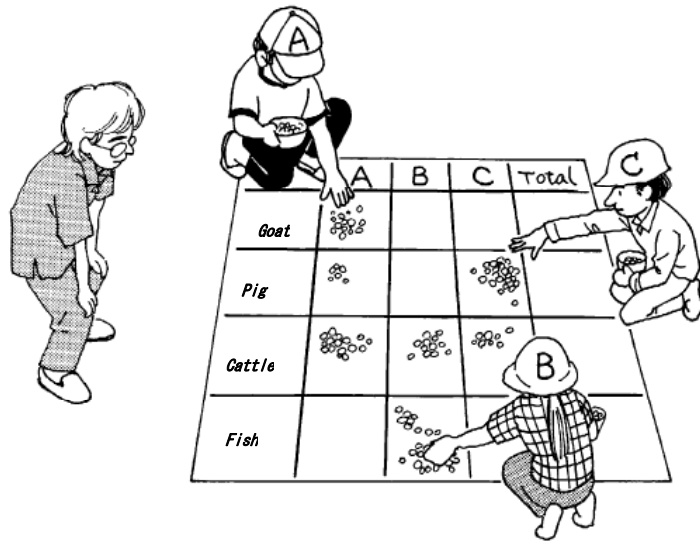
<div style="display: flex; justify-content: space-between; width: 100%;"> <span> </span><span> </span><span> </span><span> </span><span> </span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>1</span><span>5</span><span>10</span> </div> <p style="margin-top: 20px;">Option 1</p>	<div style="display: flex; justify-content: space-between; width: 100%;"> <span> </span><span> </span><span> </span><span> </span><span> </span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>1</span><span>5</span><span>10</span> </div> <p style="margin-top: 20px;">Option 2</p>	<div style="display: flex; justify-content: space-between; width: 100%;"> <span> </span><span> </span><span> </span><span> </span><span> </span> </div> <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <span>1</span><span>5</span><span>10</span> </div> <p style="margin-top: 20px;">Option 3</p>
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## 6) Weighting

Weighting is also a tool to understand villagers' preferences and useful when you are working with individual villagers. Weighting helps you understand how much a villager prefers one choice over another.

In order to use this method, you give the villager a fixed number of "counters" (such as 50 corn seeds). The villager allocates all of these seeds to the various choices given (*See the illustration on the right top*).

The choice that receives more corn seeds are considered more important than those that receive less corn seeds.



## 7) Village Resource Maps

Village resource maps show the physical features and resources villagers consider important in their village. Making a village resource map is often the first activity you do with villagers in preparation of a livelihood improvement plan. In order to make a village resource map, you give the villagers a large sheet of paper and ask them to draw a map of the important physical features and resources of their village (*See the illustration on the right*).

Following points should be kept in mind while practicing this activity.



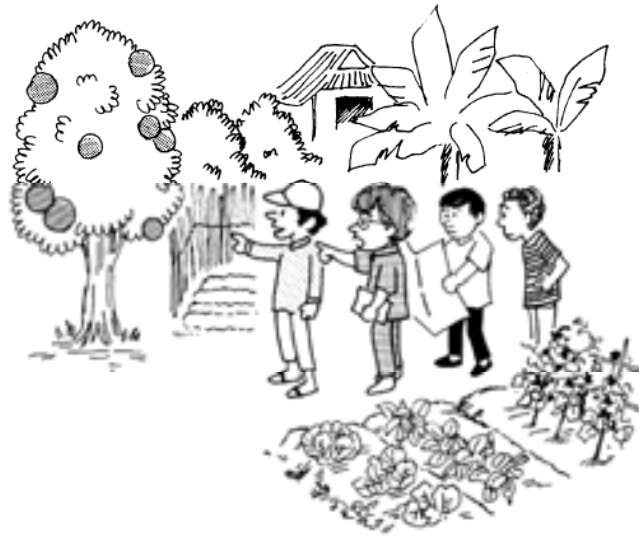
*Drawing a village resource map*

- It is not you but the villagers who do the drawing. It is not your perceptions but theirs that are important.
- It may be useful to suggest that the villagers draw their village boundary first because sometimes they will start drawing their map in a very detailed way and then find they have run out of space to draw the rest of the village features.
- Encourage them to include their natural and agricultural resources, such as cropping areas, grazing areas, fish ponds, forests, etc.
- Do not let anyone dominate the drawing of the map. You may need to actively encourage others in the meeting to draw.



## 8) Village Walks

Before you start working on livelihood improvement in a village, you need to become familiar with its local conditions. Village walks are a useful way to gain understanding of the village and should be performed with the following objectives (*See the illustration on the right*).



*Conducting a village walk*

- To observe and talk with the villagers about features of local importance such as geography, farming systems, natural resources base, problems and opportunities of the village, etc.
- To discuss with the villagers about the background of issues such as deforestation, soil erosion, water management, food security and so on.

Procedure to carry out a village walk is as follows.

- i. Review the resource map to estimate the line of greatest diversity and decide which parts of the village will be seen; there should be areas of interest.
- ii. Identify a route to conduct the walk through discussion with the villagers. If you are working with your colleague, it is useful to split up and go on separate village walks.
- iii. Arrange a few villagers to guide you on the walk, covering the range of farming systems and natural resource features in the village. If possible, invite other villagers from various social groups to join you on the walk along with the guides.
- iv. During the walk, stop when you see something unusual and interesting, ask questions about what you see, probe the villagers' answers and compare it with what you have experienced in other villages.

Be aware that you may get a limited view of village issues since you are only talking with representatives of the villagers. You should check any interesting issues that emerge during a village walk and discuss with the villagers about them.

## 9) Wealth analysis

In any village there are differences between each individual in terms of livelihood conditions. Some villagers are poor while other villagers are relatively better-off. Wealth analysis is a tool that helps you

- define each "wealth group" in a village;

- identify who is categorized in each group in the village;
- understand the main characteristics of each group; and
- understand why some villagers are poor while others are relatively better-off.

Results of the wealth analysis will lead you to target the activities selected to particular groups in the village (e.g. poor households will not benefit from technologies that improve large animal production systems, if they only keep small animals).

Remember that the results of wealth analysis cannot persuade anyone to believe that there are more poor people in one village than another because the definition of what “poor” is or what “better-off” is is different for each village.

The following is an example of how to carry out wealth analysis.

Ask the villagers:

- i. if people in the village can be categorized in different groups on the basis of wealth and how they would describe these groups. For example, villagers may say there are three groups of people in the village: “poor” (with food shortages every year); “moderate” (with food shortages occasionally); and “better-off” (with enough food every year with occasional surpluses).
- ii. to categorize every household in the village into each of these wealth groups. One way to make the categorization is to mark each house on the village resource map with a color indicating in which wealth group each household is categorized. Classifying households into different wealth groups sometimes can be difficult and induce disputes if it is done in a large meeting. An alternative is to work with a smaller number of villagers on the classification and report the results back to a large meeting of the village for verification.
- iii. to describe the main characteristics of each group. These characteristics may be labor availability, area of lowland rice fields, literacy, and so on. See the example output of a wealth analysis in the table below.
- iv. to discuss why some villagers in the village are poor while others are relatively better-off. For example, many of the households in the “better-off” group may be those who settled earlier in the village and were able to secure more productive land. Some “poor” households may be widows with little availability in family labor.

Example output of a wealth analysis:

<i>"Poor" Group (Food shortages every year) 18 villagers</i>	<i>"Middle" Group (Occasional food shortages) 35 villagers</i>	<i>"Better-off" Group (Enough food year-round) 16 villagers</i>
<i>- rice shortages every year - no lowland rice area - have only chickens and ducks</i>	<i>- sufficient/surplus rice in some years - less land than the "well-off" group</i>	<i>- surplus rice every year - have both lowland and upland fields - raise pigs, chickens, ducks</i>

<ul style="list-style-type: none"> <li>- cannot purchase replacements if animals die</li> <li>- poor housing</li> <li>- settled in the village recently</li> <li>- have to sell labor and therefore lack labor for their own farm</li> <li>- do not have money to buy medicine</li> <li>- have to borrow rice every year and have difficulty repaying their debts</li> </ul>	<ul style="list-style-type: none"> <li>- can buy replacements if animals die</li> <li>- poorer housing than the "well-off" group</li> <li>- have many different activities for income and livelihood</li> <li>- weave cloth for sale</li> <li>- exchange labor</li> </ul>	<ul style="list-style-type: none"> <li>and buffalo or cattle for sale</li> <li>- can purchase replacements if animals die</li> <li>- substantial house</li> <li>- have money/capital</li> <li>- have education</li> <li>- know how to utilize their resources well</li> <li>- were the first settlers in the village, so got the best land</li> </ul>
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## 10) Timeline

A timeline chronologically lists significant events that have occurred in the past. It also provides the basis for discussions of changes and trends.

A timeline can reveal:

- What the villagers believe to be important in their history;
- The background to present situations and links between key events, highlighting their importance;
- How the villagers dealt with issues before;
- Changes in attitudes through time;
- Changes in use of resources (e.g. money, medicine, natural resources, depending on the focus of the timeline), and so on.

The following is an example of possible approaches

- i. Work through formal and informal leaders in the village to arrange for a meeting with villagers
- ii. Ask the villagers for well-known events as a reference date and build around it
- iii. Allow people to talk freely and do not worry too much about the accuracy of dates. Use question to get more detail and raise issues.
- iv. Make copies for future reference.
- n. Validate the timeline by asking other villagers.

Example of timeline analysis (chronological table)

<i>Year</i>	<i>Events</i>
1976	<i>New settlement completed.</i>
1984	<i>Elementary school was built.</i>
1991	<i>Electricity reached the village.</i>
1997	<i>Severe flood damaged entire crops.</i>
2005	<i>Livelihood improvement project started.</i>

## 11) Seasonal Calendars

Villagers often encounter problems at particular times of a year (e.g. dry season feed shortages). Seasonal calendars help you understand how important activities, problems or resources change throughout the year.

The following is an example of how to make a seasonal calendar

- i. Draw a matrix with months written along the top row on a large sheet of paper.
- ii. Work together with the villagers to identify important activities, problems and resources that change seasonally (e.g. labor availability, cropping cycles, food availability and livestock diseases). Write these factors in the first column of the matrix.
- iii. Ask the villagers to explain how each of these factors varies throughout the year by drawing lines to show times of year when the events happen (e.g. harvest time for a crop)

Example of a seasonal calendar

	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	
<i>Growing rice</i>			—————					—————					
<i>Growing corn</i>					—————								
<i>Food shortage</i>			—————										
<i>Livestock disease</i>					—————								
<i>Flood</i>						—————							

### **Column: points to be considered to select villages to be assisted in case of implementing a project**

One way to select a village that is directly supported by a project on livelihood improvement is to hold a workshop at the commune level and invite the all villages located in the commune. The workshop can proceed with the following order.

- i. To let the participating villagers discuss on what problems are common in the commune and what kind of assistance is needed.
- ii. After deciding what assistance should be provided, then let the villagers discuss criteria on which the selection will be made. For example, the following criteria were used to select the model villages of the JICA Project.
  - lack of (low) land for cultivation in the village
  - village with many poor households
  - lack of paddy field
- iii. After the criteria is decided, let the villagers discuss which village(s) satisfy the criteria and select a village or (a few) to be supported by the project.

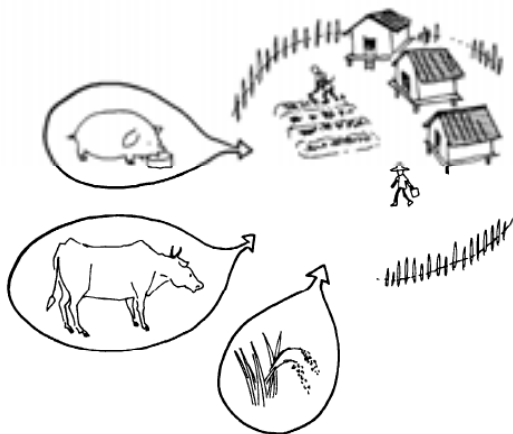
While discussing the criteria of selecting the village, the following points (shown in the illustrations) should also be taken into consideration.



*Accessibility to the village*



*How the outputs of the selected villages can be extended to other villages*



*Whether the village is supported by a project of an external donor*



*Whether the village is active in livelihood improvement activities*

### **3. Management for implementing a livelihood improvement plan**

#### **(1) Roles of administrations in province, district and commune levels**

Implementation of livelihood improvement activities requires a teamwork that does not only involve an extension staff assigned to the village but also all relevant staff at all administrative levels. Roles of these administrative staff are summarized as below.

##### **1) Field Extension Staff (mainly at the commune level)**

- a. To routinely interact with the villagers to build solid relationship with them and to always know what is going on in the village
- b. To be the villager's supporter or partner and to motivate them and draw their spontaneity and enthusiasm
- c. To assess villagers' needs and identify problems through direct interaction with the villagers
- d. To manage and support the activities of villagers in drafting a plan
- e. To provide the villagers with technical assistance and advice to meet their needs under given natural and socioeconomic conditions
- f. To answer various questions arising from the villagers
- g. To plan, monitor and evaluate a livelihood improvement plan

##### **2) Province/District-level administrative staff**

- a. To understand participatory community development
- b. To communicate with the field extension staff frequently and listen to them carefully
- c. To supervise and give guidance to the field extension staff on preparation and implementation of the livelihood improvement plan and monitoring and evaluation of the implementation.
- d. To collect and manage the information systematically and understand precisely what has or has not occurred in the village
- e. To take appropriate actions to deal with incidents occurring in the village
- f. To secure the budget

#### **(2) Points to be reminded on facilitation of implementation of LIP**

It is a role of the extension staff to keep up motivation of the villagers to continue to work on the LIP activities. In a process of implementing the LIP activities, the villagers may have to repeat trial and error; the villagers may not necessarily succeed in every action they take. In case of failing in an activity, for example, the villagers may lose their interests in the activity. In such a case, you will have to cheer the villagers up so that they will stick to the plan and try the activity again (*See the following illustration*).

In order to do so, the extension staff should regularly visit the village so that he or she can directly interact with the villagers and check how the activities have been practiced. Communicating with the

villagers will enable the extension staff to build a solid relationship with them; eventually, they are likely to become more open to you and talk to you more about what they are thinking. Close communication with the villagers helps you understand how well the activities have been practiced and detect problems the villagers are facing in earlier stage. It will help you solve the problems more easily than letting the problems untreated and allowing them spread to wider areas with cumulative effects. See the chapter 2. (1), (3) for facilitation on planning.



*Cheering up villagers when they face difficulties to let them continue the activities.*

### **(3) Holding periodic (monthly, quarterly, annual) meetings**

Meetings are a good opportunity to review the activities, share information, prepare an activity plan for the next period, identify problems and find a solution for the problem. As described in the chapter 3. (4), the meetings are also an opportunity for the villagers to monitor their activities; by allowing them to take initiative to discuss, empowerment of the villagers will also be nurtured. Here suggests the following three types of meetings in terms of their frequency.

#### **a. Monthly meeting**

The meeting should be organized monthly at the village level. You can ask the villagers participating in the activities report on the progress, issues they have encountered, how they have treated the issues, and so on. The information can also be reflected on the monthly progress report (see the chapter 3. (8))

The monthly meeting is also an opportunity to discuss to draft a plan for the next month. Results of the discussion, combined with information on the progress, can be compiled as the “monthly work plan” for the next month, which describes plans on the activities, trainings and materials to be provided. A sample of the monthly work plan is attached in the Appendix III with instruction on how to fill out the format. It is the format that was used in the JICA Project.

The commune level extension staff can work with members of the village development board (VDB; See 3. (6)) on setting the date and informing the villagers and relevant personnel to be invited.

### **b. Quarterly meeting**

If you are handling two or more villages for livelihood improvement, it may be useful to organize a meeting that provides these villages an opportunity to meet and discuss with each other. This opportunity can also be used to carry out cross visits (See 5. (2)).

The extension staff should make the following logistical arrangements to hold a quarterly meeting.

- Selecting the village to hold the meeting
- Setting time and date of holding the meeting and making the program
- Confirming route of the field visit
- Preparing and sending the invitation letter to relevant personnel, organizations
- Arrangement of transporting the participants to the host village
- Arrangement of a meal (if a meal is to be provided)

### **c. Annual meeting**

If you are handling two or more villages for livelihood improvement, like the quarterly meeting, it is also useful to provide these villagers with an opportunity to review progress of the activities made in the last year together. Along with the review, an annual plan for the next year should be presented and confirmed.

The district level personnel in charge should make the following arrangements to hold an annual meeting.

- Setting time and date of holding the meeting and making the program.
- Preparing and sending the invitation letter to relevant personnel, organizations
- Arrangement of transporting the participants to the venue
- Arrangement of accommodation (if necessary)
- Arrangement of a meal (if a meal is to be provided)

These meetings are also summarized in the Table 3.1 that is suggested as an example; there are columns of timing of the meeting, contents of discussion, participants to be invited, who organizes the meeting and the venue.



Table 3.1 Project Monitoring and Supervising Method

Meeting/Workshop	Timing	Contents of Discussion	Participants	Organizers	Venue
Monthly meeting in each village	Every Month	<ul style="list-style-type: none"> <li>Review of LIP activity of the last month</li> <li>Discussion on LIP for the following month and necessary inputs</li> <li>Problems and the counter measures</li> <li>Other special issues</li> </ul>	<ul style="list-style-type: none"> <li>Village level (village leader, participants of LIP activities)</li> <li>Commune level (leader and extension staff)</li> <li>District level (responsible personnel of DPC)</li> </ul>	Extension staff of CPC, VDB of each village	Community house of each village
Quarterly meeting	April, July, November	<ul style="list-style-type: none"> <li>Review of LIP activities of the last quarter</li> <li>Implementation plan of LIP activities for the coming quarter</li> <li>Exchanging of ideas of each activity</li> <li>Observing the LIP activities in the host villages</li> </ul>	<ul style="list-style-type: none"> <li>Village level (leader of each village, representatives from each VDB)</li> <li>Commune level (leader and extension staff of each CPC)</li> <li>District level (leader and responsible personnel of DPC)</li> <li>Provincial level (responsible personnel of PPC and/or relevant departments)</li> </ul>	Extension staff of CPC, VDB of the host village	Community house of the host village
Annual Meeting	January	<ul style="list-style-type: none"> <li>Review of the LIP activities of the last year</li> <li>Draft LIP for the following year</li> </ul>	<ul style="list-style-type: none"> <li>Village level (leader of each village, representatives from each VDB)</li> <li>Commune level (leader and extension staff of each CPC)</li> <li>District level (leader and responsible personnel of DPC)</li> <li>Provincial level (responsible personnel of PPC and/or relevant departments)</li> </ul>	Extension staff of CPC	CPC meeting room

#### (4) Participatory monitoring and evaluation

Implementation of a livelihood improvement plan should be properly monitored in order to collect the information that is to be shared and utilized by the relevant persons and to assist achievement of the goals (*See the illustrations below*). It should also adopt the participatory approach to nurture the empowerment of villagers. In an effort to promote the participation of the villagers, the monitoring should be carried out in the manner of “participatory monitoring and evaluation” to the activities.



*Measuring the yield to assess achievement*

*Monitoring and checking growth rate*

Participatory monitoring can be conducted taking advantage of the periodical meetings explained in the chapter 3. (3). The participants of the monitoring are basically those who practice the LIP activities, but it should also be open to the villagers who are interested in taking up the activities in the future. Procedures of the participatory monitoring can be summarized for each type of analysis as shown in the following table.

Action	Purpose	Method
Analysis of output	To understand successful cases and their factors.	<ul style="list-style-type: none"> <li>- Divide the villagers into groups according to types of the activities in which they participate.</li> <li>- In each group, let the villagers review what they did on practice of the activities in the past concerned period.</li> <li>- Let the villagers discuss successful cases on the practice.</li> <li>- Let the villagers discuss factors to be successful to the activity.</li> <li>- Let the villagers summarize conclusion.</li> <li>- Results of analysis of each group will be presented for the all participants.</li> </ul>
Analysis of problems	To identify obstacles to implementation and find solutions to them.	<ul style="list-style-type: none"> <li>- Divide the villagers into groups according to types of the activities in which they participate.</li> <li>- In each group, let the villagers review what they did on practice of the activities in the past concerned period.</li> </ul>

		<ul style="list-style-type: none"> <li>- Let the villagers discuss obstacles they encountered on the practice.</li> <li>- Let the villagers discuss background and factors of the obstacles on the activity.</li> <li>- Let the villagers summarize conclusion.</li> <li>- Results of analysis of each group will be presented for the all participants.</li> </ul>
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Through letting the villagers carry out monitoring the activities on their initiative, the villagers are likely to develop the sense on ownership of implementation of the LIP.

At the evaluation stage, the villagers should also be allowed to participate in the evaluation so that they can assess their respective achievements. Thus, as the implementation continues, the villagers will progressively take part in the evaluation and be empowered to a level that will enable them to continue their activities without depending on outsiders. Purposes of the participatory evaluation are as follows.

- i. Villagers assess the achievement and impact of implementing the activities planned.
- ii. Villagers assess benefits gained from and difficulties faced during the implementation of the activities.
- iii. Villagers learn from their own experiences and lessons from the implementation of the activities.
- iv. Villagers discuss sustainability of the benefit.
- v. Build capacity of the villagers on community participation

An evaluation workshop can be held taking advantage of the periodical meetings or independently; it can be facilitated in accordance with the following procedure.

- i. Explain purposes of workshop and evaluation.
- ii. Give the 3 main questions to the participants.
  - What are the main benefits of implementing the LIP activities?
  - What difficulties did you face during the implementation of the LIP activities?
  - What did you learn most from the implementation of the LIP activities?
- iii. Divide participants into smaller groups (by main activities they participate). Ensure that enough members in each group
- iv. Discuss with participants the criteria to evaluate each of the 3 questions.
- v. Ask participants to score the criteria from 1 (lowest) to 4 (highest) using seeds. In case of difficulty in scoring, participants are asked to rank the criteria from the most (top) to the least (bottom).
- vi. Give general cautions *'you should score by your own ideas and should not influence others or influenced by others'*.
- vii. Seeds are counted and results are summarized and reported by groups.
- viii. Facilitate open discussion particularly over *'how are you going to sustain the activities after withdrawal of the support?'*

## **(5) Procurement**

Livelihood improvement activities naturally require procurement of the various essential materials. Although industrial products can be normally purchased without problems in the market, you may encounter many difficulties in the procurement of livestock, seeds, seedlings and other living materials. Here describes the points (difficulties) to take into consideration on such procurement on the basis of experience of the JICA project.

### **a. Livestock**

- To check health of the animals to purchase is essential (with assistance of an available veterinarian).
- Procedure to get health certificates is complicated.
- Many animals are unavailable within Kon Tum Province, requiring the transportation of the livestock from outside the province.
- Government agencies are highly sensitive to the transportation of livestock across provincial borders for fear of outbreak of livestock diseases.

### **b. Tree seeds and seedlings**

- Tree seeds and seedlings are unavailable on many species in Kon Tum Province, requiring the procurement from other provinces.
- In association with the above point, local dealers, who forward the order to suppliers of other provinces may be reluctant to do so unless the order is made in sufficient quantity (profitable level)
- If the local dealers do not know where to forward the orders, you may have to look for suppliers in other provinces by yourself
- Some tree seeds and seedlings are only produced in limited seasons, due to the harvesting time of the seeds, etc. While such materials are not available year-round, difference in the meteorological conditions between Kon Tum and other provinces causes a time lag between the production of the required materials in other provinces and their planting in the villages you are working. Therefore, procurement is sometimes impossible when it is most needed.

In order to cope with difficulties of procurement as described above, what you can do is making use of procurement information that can be gradually accumulated through experience, which includes not only available suppliers but also human networks established through the past procurement.

## **(6) Establishment of a village development board**

It is useful to establish a system or an organization that manages activities practiced in the entire village. Here introduces the village development board (VDB) that was established in the JICA Project. The VDB consists of five or six members; members can be the village chief, the leaders of each activity and other representatives, and so on.

## 1) Roles of the board

The roles of the VDB can include the followings:



1. To facilitate implementation of the LIP activities encouraging active participation of the villagers and promoting their empowerment.



2. To monitor the progress of the LIP activities.

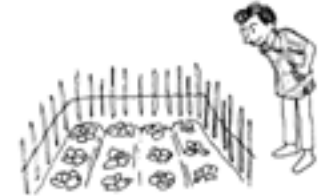
### 3. To identify problems and formulate solutions



Problem: farmland is damaged by cattle.



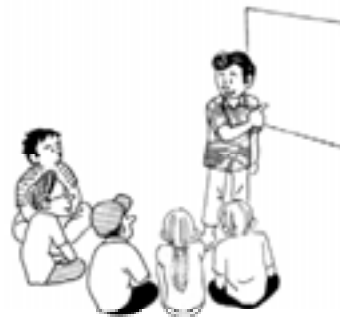
Discuss with the villagers to find a solution



Solution: building fence around the farmland.



4. To mediate conflicts between villagers pertaining to the LIP activities.



5. To attend monthly and other meetings and seminars held along with the LIP activities.



6. To participate in the technical training to be carried out in the village.



7. To understand the monthly progress report and next monthly plan (see samples in the Appendix VI and III respectively).



8. To notify villagers concerning the outcomes of the LIP activities and promote dissemination of the activities through “farmer-to-farmer extension”.



9. To manage the animal bank system (see the chapter 3. (7)) and other aspects appropriately, and so on.



10. To monitor and utilize the asset (fund) of the VDB properly

- To facilitate implementation of the LIP activities encouraging active participation of the villagers and promoting their empowerment;
- To monitor the progress of the LIP activities;
- To identify problems and formulate solutions;
- To mediate conflicts between villagers pertaining to the LIP activities;
- To attend monthly and other meetings and seminars held along with the LIP activities;
- To participate in the technical training to be carried out in the village;
- To understand the monthly progress report and next monthly plan (see samples in the Appendix VI and III respectively);
- To notify villagers concerning the outcomes of the LIP activities and promote dissemination of the activities through “farmer-to-farmer extension”;
- To manage the animal bank system (see the chapter 3. (7)) and other aspects appropriately, and so on; and
- To monitor and utilize the asset (fund) of the VDB properly.

## 2) Financial management of the VDB

### a. Asset

Establish from the breeding livestock provided

### b. Income of Board

1. From the selling of baby livestock as piglet.
2. From selling of old breeding livestock.

3. From unlucky livestock.
  4. From the support from project
- c. Expenditure items from the income
1. Buying new livestock to replace the one old.
  2. Vaccinate livestock.
  3. Assist poor HH make sty/stable.
  4. Contribute to other community works.
  5. Subsidize members of the Board
  6. Other necessary expenditure

### 3) Points to promote activities of the VDB

The activities of VDB can be promoted through the followings:

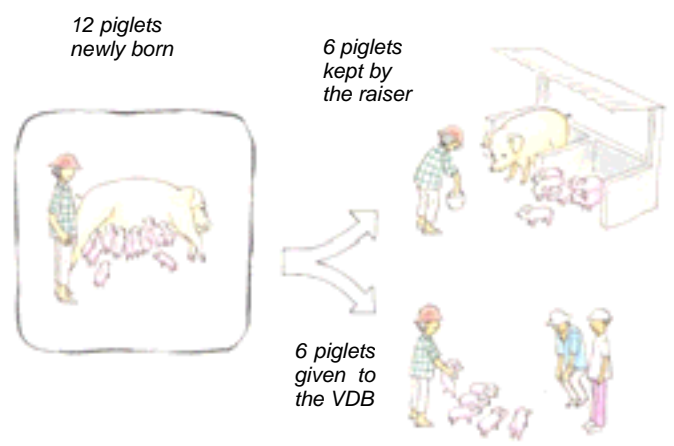
- instructing members on the roles of the VDB, etc. on a day-to-day basis;
- organizing special training courses;
- delegating part of the facilitation and presentation at monthly meetings to the VDB members; and
- discussing with the VDB members on the LIP activities frequently.

### (7) Establishment and operation of an animal bank system

The project is always implemented with limited resources; not all villagers can necessarily receive cattle or pigs. In order to enable all the villagers to share benefit of the project, the animal bank system has been established in the JICA Project. The animal bank system promotes benefit sharing on animal husbandry activities among the villagers. It can be categorized in three types in terms of kinds of animals to be shared.

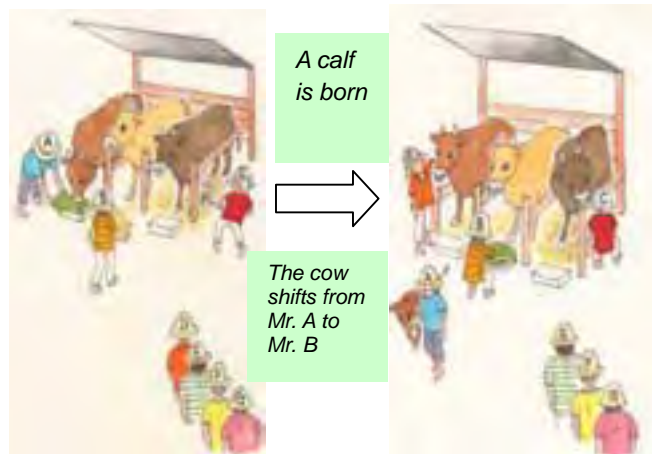
#### a. System of livestock for fund raising

Since one sow pig can deliver 10 piglets or more in each litter, it can be most suitable for fund raising of a village. By requiring the pig raisers (supported by the LIP) to provide parts of their piglets to the VDB, the VDB can accumulate its fund from sales of the piglets (*See the illustration on the right*). Such fund can be managed by the VDB and used for the sake of any livelihood improvement activities of the village (See 3. (6), 2) on management of the fund).



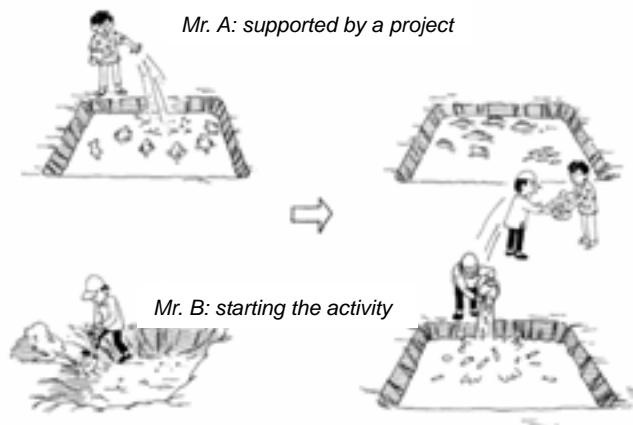
## b. System of rotation of mother livestock

These larger kinds of animals such as cattle, buffalo, goat, etc. can deliver a few babies in each litter; the villagers who keep these animals have to return the animals to the VDB after one or two litters. These animals can be shifted to another villager (*See the illustration on the right top*).



## c. System of sharing baby animals among the villagers

Animals such as duck, rabbit, fish, etc. reproduce in higher rate. The villagers who get supported on the activities to rear these types of animals should provide other villagers with about the same amount of their offspring as what they initially receive (*See the illustration on the right*).



A sample regulation of the animal bank, which has been adopted by the model villages of the JICA Project, is attached in the Appendix VI (figures given as examples are those used in the JICA Project).

## (8) Recording activities practiced in the field

The extension staff should always understand what is going on in the village and keep it in a record. Through communicating with the villagers and observing the field, you can obtain lots of information. Keeping what you see and hear in the village in the record and organizing it enable you draw the necessary information easily whenever you need it. You can then apply the information to solution of problems.

Here introduces examples of how to record and organize the data.

### a. Activity record

The activity record is to follow how a participating villager has been practicing the activity. One record describes one activity practiced by one participant. Every time you go to the village, you should take it with you and describe progress of the activities, problems encountered by the villager, how the villager has coped with the problems, what the villager needs on practice of the activity, etc.



You can also record equipment and/or materials the villager has received and trainings in which the villager has participated. A sample format of the activity record is attached in the Appendix III.

#### **b. Monthly progress report**

It will be useful to keep record on progress of the activities in regular basis. You can record progress of each activity implemented in a village, types of trainings given and materials provided in the village. Keeping the activity record will also provide you with information to prepare this report. A sample of the monthly progress report is attached in the Appendix IV with instruction on how to fill out the format. It is the format that was used in the JICA Project.

### **(9) Other items to take into consideration on management**

#### **i. Flexible operation of the implementation system**

Whenever necessary, work groups should be set up and managed on an activity basis for the purpose of more mobile and efficient implementation.

#### **ii. Establishment of a problem-solving system**

Once a problem arise, it should be identified at as early stage as possible and solved promptly. In order to do so, all the people involved need to share the importance of the positive recognition of any problem and clarify solutions to it.

#### **iii. Flexible management for modification of the plan**

Since no plan can be perfectly prepared at the initial stage, it inevitably faces new challenges sooner or later. Every implementation goes through the process of gradually more detailed description. This means that no plan can avoid changes from its original version. Accordingly, every implementation should be managed on the assumption that the original plan may be changed in the future. Changes should not be rejected, but managed as positive factors.

#### **iv. Summarization of successes and failures**

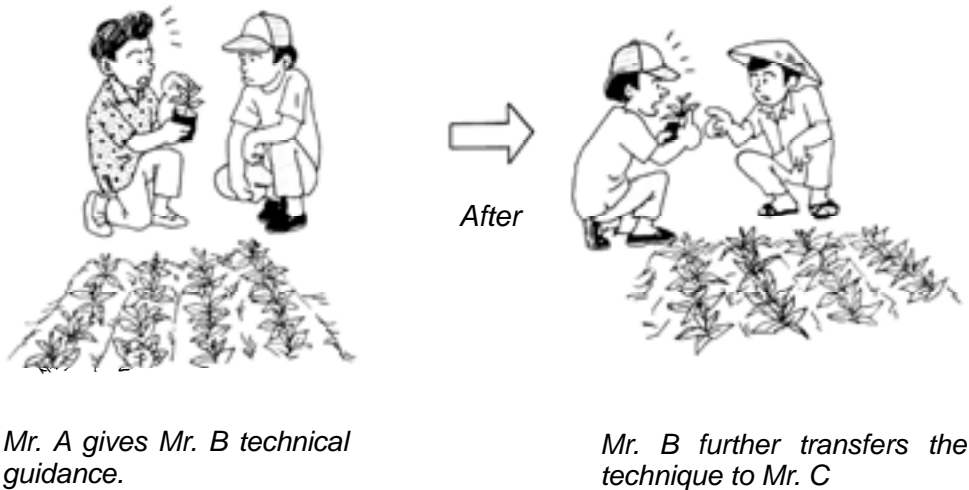
The experiences and achievements of learning should be summarized and documented in a suitable form for transmission to the next occasion. It is essential to analyze both the positive and negative factors in success and failure.

**Column: promoting the farmer to farmer extension**

Generally, villagers are sensitive to successful activities in their neighboring villages. If your activities are practiced successfully, they are likely to be recognized by villagers of not only the village you support but also other nearby villages. You can also enhance the “farmer to farmer extension” by taking the following actions.

- i. Taking advantage of the opportunities of a weekly meeting held in the commune, inform participating villagers about the successful activities of your villages and encourage the communication between these villages about the activities.
- ii. Form a group of the villagers who participate in the activities and encourage them to communicate with other villagers who do not participate.
- iii. Ask the VDB members to communicate with other villagers.

Simplified process of “farmer to farmer” extension



## 4. Management of technical trainings for farming activities

The technical training provides villagers with an opportunity to learn skills and knowledge to practice relevant farming activities in a right way. Acquiring new techniques is expected to help the villagers improve productivity and increase diversity of their products. Here describes points to be taken into account on management of the technical training so that it can effectively develop capacity of villagers.

### (1) Preparation of trainings

#### 1) Understanding the needs of the villagers on trainings

Using the tools introduced in “Chapter 2. (2)”, identify training needs for which subjects of which activities, among the activities implemented in accordance with the livelihood improvement plan, the trainings should be provided for the villagers. It should reflect ideas of the villagers and therefore it is essential to thoroughly discuss with the villagers to understand their needs. In order to identify the needs, the following points should be taken into consideration.

Selection of activities:

- i. Which activities require advanced skills to practice?
- ii. Which activities have to be practiced with special care due to unique local conditions?
- iii. Which activities are facing problems on their practice?

Selection of subjects:

- i. What are critical points or skills that can boost practice of the activities toward success?
- ii. Which skills are the villagers interested to acquire?
- iii. What kind of care has to be given to practice of the activities, taking into account specific conditions of the village?
- iv. What are problems that the villagers are facing on practice of the activities taken up in the plan?
- v. What are possible options to solve the problems?

As a result of this analysis, rank the activities and subjects in order of priority reflecting needs of the villagers for the trainings referring to “Chapter 2 (2) 4”. The subjects prioritized by the villagers should also be consulted by an expert of the concerned activity in terms of whether training the villagers on the subjects lead to success of the activity. You should also ask the expert whether he or she suggests different subjects (e.g. the expert may suggest to give training on disease prevention rather than treatment of disease that is prioritized by the villagers).

You should inform the villagers about the suggestions made by the expert so that the villagers can make decision on which activities and subjects the training will be given. You shall then prepare training plan on the basis of the decision made by the villagers. The training plan should also describe its purposes or the state where the villagers will achieve after the training; it should be as

descriptive as possible about the state of the village after the training is held.

## 2) Determining who should be the target and selection of participants

Basically, all villagers who would like to participate should be able to participate in the training. Taking into consideration effectiveness of the training, however, the number of participants held by each training session has a limitation in order for the trainer to be able to handle all participants. In case there are too many villagers who apply to participate, it may be required to select the villagers to participate. Following criteria can be referred to for selection of the villagers to participate.

- i. Villagers who practice the activity for which the training is provided
- ii. Whether the villager has experience of practicing the activity to be instructed
- iii. Whether the villager is willing to extend what he or she learns in the training to other villagers
- iv. Whether the villager has equipment needed to practice the activity

Besides the villagers, it is also necessary for extension staff to participate in the training alongside with the villagers.

## 3) Selection of trainers (surveying for local resources)

The training shall be taught by experts of the subject for which the training is provided. First of all, it is recommended to search local resources on the trainers in advance, expecting on which subjects the training is provided and make a list of the trainers for each subject. Once the training subject is confirmed, you can look for the trainers who can teach the subject from the list of trainers. If there are two or more candidates to be the trainer, you can meet with all of them and carry out interviews to appoint the most suitable person to be the trainer. The following are the points to check during the interview.

- i. Years he or she has been engaged in training
- ii. Experience of teaching the villagers
- iii. Ability to teach practical skills by OJT style
- iv. Whether the trainer is enthusiastic about working with the villagers in the village or not (*See the illustrations below*)



*Good:  
The trainer is  
willing to  
teach  
villagers.*



*Bad:  
The trainer is  
looking down  
on villagers.*

- v. Expertise on the subjects

- vi. Being familiar with local conditions
- vii. Availability at the time the training is to be provided

As it was explained before, it is helpful for the extension staff to participate in the training with the villagers. The extension staff should learn new skills with the villagers and after the training, he or she should take a role of a trainer assisting the villager technically and answering to their questions.

#### 4) Scheduling of training: training should be provided in accordance with progress of the farming activities

Trainings should be scheduled when the skills instructed are to be used immediately after the training for the concerned activity. If the contents covered in the training are actually to be applied one month later, for example, the villagers are likely to have forgotten what he or she learned in the training. The technical training will instruct practical techniques necessary to implement the activities in the actual field. The instructed skills shall be practiced right after the training and thus the villagers will learn to use the skills. Therefore the trainings shall be provided just before the villagers use the skills they acquire for the activities (*See the illustrations below*). It is also important that the schedule of the training be in accordance with the villagers' convenience otherwise no villager shows up at the training.



*Good: training is given at right time when the skill is immediately used in the field.*

*Bad: training is given too early from the time when the skill is used in the field.*

#### 5) Preparation of handouts: preferable contents of handouts (use of visual materials) and how the handouts should be used

The training handouts are basically prepared by the trainer. When you hire a trainer, you should explain him about what sort of handouts should be prepared. When preparing handouts of trainings, the following points should be taken into consideration.

- i. Conceptual explanation in letters should be minimal.
- ii. Describe procedure in step-by-step instruction using a tool such as a flowchart.
- iii. Use visual materials (illustration, photographs, etc.) as much as possible.
- iv. Handouts will be used by the villagers and the extension staff as technical guidelines after the training, and therefore, it should be such that it is precise and easy to understand without making someone else to explain the details.
- v. summarize of the important points precisely.

## **6) Logistical matters**

It is likely that the bodies and/persons such as extension staff to organize training has to spend most time on logistical matters while implementing trainings. In order to arrange logistical matters to provide the training, the following items should be settled.

### **i. Materials:**

First of all, list up all materials to be used in the trainings, contacting the trainer in advance. Among the list, identify which materials can be procured in the local area and which cannot, contacting the personnel familiar with the local conditions.

### **ii. Making contract with the trainer**

Following conditions have to be clarified in the contract.

- Terms of reference (TOR): contents of the training, contents of the handout to be distributed to the participants, materials the trainer should prepare, responsibility of reporting, etc. have to be clarified.
- The number of training sessions to be given by the trainer.
- Time and date to give the trainings
- Venue of the trainings
- Transportation: it should be confirmed in advance whether the trainer can get to the training site by himself or herself or the transportation has to be arranged.
- Honorarium: confirm the amount to be paid through negotiation. It should be clarified whether the amount to be given includes per diem, accommodation allowance and/or compensation for the fuel (if the trainer goes to the training site using his or her transportation).

### **iii. Communication**

Inform the villagers and relevant administrative offices about contents of the training, its time and date to start, etc. by the invitation letter in advance.

### **iv. Arrangement of transportation (if necessary)**

Arrange a vehicle to transport the trainers and/or materials necessary for the training.

## **(2) Implementation of training**

### **1) Contents of training: field practice (what kind of training is practical?)**

Training should be given in the actual field where the villagers practice the activities. For example, when the training on pig rearing is provided it should be held at a pig sty of some household with pigs and piglets being reared. In order for the villagers to newly learn practical skills, the training should be provided in line with the practical activities; the villagers will apply the skills they learn in the training in the practical field immediately after the training is given. This process will help the villagers learn the skill through their experience. Extension staff should be able to answer to the questions asked by the villagers that arise while they apply the skills in their practical activities.

## 2) Keeping record of training activities (participants, contents of training, how much the participants understand, etc.)

As previously explained, the extension staff should also participate in the training in the field. Role of extension staff is to lead the villagers and encourage and motivate them to actively participate in the training. It would not only be an opportunity of learning new skills but also an opportunity to directly contact with the villagers in the village and learn what is going on in the village through interaction with the villagers. Another task for the extension staff to do is to keep record of training activities. Items to be recorded should



Taking notes

include date of the training, names of the trainer and all participants, time schedule, brief contents of the training, points the extension staff notices during the training (See a sample of the training record in the Appendix VII). In order to be able to record the training, the extension staff should take notes while the trainer gives instructions (*See the illustration above*). Preparing questionnaires and letting the participants answer will help you find out how much the participants understand the contents of the training.

## 3) Evaluation of training: distribution of questionnaires to the participants

It is important to evaluate how the training was implemented so that it can be used as a feedback for the training to be held next time. Followings are examples of the questions to be asked to the participants.

### Example sheet of questionnaires

i. Contents of the training

a) excellent b) good c) fair d) poor

Topics of the training you felt especially useful

---

Topics of the training you felt difficult to understand

---

ii. Contents of the handouts

a) excellent b) good c) fair d) poor

How the contents of the handouts should be for improvement?

---

iii. Skills or knowledge you learned from the training

a) very useful b) fairly useful c) not useful

iv. Trainer

a) very helpful b) fairly helpful c) not helpful

v. Way of teaching

a) easy to understand b) fairly easy to understand c) difficult to understand

vi. How much you understood?

a) almost everything b) missed some contents c) very little

vii. Workload

a) right amount b) too much c) too little

Regarding the questions iii through vii, you should ask those who answered “c” about the reasons why they have answered so. These reasons are essential to organize a better training for the next time.

### **(3) Monitoring after training is provided: whether the participants apply skills they learn from the training to practice of the farming activities**

The extension staff should monitor activities of the villagers who participated in the training. Points to be monitored should be the followings.

- i. Whether the participants apply the skills they have learned from the training in their practical activities.
- ii. Whether the villagers are facing problems when they use the skills in practice of the activities.
- iii. Whether the villagers are practicing the activities more effectively than before they participated in the training.
- iv. Whether the participants extend the skills they have learned from the training to those who did not participate in the training.

Results of monitoring will provide you with materials to consider planning of the next training and/or



other types of assistance for the villagers. Through monitoring the above items, consider the following points.

- i. Identify factors that may hinder sustainability of the villagers' activities.
- ii. In order to cope with those factors, what options the villagers have.
- iii. Whether it is necessary to provide additional materials to cope with the problems.
- iv. Whether it is necessary to provide another training to follow up the previous one.

## 5. Study tour/cross visit between villages

### 5.1 Study tour

The study tour is to simply visit a village which is advanced in livelihood improvement activities and observe them. The study tour provides the villagers of concern an opportunity to see how the villagers of an advanced village are making their lives through livelihood improvement activities. In order to organize an effective study tour, the following process is considered.

#### (1) Preparation

##### 1) Confirming purposes:

To confirm purposes of the study tour i.e. to clarify what the participants should watch during the tour and how the participants can apply an experience of taking part in the tour for their livelihood is essential to make the tour meaningful. The followings are examples of points to see and consider during the tour.

- i. Activities that are not practiced in the village of concern
- ii. Activities that are practiced successfully in the advanced village but not successfully in the village of concern
- iii. Technologies used to implement the activities
- iv. Existence of any organization formed in the advanced village
- v. How introduction of the activities, technologies and systems used in the advanced village can improve livelihood of the village of concern.

##### 2) Selection of the site

Some of criteria to select the village to visit are as follows.

<In case of seeing entire activities (including management systems) of the village>

- i. A village that is active in livelihood improvement activities
- ii. A village that is successfully practicing the activities that are targets in the village of concern
- iii. A village that has a special activity (with special skill) that has been practiced successfully
- iv. A village that has experience of overcoming the difficulties that the village of concern is facing
- v. A village that has similar climatic and topographic conditions to those of the village of concern
- vi. A village that is located nearby from the village of concern or not so difficult to access

<In case of seeing a particular activity or a few practiced in the village>

- i. A village that is successfully practicing the activities that are targets in the village of concern
- ii. A village that has a special activity (with special skill) that has been practiced successfully
- iii. A village that has similar climatic and topographic conditions to those of the village of concern
- iv. A village that is located nearby from the village of concern or not so difficult to access

If the villagers of concern are ethnic minorities, it is better to select the village of ethnic minorities for visiting.

In Kon Tum Province, JICA as well as ADB has implemented projects on livelihood improvement. Whereas all villages located in Kon Tum Province have been supported by the ADB project, the villages supported by the JICA project are the followings.

- Kon K Tau Village, PoE Commune
- Vi Chiring Village, Hieu Commune
- Nuoc Not Village, Ngoc Tem Commune
- Kon Tuc Village, Dak Pne Commune
- Tu Ro Bang Village, Dak Koi Commune

These Villages are likely to be advanced on certain aspects due to direct input applied from the projects and thus likely to be worth visiting.

### **3) Logistical matters**

Arrangement of logistical matters is important for smooth implementation of the study tour. The following items should be settled before visiting villages for the study tour.

#### **i. Preliminary visit to the village**

Before implementing the tour, you should visit the village to be visited for the tour and check all activities to be seen and appoint a contact person who will guide the tour.

#### **ii. Date and Duration**

Ideally, the tour should be scheduled just before harvesting season of the activities to see so that the participants can perceive visible outcome of the activity, which is more convincing than any verbal explanation. The tour can usually be completed in one day; however, it may take two days or longer depending on the number of activities the participants will see, area covered by the village to visit, the number of participants, distance to the village, and so on.

#### **iii. Participants**

If too many villagers participate in the tour, it will be hard to manage it. The maximum number of the participants that one extension staff can handle is around 15. Moreover, if the participants are not interested in the activities they see, the tour is meaningless for them. Therefore, the participants should be limited to those who are anxious about acquiring new techniques and apply them. If there are many applicants for participating in the tour, they can be divided in groups; one group will be visiting at one time.

The number of participants may also be limited by means of transportation. As described just below, if the participants are to be transported by only one 4WD vehicle, the number of participants will be restricted to capacity of the 4WD vehicle to be hired.

#### **iv. Transportation**

If the village is not located within a walking distance, transportation is needed. Depending on the number of participants, larger vehicles such as a microbus may be necessary. On the other hand, 4WD vehicle may be necessary depending on road condition.

#### **v. Accommodation**

If the tour visits the village in distance and takes two days or longer, it is necessary to arrange accommodation for the participants. It is necessary to check if any hotel or guest house is available nearby. If no hotel or guest house is available, it may require you to contact a nearby CPC or the village to visit to ask whether they can provide rooms to stay.

#### **vi. Meals/water**

Since the tour is likely to be implemented in remote areas, it may be necessary to prepare a pack lunch and secure drinking water for the participants. If the tour prolongs for two days or longer, you may need to secure additional foods for the following days.

### **(2) Implementation**

Main work for the extension staff during the tour is rather logistical; it is the contact person who mainly guides the tour and explains the activities to the participants. However, while you conduct the tour, watching progress of the tour and considering how outcome of the tour can be used in the village of concern will help you assist the participants to develop the experience. Following points are examples of what the extension staff should pay attention during the tour.

- i. Activities in which the participants seem interested.
- ii. How the participants interact with the villagers (and the contact person).
- iii. Different technologies used in the advanced village to implement the activities
- iv. Similarity/difference in natural conditions
- v. Similarity/difference in socio-economic conditions
- vi. Similarity/difference in institution
- vii. Existence of any influential person in the advanced village
- viii. Whether the activity can be introduced as it is in the village of concern without any modification or not (e.g. materials needed to practice the activity can be obtained in the village of concern?)
- ix. (If necessary) how the activity should be modified to adapt conditions of the village of concern when it is to be introduced.
- x. (If there is an organization or system in the advanced village) how likely the organization or the system will work if they are introduced in the village of concern.
- xi. How wrongly the village of concern has been practicing the activity.
- xii. Ask questions to the villagers of the host village about what secrets of the success are.

### **(3) Follow-up**

After the study tour, changes in the villagers who participated in the tour should be monitored so that you can find out benefit of the study tour. The followings are points to be checked in order to

monitor the changes.

- i. Whether the participants have started taking up the activities they saw during the tour.
- ii. Whether the participants have organized a meeting to review the activities that they saw and extend the techniques they learned to those who did not participate in the tour.
- iii. Whether introduction of the activities, technologies and systems has improved livelihood of the village of concern.



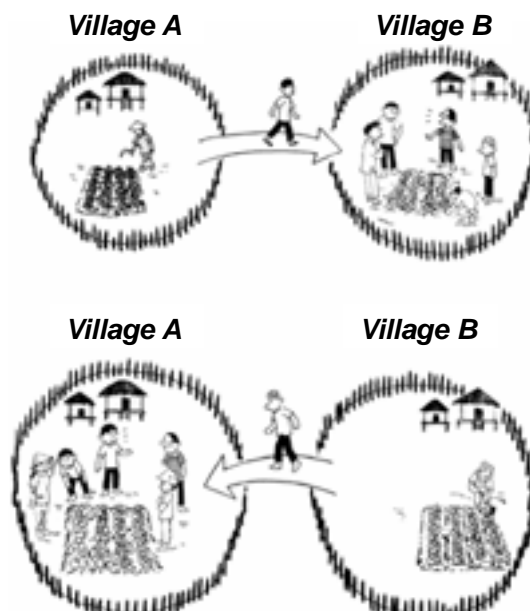
*Study tour of an advanced village in Hue Province that was organized by the JICA Project*

## 5.2 Cross visit

If you are implementing a livelihood improvement plan in two or more villages, it is useful to let these villages to exchange an informal visit each other. You can encourage them to exchange information on livelihood improvement activities in which they are engaged, progress and problems of the activities, techniques to deal with the problems, and so on. It is also meant to inspire the villagers so that they continue their activities (*See the illustration on the right*). The followings explain process on how you should organize a cross visit.

### (1) Preparation

The cross visit should be mainly carried out by the villagers with minimal intervention of extension staff. However, it is still important for the extension staff to provide facilitation and technical inputs. Followings are points to be considered when you are preparing a cross visit.



*The Village A and the Village B can exchange visits with each other.*

- i. Among the neighboring villages in which you are implementing a livelihood improvement plan,

identify common activities that are practiced by these villages.

- ii. Contact representatives of these villages and encourage them to exchange a visit. Since villagers of different villages are provided with an opportunity to meet each other at the meeting held weekly at every commune, it helps facilitate organizing cross visit to take advantage of this opportunity.
- iii. Ask the representatives to talk with other villagers of their respective villages about the cross visit and to ask them if they are interested in the visit.
- iv. After confirming their interests, set the time and date of the visit, confirm participants, decide which village is visited first and so on.
- v. This information shall be informed to all the villagers to be involved in the visit through the representatives.

## **(2) Implementation**

Main actors of the cross visit is fundamentally the villagers who exchange a visit and the extension staff should be to the utmost engaged in facilitation of interaction between the villages. While facilitating the interaction, the following points should be taken into consideration.

- i. Progress of the concerned activities
- ii. Major problems on practicing the concerned activities
- iii. How the problems have been overcome
- iv. Different technologies used to implement the concerned activities
- v. Similarity/difference in natural conditions
- vi. Similarity/difference in socio-economic conditions
- vii. Similarity/difference in institution

## **(3) Follow-up**

After a cross visit (with facilitation of the extension staff), it is recommended to carry out monitoring occasionally to see how the villages that exchanged visits are impacted and benefited from the visits. The followings are some points to be checked through observation of the village and interview with the villagers in order to monitor changes.

- i. Whether the villagers have changed the way of practicing the activities after the cross visit; if so, how their styles of practicing the activities have changed.
- ii. Whether the villagers adopted techniques they saw in the cross visit.
- iii. Whether the villagers continue to exchange visits or communicate each other occasionally.
- iv. How the villagers have been inspired by what they saw during the cross visit.

### Column: Extension Seminar

During the project implementation period, the JICA Project has implemented livelihood improvement activities exclusively in five model villages of five different communes located in Kon Plong and Kon Ray districts; one model village was selected from one commune. In order to prepare foundation to extend outcomes of the project to other areas, the project held the extension seminar at each of five model villages. At the extension seminar, all villages located within the commune with the model village were invited. The purpose of holding the seminar was to introduce the activities practiced in the model village to other villages. The participants from other villages were provided with an opportunity to learn what activities are practiced in the model village. The seminar presented photographs of the each activity practiced in the model village; the villagers representing the model village also shared their impressions about participating in the project with the participants. The presentation session was then followed by field tour of the model village in which the participants could observe actual sites of practicing the activities. Some participants got interested in the activities practiced in the model village and continued to contact with the model village and/or started imitating the activities.



*Villagers participating in the extension seminar learning how to make compost from the villagers of the model village.*



*Villagers participating in the extension seminar learning effects of planting teprosia for slopeland agroforestry.*





## Appendix I. Sample format of feasibility study

### FEASIBILITY STUDY SHEET FOR HOUSEHOLDS APPLYING FOR PROJECT ACTIVITIES

1. Name of the applicants \_\_\_\_\_ 2. Age: \_\_\_\_\_ 3. Sex (Male / Female)

4. Family size : \_\_\_\_\_ ( 5. Main labour: \_\_\_\_\_ 6. Sub-labour \_\_\_\_\_ )

#### 7. Land owned by the households

	Rice paddy	Garden	Sloping land (arable)	Sloping land (not arable)	Forest	Pond
Area (m <sup>2</sup> )	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>
Produce from the land						
Distance from the house	m	m	m	m	m	m

#### 8. Water source

Stream  Well  Water supply  Public tank

Distance from the house  < 20m:  20-100m:  >100m:

#### 9. Annual food production

Rice: \_\_\_\_\_ kg; Maize \_\_\_\_\_ kg; Cassava: \_\_\_\_\_ kg; Potatoes: \_\_\_\_\_ kg

#### 10. Number of livestock currently raised by the households:

Cattle/Buffaloe: \_\_\_\_\_; Pig: \_\_\_\_\_; Goats: \_\_\_\_\_; Poultry: \_\_\_\_\_; Others: \_\_\_\_\_.

#### 11. Stable owned by the households:

Cattle/Buffaloe  Pig  Goats  Poultry  Others (\_\_\_\_\_)

Activities	Conditions satisfied	Conditions NOT satisfied	Appraisal	Reasons
			A B C	
			A B C	
			A B C	
			A B C	
			A B C	
			A B C	

\* Remarks: A: Satisfied B: Need re-examination C: Not satisfied

CF: \_\_\_\_\_.

Date: \_\_\_\_\_.

## Appendix II. Sample format of villager's profile

### Villager's profile

Name						Photo	
Date of birth (d/m/y)		/ / ( yrs. old)					
Family composition	Name		Age	Relation			
Assets (as of ___ 08; before starting the LIP activity)	Lands	Paddy field	Crop lands	Fishpond	others: specify _____	others: specify _____	
		m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	m <sup>2</sup>	
	Live-stock	Cattle	Buffalo	Pig	Goat	Duck	
		Chicken	Rabbit	Fish	others: specify _____	others: specify _____	
Production/sales		Production			Sales		
		Items	Yield/year	Items	Amount/year		
Pre-project (2008)							
2009							
2010							

### Appendix III. Sample format of monthly work plan

#### Monthly Work Plan

Month: \_\_\_\_\_ Year: \_\_\_\_\_ Village: \_\_\_\_\_

Date: / /

Reporter (Name of Commune Facilitator): \_\_\_\_\_

Receiver: JOFCA office

Every activity can be broken down into sub-components in terms of what to do; for example, rice cropping consists of land preparation, sowing seeds, transplanting, fertilizing and many more. If necessary, similar sub-components can be grouped within an activity (please see the sample sheets of Monthly Work Plan for how to make groups.). All of components of an activity planned to carry out for a given month shall be described. If a working schedule of one component differs from another, they have to be described in separate rows in accordance with "Expected dates to work", the column on the left.

#### 1. Main plan in the month

Activities	Expected dates to work	What is to be done	Person involved (name)	Material to be used
	From: / / To: /			
	From: / / To: /			
	From: / / To: /			
	From: / / To: /			

Only the on-going activities and those decided to carry out by the discussion shall be entered in this column. One activity may span several rows in accordance with the next two columns on the right.

Describe working schedule that complies with "What is to be done" described in the right column. It is quite natural for the same period to be covered by different "activities" as well as "What is to be done".

Enter the name of every villager involved as a participant the project supports.

All materials and equipment to be used for the sub-component of an activity shall be entered; among them, newly-procured items shall also be described in "3. Material/equipment procured".

Attention: The table below shall be prepared on the basis of “1. Training” of “III. Needs/request for future” described in the Monthly Progress Report.

Enter the dates expected to hold the training.

Only the trainings confirmed to be held; request for training/trainer has to be listed in 3.

**2. Training**

Expected dates to work	Activity	Subject	Expected participants (number)	Trainer
From: / / To: / /				
From: / / To: / /				

Enter the name of trainer.

Attention: The table below shall be prepared on the basis of the table prepared in “1. Main plan in the month” of the Monthly Work Plan. Among the listed in the column of the “Material to be used” in the table, only the newly procured materials and equipment shall be described in the table below.

Enter the name of the activity for which materials and/or equipment shall be procured.

Enter the amount of materials and/or equipment to be procured.

**3. Material/equipment procured**

Activity	Material/equipment	Amount procured	Date of delivery

Enter the name of materials and/or equipment to be procured.

## **Appendix IV. The regulations of the animal bank system adopted by the JICA Project**

### I- Purpose

- Support the poor ethnic minorities in husbandry activities to increase their income and understand the animal bank.

### II- BENEFICIARY

- *Breeding animal* : The project provides the participants with some of these animals : cattle, buffalo, goat, pig, rabbit, fish and duck.
- The participants have the right to keep offspring of cattle, buffalo, goat and pig according to the following regulations.
- The VDB is responsible for nominating households to participate in the husbandry activities and supervising management of the animal bank.

### III- Livestock :

- cattle, buffalo, goat, pig, rabbit, fish and duck

### IV- The specific regulations of the animal bank :

#### 1- Sows :

- *Responsibilities of the participants* : Follow the technical instruction of the project.
- *Support from the project:*
  - Cement for building a pigsty
  - training on rearing the sow and its piglets
  - mixed food for the first two months if a piglet which is younger than three-month old is provided instead of the matured sow
  - insemination for one sow
  - starch food (rice, maize, cassava) for the piglets of the first two litters until they become the age of 2 months if necessary (The participants have to buy foodstuff by their own money to raise the piglets of the third or other litters.)
- The VDB has the right to sell the old sows of which reproductiveness is not good to raise VDB's fund and can use money for expenses (clarified in the item 1).

#### 2- Piglets :

- When the sow provided by the project delivers piglets, the raiser keeps ½ of the piglets and ½ of the piglets is handed over to the VDB so that it can sell the piglets to other households who meet conditions for pig rearing for a cheap price, sell the piglets at market for the market prices, and so on. The VDB can use money from selling piglets for the expenses (clarified in the item 1).
- The households who buy piglets at a cheap price do not have to pay anything to the VDB.

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*(1) Buy breeding sows, materials and vaccine. After the project management is transferred to the localities, The VDB members will not be provided with monthly remuneration. VDB will use its fund to pay expenses such as remuneration for VDB's members, administrative expenses, meeting fee and awards for enthusiastic members.*

- Requirements to the households buying piglets at a cheap price
  - The rearers should have land to plant fodder for pigs (rice, maize, cassava and vegetables with total amount of fodder needed for one pig to become the size for selling (60kg – 70kg in weight) is 250 kg, of which the 80% comes from rice or maize and the 20% comes from cassava).
  - The rearers have to construct pigsties by using local materials (except for the poor households who will be considered to be supported with cement for floor construction).
- The households who are raising 2-3 sows provided by the project have to choose one of the two following options:
  - Select the best sow as the breeding sow and sell the others to get money to buy foodstuff for the breeding sow.
  - If the households want to raise all of the sows provided by the project, they have to widen their pigsties or construct more pigsties and buy foodstuff for raising sows by their own money.

### 3- Boar:

- The project provides one boar, concrete blocks for foundation of a pigsty and roofing irons to the participants, and each participant has to construct a pigsty by himself.
- The participant is responsible for taking care of the boar in a proper way to make sure the boar is healthy enough to mate with the sows provided by the project as well as with the local sows.
- The households raising sows have to feed the boar with 2-3 chicken eggs as a kind of tonic within 2-3 days before mating. If the mating is successful, the household raising sow has to give the boar raising household remuneration such as one two-month-old-piglet or mating fee as its consideration.

### 4- Breeding buffaloes / Cattle:

- The VDB has the right to nominate households for raising the breeding buffaloes/cattle provided by project.
- The Households who are only provided with materials for making a stable will not take part in the animal bank and do not need to contribute anything to the VDB.
- The collective households who are provided with mother cattle/buffaloes and materials for making public stables are allowed to keep 2 litters of calves per household for raising. When the second calf becomes 6 months of age, the raiser has to return the stable and mother buffalo/cattle to the VDB.
- In case of rearing mother buffaloes/cattle for following turns, the households have to return the mother buffaloes/cattle when its calf gets the age of 6 months.
- The households provided with materials for constructing stables and mother buffaloes/cattle for raising at their own houses as well as the group of households who rear buffaloes/cattle in some communes have the right to keep one litter of calf per household and have to return the mother buffaloes/cattle to the VDB when the calves become 6 months of age. Then the VDB will transfer the mother buffalo/cattle to other poor households.
- The breeding bull : The bull raiser is responsible for taking care of the bull in a proper way to make sure it is healthy. Mating between the bull and the cows provided by the project or the

local cows should be carried out on time. The bull raiser is entitled to receive reward (e.g. 50,000 VND) for mating each time.

#### 5-Goat :

- The regulations for raising goats are the same as raising cattle/buffaloes. The project encourages the participants to make stables, plant fodder trees and follow the goat raising techniques.
- Benefit sharing:
  - The household provided with 2 mother goats has the right to keep one litter of baby goats and then the raiser has to shift the mother goats to another household who meets conditions for goat raising and follows the regulations seriously.
  - The household provided with 1 mother goat has the right to keep two litters of baby goats and then the raiser has to shift the mother goat to another household who meets conditions for goat raising and follows the regulations seriously.

#### 6-Rabbit , duck and fish :

- The project provides the households with rabbits, ducks, fish and materials for raising them to improve nutrition intake in their diet.
- The fish raising households should support other households providing them with the same amount of fingerlings as what they have received.
- The duck raising households should support other households providing them with the same amounts of broods as what they have received.
- The rabbit raising households should support other households providing them with the same amount of baby rabbits as what they have received.

#### V- Regulations on death of the animals :

- The raisers are responsible for raising buffaloes, cattle, goats and pigs in a proper way to make sure they are healthy and they breed well because they are valuable animals. However, misfortune is unavoidable. Therefore, there should be solutions for the misfortunes. The following items are the standard on how to treat the dead animals and the participants who let the animals provided by the project die on the basis of the regulations

#### \* Risks on buffaloes, cattle, goats and pigs

##### a / The animals die due to the cold weather, traffic accidents or falling down from a cliff

- The raiser has to report to the VDB about the death of the animals and let the VDB come to the site as the witness. The dead animal should be slaughtered to sell for money (the money acquired from the sales shall be divided between the VDB and the raiser; e.g. 80 % for the VDB's fund and 20 % for the raiser).
- The VDB will examine whether the raiser has treated the animals in a most proper way or the death could have been avoided.
- If the death is considered as an unavoidable incident, the VDB will buy another animal to replace the dead unlucky animal by using its fund. During the project implementation period, the project will provide the raiser to replace the dead one.

- If it is considered that the death is a fault of the raiser and could have been avoided, the raiser will receive portions of the money earned from sales of the dead animal (e.g. 20 %) and no replacing animal will be provided to the raiser.
  - The replacing animal can only be provided once and if the raiser lets his or her replaced animal die again, the raiser only receive portions (e.g. 20 %) of the money earned from sales of the dead animal.
- b / *The animals die due to the irresponsibility of the raisers :*
- The raiser has to report to the VDB about the death of the animals and let the VDB come to the site as the witness. The dead animal should be slaughtered to sell for money that can be divided between the VDB and the raiser (e.g. 80 % of money will be added into the VDB's fund and 20 % of the money will be paid to the raiser).
  - After that, the way the raiser treats the animals will be inspected in the meeting held by the VDB.
  - The raiser is only allowed to participate in the project activities again if there is a positive change from him/her and a determination to improve the way of treating the animals.
  - If it is considered that the raiser shows no sign of changing his or her attitude or determination to improve the way of treating the animals, the raiser will receive portions (e.g. 20 %) of the money earned from the sales of the dead animal and no replacing animal will be provided to the raiser.
  - The replacing animal can only be provided once and if the raiser lets his or her replaced animal die again, the raiser only receive portions (e.g. 20 %) of the money earned from sales of the dead animal.
- c / *The animals die due to diseases (although the raiser tried to tend and cure the sick animal)*
- If the disease is not dangerous or expected to cause an outbreak, the item (a) should be applied as the solution.
  - If the disease is dangerous and expected to cause an outbreak or affect the human, the dead animal must be buried (do not eat or sell the dead animal). The VDB will buy another animal to replace the dead animal by using its fund. However, an outbreak of the disease is identified and the replacing animal is expected to be affected by the disease, timing of providing the replacement shall be postponed until the condition of the area becomes under control.
- d / *The animals die due to diseases (the raiser is irresponsible in tending and curing the animal)*
- If the disease is not dangerous or expected to cause an outbreak, the item (b) should be applied as the solution.
  - If the disease is dangerous and expected to cause an outbreak or affect the human, the dead animal must be buried (do not eat or sell the dead animal) and the item (b) should be applied as the solution.



## Appendix V. Sample format of activity record

### Activity Record:

Name					
Activity					
Starting time					
Input (equipment and materials provided by the project)	Mon/yr	Item	Amount		
Training participated	Subject		Date		
			/ / - / /		
			/ / - / /		
			/ / - / /		
			/ / - / /		
Notes	Date	Progress	Problems/solution	Needs	Others

## Appendix VI. Sample format of monthly progress report

### Monthly Progress Report

Month: \_\_\_\_\_ Year: \_\_\_\_\_ Village: \_\_\_\_\_

Date: / /

Reporter (Name of the extension staff): \_\_\_\_\_

Receiver:

#### I. Activities implemented

Enter the name of the on-going activity.

##### Activity 1:

Number of models: \_\_\_\_\_

Enter the numerical figure to describe the number of practice models of the given activity.

Persons involved (name): \_\_\_\_\_

Name every villager involved with the given activity as a participant the project supports; not the number of participants.

What has been done: \_\_\_\_\_

Main progress: \_\_\_\_\_

Describe who did what, where, how and how much (many) in as much details as possible. For instance, the followings should be clarified: what a villager did; where he or she did it; how he or she did it; how much he or she did it; what and how you did to facilitate the villagers to execute works associated with the given activities.

Problems/difficulties: \_\_\_\_\_

Measures taken and results: \_\_\_\_\_

Describe what has been achieved and/or where the given activity has reached as a result of efforts the villagers and you have made as described in "What has been done" above. If there is another factor to contribute to the progress besides the works done by the villagers and you, it should be described as well. If there is no progress at all, this space can be left blank; do not write same things as what is written in "What has been done" above!

##### Activity 2:

Number of models: \_\_\_\_\_

Persons involved: \_\_\_\_\_

What has been done: \_\_\_\_\_

Main progress: \_\_\_\_\_

Problems/difficulties: \_\_\_\_\_

Measures taken and results: \_\_\_\_\_

Describe problems and/or difficulties the given activity has been facing; what has been preventing the activity from proceeding with expected results and/or progress and how the problems have prevented the activity from keeping on track. If there are two or more problems to describe, number each problem and items described with the same number in the "Measures taken and results" bellow correspond with the problems described here.

Describe what the villagers and/or you did to overcome the problems described above; how you made arrangements and what advice you gave to assist the villagers to overcome the problems. Number each measure taken and result as instructed in the "Problems/difficulties" above. How the situation has changed after the villagers and/or you took actions; the problem has been overcome or still remains. If the problem still remains, it should be reflected on "III. Needs/Request for Future" and/or "IV. Other Statements" and ultimately on the "Monthly Work Plan" for the next month.

**II. Trainings given**

**Activity:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Trainer**

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Participants:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe how the training has been implemented in as much details as possible: what and how the trainer taught; how each villager understood the trained matters; which items are challenging for the villagers; what questions are asked by the villagers, etc.

### III. Needs/Request for future

Enter the name of the activity for which the training is needed.

Describe how much time you expect is necessary to complete the training.

#### 1. Training

Activity	Subject	Expected period	Special request

Among the concerning activity, clarify which subject has to be taught.

Request any conditions, qualification of trainers, etc.

Enter the name of the activity for which procurement has to be made.

Describe how many (much) of the materials/equipment have to be procured. You have to check up the amount needed in advance.

#### 2. Material/equipment procurement

Activity	Material/equipment	Amount needed	Timing of delivery

Enter the name of material/equipment requested.

Described when the material/equipment has to be delivered to the village.

Enter the name of the activity the villagers want to start implementing.

List all materials required to implement the activity

#### 3. New activities

Activity	Villagers who want to participate (name)	Materials to be used	Level of preparation

Name every person who wants to participate in the activity

Describe how each villager is prepared to start the activity; asset, equipment, materials, knowledge, experience, etc. possessed by the villager to implement the activity.

### IV. Other Statements

Any comments that need notifying can be made in this space.

**Appendix VII. Sample sheet of the training record:**

**Training Record**

	Village Name	Kon Ktau, PoE
	Activity	Cattle raising
	Date of training	15/11/2006 (dd/mm/yyyy)
	Name of trainer	Nguyen Luan

Participants	A Ram	A Ban	A Kato
	A Luc	A Byao	A Dok
	Y Beng	Y Pet	A On
	Y Brai		

Today's contents / syllabus, timetable and etc.

8:00 – 8:30	Review of the last training – Kinds of feeds cattle can eat, Type of feed.
8:30 – 10:00	How to estimate the cattle weight <b>Practices:</b> Measuring cattle (girth), Calculation of weight
10:00 – 10:15	Short break
10:15 – 11:30	Cares of Young cattle Kinds of grass to be fed Important points on weaning
11:30 – 13:00	Lunch
13:30 – 16:00	Cares of Mother cattle after delivery How to make ensilage with cassava Showed the Video CD
16:00	Closing

'Practices' shall never be forgotten to describe.

Trainer's comment, request, etc.

Still the participants cannot keep the time.

Due to the rice harvesting, three (3) participants did not attend today.

I have found that a part of feeding trough in A Ram's cattle house needs repair.

Next training shall be carried out during the 3rd week of Dec (11/Dec – 16/Dec).

This training record has been prepared by Trainer after the training with the extension staff.  
Attachment of hand-out : Yes / No

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Extension staff

Delivered to CPC Office on \_\_\_\_\_, and received by \_\_\_\_\_.

\*\*\*\*\*

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## References

- Improving agricultural extension. A reference manual, UN Food and Agriculture Organization
- Developing agricultural solutions with smallholder farmers – How to get started with participatory approaches, Peter M. Horne and Werner W. Stür, International Center for Tropical Agriculture
- Handbook for livelihood Analysis and Participatory Rural Appraisal, Research Institute for Aquaculture No. 1, Ministry of Fisheries and DFID-SEA Aquatic Resources Management Programme
- Handouts for Training Course on Participatory Action Research for Community-based Livelihood

- Development, Regional Community Forestry Training Center for Asia and the Pacific
- Report on Training on Livelihood Improvement Planning, JICA Project on the Villager Support for Sustainable Forest Management in Central Highland

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