



Kenya Forestry Research Institute



Japan International Cooperation Agency

**Technical Reports  
on  
Training Activities  
in  
Kitui Social Forestry Training Centre**

**April 1992 - March 1993**

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## PREFACE

*The Kenya/Japan Social Forestry Training Project was started to address the issue of promoting self reliant tree planting activities at grass roots level in order to alleviate energy crisis, environmental degradation and loss of forests and other natural resources in rural areas. For the last 5 years of First Phase ended 25/11/92, the Project has pursued its goals through implementation of various programmes at both Muguga and Kitui Centre.*

*Training activities so far implemented at Kitui have targeted various categories of people at grass roots level, among them Farmers, Women Group Leaders, Teachers, Front-line Extension Workers, and Community Leaders. At the conclusion of the those activities of the Project, training staff at Kitui, both Japanese and Kenyan, had accumulated a wealth of experience on various aspects of course implementation which are the subject of this paper.*

*It is my hope that findings published herein will go along way in improving effectiveness of training Courses in Kitui. Furthermore, continued observations and investigations on some issues raised in this write-up could be done and be widely circulated to benefit the wider Kenyan population.*

*Finally, I want to thank the authors and people in rural area who contributed to this publication.*

27th May, 1993



Hiroshi Masuko  
Chief Advisor, SJTP

# CONTENTS

Page

## **Evaluation Report On Lecturers' Teaching Skills**

1	Introduction	3
2	Objectives	
3	Method	
4	Findings and Recommendation	
Annex 1-1 Evaluation Form		6

## **Survey Report On Distribution Of Seeds And Polyethylene Tubes To Trainees**

1	Introduction	9
2	Objectives	
3	Methodology	
4.	Results	10
5.	Discussion	11
Annex 2-1 Interviewee list		12
Annex 2-2 Questionnaire		13

# **Report Of The Survey On Institutional Social Forestry Training For Women Farmers**

1	Introduction	19
2	Method	
3	Findings and Recommendations	
	3.1 Personal Data	
	3.2 Family Data	20
	3.3 Course requirement	21
	3.4 Hurdles for Attendance	22
4.	Conclusion	24
	Annex 3-1 Questionnaire (English)	25
	Annex 3-2 Questionnaire (Kiswahili)	27

## **Analysis of Field Seminar Participants**

	Introduction	31
	Part 1. Generation Analysis	
	Part 2. Analysis on Women Participation	32
	Part 3. Location Analysis	33
	Part 4. Attendance Time Analysis	34
	Part 5. Language Analysis on Distributing Material	35
	Annex 4-1 Registration Form for Farmers	39
	Annex 4-2 Registration Form for School Groups	40
	Annex 4-3 Brochure in English	41
	Annex 4-4 Brochure in Kiswahili Language	42
	Annex 4-5 Brochure in Kikamba Language	43



Evaluation Report  
on  
Lecturers' Teaching Skills

April 1992



## **1. INTRODUCTION**

Since the two week courses started in Kitui Centre, general evaluation of the course contents by trainees has been applied for each course. Within the evaluation form, there are questions asking for the level and knowledge of the lectures, and lecturer's presentation. It was observed, however, the method and format employed for course evaluation was adequate to get general impressions of training but not to find out the problems of presentation techniques of lecturers because to evaluate the presentation skill of the lecturers is not easy for all participants, and more so for the farmers (except for teachers who are relatively experienced in this kind of activities). Therefore, it seemed that the evaluation of lecturer's presentation skill might be done directly by the training officers in attendance of the lecturer's session. To act on the above, an evaluation survey was carried out with following method and objectives.

## **2. OBJECTIVES**

Principal objectives of this survey were to evaluate the lecturers' presentation techniques, to find out the problems in their lecture and to make recommendations by which the organizers would be able to place necessary suggestion, to plan effective programme and to take necessary measures in sorting out teaching materials.

## **3. METHOD**

An evaluation form containing items concerning teaching skills (such as time allocation, exemplification, logical sequence, etc.) and material used (such as handout, OHP, slides, etc.) was prepared in advance (See Annex 1). The survey was carried out during the teachers' course held from 18 to 29 November 1991 in Kitui Social Forestry Training Centre. Lecture and practice were observed accordingly by a surveyor and observations were marked and noted in the above mentioned evaluation sheet.

## **4. FINDINGS AND RECOMMENDATION**

The problems found by this survey and possible recommendations for lecture improvement are as followings:

### **A. Low Use of The Textbook**

It has been frequently observed that explanations and illustrations already mentioned in the textbook (Social Forestry Techniques Part One) were being written on the blackboard again by lecturers. The lecturers should use the textbook more frequently so that they can economize time by referring to the textbook. The approach as well will enable the trainees to follow the techniques and knowledge on social forestry easily as illustrated and explained in the textbook after they go



back to the field.

### **B. Monotony of Presentation**

It has been seen that some lecturers lengthily explain only handouts. They should modulate their voice and way of acting for effect, considering part of emphasis and supplement and so on. The lecturers should also devise ways by which trainees can actively participate in the lectures through question and answer session and use of dialogue.

### **C. Lack of Use of Audio Visual Materials**

Most lecturers have not been using audio visual materials such as Over Head Projector (OHP) and slide films but only used the blackboard and therefore gave trainees monotonous lectures. For those who have used OHP in the lecture, they have not made the best use of it, through effective visual feature presentation but have used it merely to substitute for writing on the blackboard. Improvement of their skills will be necessary for future courses.

### **D. Time Allocation of Lecture**

In many cases, it has been observed that the lecturers have not been completely digesting all contents of their lectures to be given within the lecture time. They have been giving the trainees the latter half of lectures at a run and sometimes have not been able to provide question and answer session even if the lecturers offered all contents of lectures presented. Adequate time allocation of the lecture is needed and it seems very useful to make proper lecture plan in advance.

### **E. Topics in Lectures**

The lecturers especially from outside KEFRI and FD have been interested only in explaining topics which their organizations are actively participating in and tend to neglect the role of forestry in the areas of interest thereby failing to promote the importance of social forestry in rural development. Such contents are not completely unnecessary, however, the lecturers should emphasize the role of trees and promotion of social forestry to fall within the objective of the training course.

### **F. Level of Lectures**

The lecturers should prepare their lectures to be in line with the aims of each course, trainees' background of each course should be taken into account and ways by which the trainees can convey the contents (techniques and knowledge on social forestry) to other people after the course should be incorporated into the lectures. For example in case of teachers' course, the lectures should be given to trainees while considering the relevance of the acquired techniques and knowledge to the activities of pupils participating in tree planting clubs.

### **G. Involvement of Question and Answer Session**

The lecturers have been answering trainees' questions well during their lecture time. However, the training could be more effective if the lecturers attracted trainees' interest and made sufficient time available for question and answer session within last part of the lecture. The lecturers should try to incorporate questions raised during the lectures into their future presentations.

### **H. Conceptual Explanation in The Lectures**

Some lecturers have been giving only conceptual lectures. Since Kitui Centre offers training courses for grassroots level, applicable techniques and knowledge in the field should be given priority. Therefore, conceptual and general explanations should be kept at a minimum, and practical explanations with specific examples be kept at a maximum.

### Annex 1-1 Evaluation Form

LECTURE EVALUATION SHEET Ref: \_\_\_\_\_

Course : \_\_\_\_\_ Recorder : \_\_\_\_\_

Date : \_\_\_\_\_ Allocated timing : \_\_\_\_\_

Subject : \_\_\_\_\_ (1 lecture 2 practice 3 field tour 4 )

Resource person : \_\_\_\_\_ (organization) (position)

Number of trainees : \_\_\_\_\_ Remark : \_\_\_\_\_

Time Allocation

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

1. Presentation -

- Time allocation
- Attitude
- Language
- Voice
- Technical level
- Attention drawing
- Exemplification
- Answer to questions
- Logical sequence
- Others

2. Use of Materials

- Textbook
- Handouts
- OHP
- Slide
- Flipchart
- Blackboard
- Others( )

3. Trainees' Impression

4. General Comment

# Survey Report on Distribution of Seeds and Polyethylene Tubes to Trainees

June 1992



## 1. INTRODUCTION

The Kenya/Japan Social forestry training Project (Kitui case) has implemented several courses since December 1988. These courses have been for Farmers, Teachers and Field technical Assistant staff, among others. The aim of these courses has been and still is to promote self-reliant tree planting programmes at 'grass-roots' level in order to alleviate energy crisis, environmental degradation and loss of forests and other natural resources in rural areas.

After every course, questionnaires designed to solicit information from the participants about the course and problems they encounter in their tree planting activities are administered. Through findings from such questionnaires coupled with the desire to see the trainees continue the practice of skills they will have acquired from training, the need to give a few seeds of popular social forestry species and polyethylene tubes became apparent.

The issuing exercise started in June 1991 with the Farmers course and is limited to farmers and teachers. The few materials given include the following; A Farmer 50 polyethylen tubes, each Teacher 100 polyethylene tubes together with 25 seeds and 50 seeds respectively of the following tree species; *Cassia spectabilis* (Ikengeka), *Grevillea robusta* (Mukima), *Leucaena leucocephala* (Lukena) and *Dovyalis caffra*.

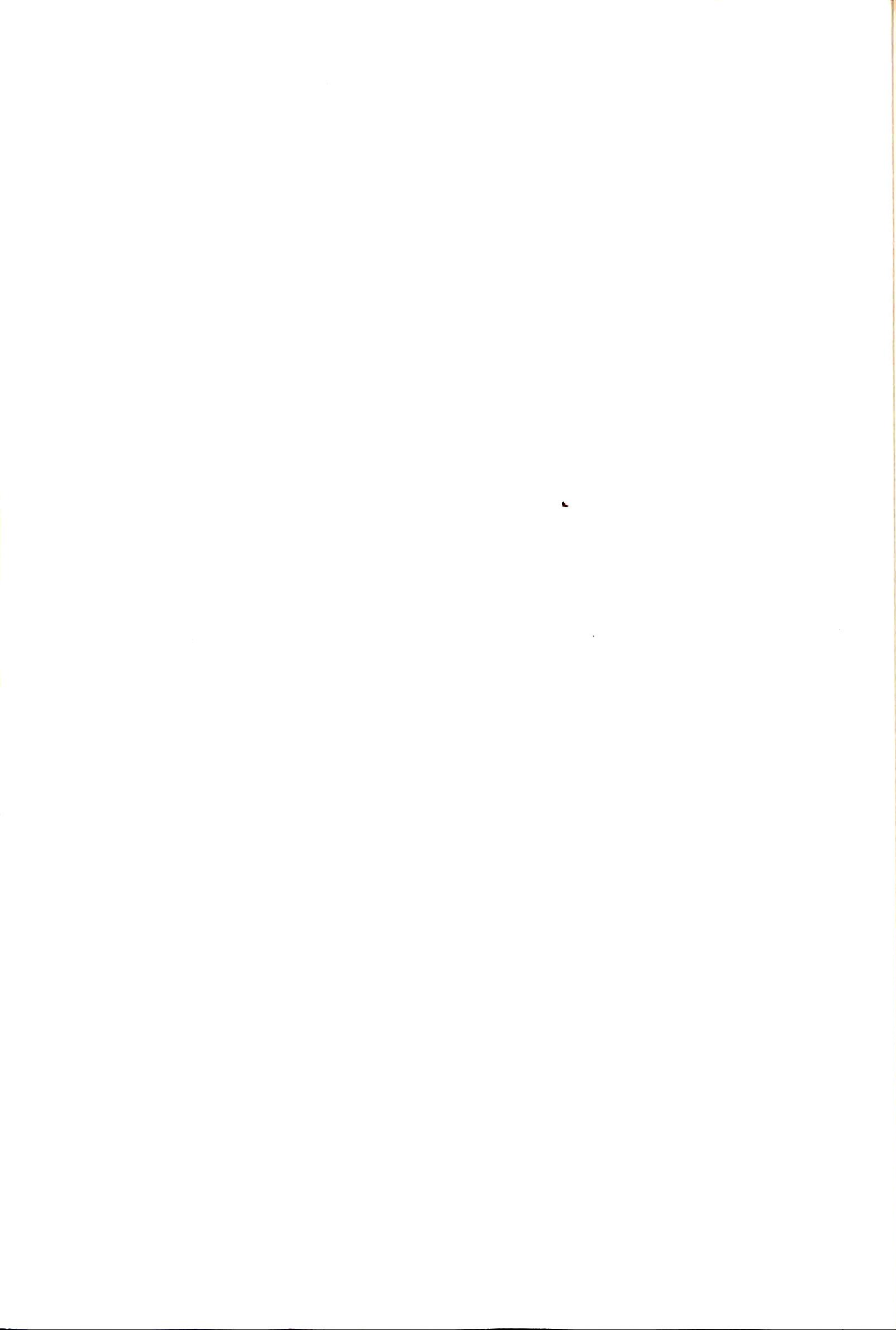
The survey undertaken was therefore to determine how these materials given were used and so deduce whether continued issue of the materials is useful. The survey was carried out between 16th. March and 20th March 1992.

## 2. OBJECTIVES

Like its reflected in the introduction above the survey was undertaken so as to find out how polyethylen tubes and seeds given to trainees after training are utilized by them in their farm forestry activities and deduce whether continued distribution of the same is tenable. At the same time, the survey was to add to the experience of training staff members for similar activities in future. Also the general effectiveness (impact) of our training courses was to be determined.

## 3. METHODOLOGY

Ten (10) farmers randomly selected (See Annex 2-1) out of a total of twenty-eight (28) farmers who attended the farmers course of June 1991 were followed and interviewed at their homes. This reflected 35.7% of the total. They were the first group to get the materials. The interviewees were all from Kitui District. All five (5) divisions within the District were visited and at least one trainee interviewed. The interviewers were guided by a pre-prepared questionnaire (See Annex 2-



tree seedlings in their farms, sell a few others and give friends the rest. It was noted that most interviewees had more of fruit and ornamental tree species than the other types.

Technical problems they faced in nursery or tree planting work included: lack of skills in tree pest and disease identification, termite and ant attacks; and poor timing of seed maturity given other works.

As for termite and ant attacks 99% tried to use ash and chemicals given by Agriculture department personnel. For pest and disease identification, all of them consult technical officers from Agriculture and forest departments. However, there were other none-technical problems sited such as lack of nursery tools (wheel burrow, watering cans, rakes etc.), polyethylen tubes (paper packs eaten by termites), and seed among many.

## **5. DISCUSSION**

Statistically, 10 cases out of 28 are relatively too few to generalize from. However, from the interviewees responses, especially having started tree nurseries, Agroforestry practises, construction of soil conservation structures and using energy saving Jikos all after training, we can confidently say the training was useful. Similarly 9 out of the 10 interviewees practised nursery techniques either in their own individual or group and/or departmental nurseries using the materials from the centre.

Consequently, this confirms the much talked about problem of lack of seeds and polyethylen tubes as the major hindrances to establishment of small scale nurseries by farmers. Even though it is expected that the farmers will continue the practice using locally available materials (milk packs, tins, collect seeds locally), an undertaking considered more sustainable than the temporary issue of these materials by the training Centre.

Otherwise, from the few cases visited, we can categorically conclude that the materials given after the course to this group of farmers were well utilized and therefore continued issue of the same could be subsequently useful. Notwithstanding other prevailing conditions, the exercise of issuing these materials to trainees (teachers and farmers) seems beneficial and can subsequently lead to establishment of more tree nurseries, a virtue with regard to tree planting in particular and environmental conservation in general.



2) comprising various items ranging from the benefits that they enjoy accruing from training course contents to how the seeds and polyethylene tubes given after course were utilized.

#### 4. RESULTS

Following the items of the questionnaire, the following responses were registered. All interviewees except one responded that the training course was beneficial and applicable to their farm activities. They all enumerated almost all the subjects they had been taught at the centre to the survey team. They still could very well recall all that they had been taught. None of them seemed not to have benefited from the course in one way or another, especially in construction of soil conservation structures, using energy saving Jikos, protecting trees from animal damage, starting individual and group small scale nurseries, practicing Agroforestry among others.

Seven out of the ten (10) interviewees had small scale nurseries, 4 of them individual and 3 groups. 2 out of the rest were attached to Agriculture department nurseries. One of the interviewees, a practising business man, was the only one not associated with any nursery. 3 of the interviewees started their tree nurseries immediately after the training, in November and December 1991 respectively. The rest were existing by the time interviewees came for training. In case of the lone interviewee not associated with any nursery activity, he cited labour to ferry water & lack of cooperation from neighbours, as reasons why he could not start a nursery.

However, the survey team noted a general lack of interest in tree planting activity by the farmer (business man), as his major problem.

About how the polyethylene tubes and seeds were used, 8 out of the 10 interviewees had used them in their individual or group nurseries. The remaining two still had them intact and were planning to use them later (they could be seen), when they would have enough labour and rains, and hopefully more interest. On practice in nursery techniques by interviewees using the materials given, 8 of them sowed the seeds and many had germinated very well.

A few pre-treated the seeds before sowing. The pre-treatments done were nipping, cold water soaking and warm water soaking. So that all the 8 except one, had over 1000 seedlings in their nurseries of various species in addition to the 4 species given at the centre such as *Terminalia brownii*, citrus, mangoes, *Terminalia mantaly*, *Tamarindus indica*, *Cassia siamea*, *Erythrina abyssinica* among others.

On disposal of seedlings most interviewees said they would plant the

**Annex 2-1 Interviewee list**

	<b>Name of Interviewee</b>	<b>Location</b>	<b>Division</b>
1.	Mr. Mutunga Muthuvi	Kyuso	Kyuso
2.	Mr. Charles Mbuvi	Mulango	Central
3.	Miss. Lea Muinde	Mutitu	Mutitu
4.	Mrs. Kalunda Mutunga	Mwingi	Mwingi
5.	Mr. Cosmus Musyoka	Matinyani	Kwa-Vonza
6.	Mr. Munyoki Isika	Nzambani	Central
7.	Mr. Titus Nzuki	Kanziku	Mutomo
8.	Mr. Philip Malombe	Mutitu	Mutitu
9.	Mr. Hasumani Joshua	Matinyani	Kwa-Vonza
10.	Mrs. Nduu Kavinya	Kyuso	Kyuso

Terminalia

Annex 2-2 Questionnaire

Page 1

QUESTIONNAIRE: TO FARMERS WHO ATTENDED THE FARMERS' COURSE OF JUNE 1991

Date: ..... Interviewer: .....

Interviewee: .....

Location: ..... Sublocation: .....

1. Did the Training Course at the Kitui Training Centre benefit you?

i) Yes >(a) (ii) Not so much >(b)

a) How did the course benefit you?

- 1. ....
- 2. ....
- 3. ....

b) How didn't you benefit from the course?

- 1. ....
- 2. ....
- 3. ....

2. Do you have a tree nursery?

i) Yes >(a) (ii) No >(b)

a) If yes, what kind of nursery is it?

i) Individual (ii) Group (iii) Others .....

b) Since when?

.....

c) And if no, why?

.....  
.....

3. How have you used polythene tubes and seeds given to you after the course?

i) Gave a friend >(b)

ii) Used by myself >(c)

iii) Used by our group >(c)

iv) Not used yet >(a)

v) Other .....

a) Where are they ..... (confirm) okay or not

.....

b) Why have you not used them?

1) .....

2) .....

3) .....

4) .....

c) When did you sow the seeds you carried from the Training Centre?

.....

d) Have you carried out some pretreatment before sowing?

i) Yes >(e) (ii) No >(f)

e) If so, which kind of treatment have you applied?

1) .....

2) .....

3) .....

4) .....

5) .....

f) How was the germination generally?

i) Good (ii) Fair (iii) Poor

g) How many seedlings do or did you have in your nursery?

.....

*h) Of what species are these seedlings except the 4 species given?*

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

*i) How will you dispose off your seedlings?*

- i) Selling      (ii) Planting      (iii) giving to friends*
- iv) Others .....*

*j) What technical problems have you faced in your nursery or tree planting work?*

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

*k) How have you tried to solve these problems:*

- 1) .....
- 2) .....
- 3) .....
- 4) .....
- 5) .....

# Report of the Survey on Institutional Social Forestry Training for Women Farmers

October 1992



## 1. INTRODUCTION

Kenya/Japan Social Forestry Training Project implemented a Women Farmers' Course from 13 to 24 July 1992 at Kitui Regional Social Forestry Training Centre as a trial course. Since women or their groups are playing actual role in rural area and are considered one of the most important sector for promoting tree planting activities in this region, a farmers' course specifically for women has been long-awaited to be held and that was a response of the project to this voice. Objectives of this trial course were to understand the problems, which might arise specially for women to attend such an institutional course, to find fields in which needs of participants exist and to enable training staff of Kitui Centre to acquire experience on the nature of the target group for future course arrangement. A survey was carried out to achieve the former objective.

## 2. METHOD

A survey was carried out through questionnaire for a total of twenty-five (25) trainees who participated in the course. The questionnaire consisted of personal and family data, hindrances for attendance and course requirement. The personal data collection was focused mainly on the age of the participants. The family data collection contemplated to understand the number and age structure of the children, who takes care of the children, and presence and approval of the husband. The course requirement was based on the duration, the problems on participation and other necessary subjects. Also, the hindrances for women's attendance to this course were inquired into the assumption that they could be some women who can not come for training. For details of the questionnaire, please refer to *Annex 3-1 and 3-2*.

## 3. FINDINGS AND RECOMMENDATION

### 3.1 Personal Data

#### 3.1.1 Age of Participates

The age structure of the participants was as follows:

*Table 1 Age of Participants*

Age (Years)	Number of participants	%
-20	1	4%
21 -30	8	32%
31 -40	8	32%
41 -50	8	32%
Total	25	100%

There was no significant deviation found between sectors.



### 3.2 Family Data

#### 3.2.1 Number of Children

The number of children per participant was indicated as follows:

**Table 2** Number of Children

Number of children	Number of participants	%
None	3	12%
1	4	16%
2	1	4%
3	3	12%
4	1	4%
5	2	8%
6	3	12%
7	2	8%
8	4	16%
9	1	4%
10 or over	1	4%
Total	25	100%

The average number of children per participant is about five. One of the two without children is unmarried and the other gave no comment.

#### 3.2.2 Age of Children

Age structures of participants' children are as followings.

**Table 3** Age of Participants' Children

Participants Age of Children	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
	Number of Children																					
31 to 36												2				2				2		
25 to 30											1				2	3		1	2	3	2	2
19 to 24				1						1	2				2	1	3		2	3	1	3
13 to 18										1	2		3	2	3		3	2	2		2	3
7 to 12					1	1	1	2	2	1		3	3	2	1	1	1	3	2		2	3
0 to 6	1	1	1		1	2	2	1	1	1			1	1	2		1	2			2	2
Total	1	1	1	1	2	3	3	3	4	5	5	6	6	6	7	7	8	8	8	8	9	13

N.B. The shadow indicates the children over 13 years old (refer 3.4.2).

#### 3.2.3 Care of Children

For the question who is looking after the children while attending the course, the results were as follows:

**Table 4 The Person for Care of Children**

Relation (from Participant)	Number of participants	%
Husband	13	59%
Mother in-law	4	18%
Parents	2	9%
No one because of grown up	3	14%
Total	22	100%

N.B. Two participants who do not have any children are not included.

More than half of the participants announced that the children were taken care of by their fathers. Here seems to be a misunderstanding on the word "Take Care". This question was to know who was doing house work while they are attending the course but many of them understand this as "Protection" because in this society it is not likely to be that a husband cook and washes for their children for almost two weeks.

#### **3.2.4 Presence of husband**

For a question to those who are married, thirteen participants(65%) declared that their husbands sometimes are away from them because of their nature of work. This result also suggests that in many cases their children might have been taken cared by their relatives rather than their husband.

#### **3.2.5 Approval of Husband**

Almost all trainees (18 in 20 responses) mentioned that their husbands allowed them or even were pleased that their wives attend the course since they have known the importance of trees.

### **3.3 Course Requirement**

#### **3.3.1 Duration**

Regarding course duration, there were various answers from the trainees ranging from two weeks to one month but the majority gave two weeks as adequate duration because of much work at their homes in case of more than two weeks.

#### **3.3.2 Additional Subjects**

The trainees felt that such following subjects should be included in the curriculum apart from the subjects indicated in the programme.

**Table 5 Additional Subjects Required**

Subject	Number of participants	%
Child Care	9	22%
Cooking	9	22%
Tidiness	6	15%
Livestock Management	6	15%
Family Planning	4	10%
Home Economics	3	7%
House Maintenance	2	5%
Crop Farming	2	5%
Poultry Keeping	1	2%
Total	41	100%

No wonder that the answers were concentrated on homestead activities reflecting the participants' interests. This must be a question, whether "Social Forestry" training has to involve such kind of house affairs as some of its subjects, but it is possible and important to link existing subject contents more with home economic affairs or give the lectures more domestic aspects appealing to this target group.

### 3.4 Hurdles for Attendance

Most participants indicated a positive willingness of attending a course of this nature, however they were pleased to assume several problems that can hinder women to participate in the training course at Kitui Centre.

Hurdles for attendance were suggested as follows:

**Table 6 Hindrances for Attendance**

No.	Hindrances	Number of participants
1	No approval of husband	10
2	Preparation for school of children	8
3	Lack of bus fare	8
4	Small children	7
5	Sickness of children	4
6	Famine	3
7	Late receiving of invitation letter	3
8	Closing of school	1
	Total	44

N.B. Plural answers were counted.

#### 3.4.1 Permission of Husband

As it was shown in the previous chapter (3.2.5), most of the husbands of participants had no objection and were willing that their wives attend the course, but it might be assumed that we got only permitted wives as our trainees unless we undertake field survey by random sampling. According to the result of *Chart 6*, however, the permission of the

husband still seems to be a severe limiting factor for their attendance in case that the husbands do not understand its importance. In such cases, it would not be possible to make any direct action but could make indirectly their husbands to be convinced of the importance of tree planting and training of their wives on these activities through public relations, courses or seminars for leaders and male member of her community, and extension services of institutions concerned.

#### **3.4.2 Children**

It was assumed that the thirteen years old would be a borderline for children whether they need to be taken care of or not because children below thirteen years old still need care since they are attending primary school but children of thirteen or more years old can do household duties on their own. Moreover many secondary schools are boarding schools. Nineteen participants (73%) had children below thirteen years old (see *Table 3*). This means that the nineteen participants might not be able to attend the course unless they had someone, for example their relatives to take care of their children while they were attending the course.

As it was expected, the answers related to the care of children (2, 4, 5, and 8) had the highest frequency. It is not strange to say that the biggest hurdle for women to attend the course leaving their home is how to find the person who takes care of their children meanwhile.

As we already discussed, the relatives of the participants were the ones who were taking care of their children while the participants were away. At the same time we cannot forget that in most case, grown up children play a significant role in household labor in this region and they might help their mother to participate in the course. This assumption seems to be reinforced by the child's age analysis, since participants who only had children of less than 13 years old were only seven (32%). Therefore, It is important to hold the course during school holidays so that grown up children are able to help household affairs, moreover to lighten the burden of family for preparation for school.

#### **3.4.3 Other Problems**

Following are suggested problems that might occur not only for women but also farmers in general when they are going to attend the course away from home.

Eight participants indicated that lack of bus fare is a problem. Pre-payment of Ksh. 100 or 200 for transport to the Kitui Centre is not so easy for ordinary farmers in rural area although it would be refunded later. This problem might be solved in part by providing transport

between Kitui Centre and main town as the Project has already done for every Farmers' Course.

Late receiving of invitation letters is also one of the problems. An action to be taken is to send letters in one month in advance.

#### **4. CONCLUSION**

Since women's activities are significant to promote social forestry activities in rural areas of target region of this project, continuous course implementation of women farmers' course based on the result of this survey is indispensable for effective extension of social forestry techniques.

In conclusion, a two-week course for women farmers based on one of current Farmers' Course that has been tried seems adequate to be held at Kitui Centre although some previously suggested modification might be necessary.

At the same time, however, the need for some out of station course or seminar that will make the social forestry training at hand of household, still seems to be remaining because as trainees suggested, participation of a housewife to the on-station training course in Kitui Centre leaving home for a long time never seems to be easy as that of her husband's because of the women's own particular problems.

Annex 3-1 Questionnaire (English)

Page1

NEEDS SURVEY FORM FOR  
WOMEN'S COURSE

1. Personal data:

Name:.....  
Age:.....  
Address:.....

2. Family data:

How many children do you have?.....

Please write down their ages, starting with the oldest.

A. \_\_\_\_\_ yrs.    D. \_\_\_\_\_ yrs.    G. \_\_\_\_\_ yrs.  
B. \_\_\_\_\_ yrs.    E. \_\_\_\_\_ yrs.    H. \_\_\_\_\_ yrs.  
C. \_\_\_\_\_ yrs.    F. \_\_\_\_\_ yrs.    I. \_\_\_\_\_ yrs.

Who usually looks after these children?.....  
.....

If it is you, who is looking after them now that you are here?.....  
.....  
.....

Is your husband sometimes away from you because of his work?  
.....  
.....  
.....

Did your husband approve of your coming for this course?.....  
Please explain:.....  
.....  
.....

3. Course data:

What duration do you think is adequate for a women's course such as this one you are attending?.....

.....  
.....  
.....

What can make you/women not to attend such a course if you/they are invited?.....

.....  
.....  
.....  
.....

What other subject(s) do you think can be included in this programme to benefit women?.....

.....  
.....  
.....

Annex 3-2 Questionnaire (Kiswahili)

Page1

FOMU YA KUKAGUA KUHITAJIKA KWA  
MAFUNZO KWA WANAWAKE.

1. Mambo ya kibinafusi:

Jina:.....

Umri:.....

Anwani:.....

2. Mambo ya Jamaa:

Je, una watoto wangapi?.....

Tafadhali andika umri wao, ukianza na aliye na umri wa juu.

A. \_\_\_\_\_ yrs. D. \_\_\_\_\_ yrs. G. \_\_\_\_\_ yrs.

B. \_\_\_\_\_ yrs. E. \_\_\_\_\_ yrs. H. \_\_\_\_\_ yrs.

C. \_\_\_\_\_ yrs. F. \_\_\_\_\_ yrs. J. \_\_\_\_\_ yrs.

Nani hulea hawa watoto?.....

Kama ni wewe binafusi, kwa wakati huu ambapo haupo, nani anawalea?

.....

.....

.....

Je, bwana yako huwa kwa wakati mwingine akikuacha na kuenda mbali kwa sababu ya kazi yake?

.....

.....

.....

.....

Je, bwana yako alipendezwa na kuja kwako kwa haya mafunzo?.....

Tafadhali eleza.....

.....

.....



3. Mambo ya mafunzo:

Kulingana na wewe, unafikiri mafunzo kama haya unayohudhuria yanatakikana kuchukua muda gani?

.....  
.....  
.....

Ni kitu gani kinachoweza kukuzuia wewe au wanake wengine kuhudhuria mafunzo kama haya kama ume/wamealikwa?.....

.....  
.....  
.....  
.....

Je, in somo/masomo lipi/yapi unafikiria ni muhimu kuongezwa katika mpangilio wa mafunzo yetu (programme) ili iwafaidi wanawake?

.....  
.....  
.....  
.....  
.....  
.....

Ahsante sana kwa ushirikiano wako.

# **Analysis of Field Seminar Participants**

**March 1993**



## INTRODUCTION

This paper analyses the participants of a field seminar which was held on 26th of March 1993 at Mathima chief camp by Kenya/Japan Social Forestry Training Project (S.F.T.P) based at Kitui Social Forestry Training Centre (Kitui Centre). The seminar site is located 16 Km south-east of Mutomo Market. Publicity and people's invitation for this event were arranged through Divisional Culture and Social Service Office (C.S.S.O), Mutomo. Also, the information was given to the rural community members through the Chief's Baraza etc. Posters containing the Event Title, Date, Time and Venue were placed for publicity and propaganda purposes on strategic boards through the C.S.S.O. The event was carried out successfully with 288 in attendance.

During the event some surveys were carried out in order to understand some general characteristics of the participants such as age, gender, location where they came from, attendance time and preferred language for the materials being distributed. The extracted information was felt necessary for formulation and planning of future field day activities. The methods, objectives, observations and recommendations for the areas considered were as followings.

## PART 1. GENERATION ANALYSIS

### 1.1 Method and Objectives

Ages of the participants were asked and written down on the registration form in order to check whether there was some significant deviation among the participants' on age groups or not.

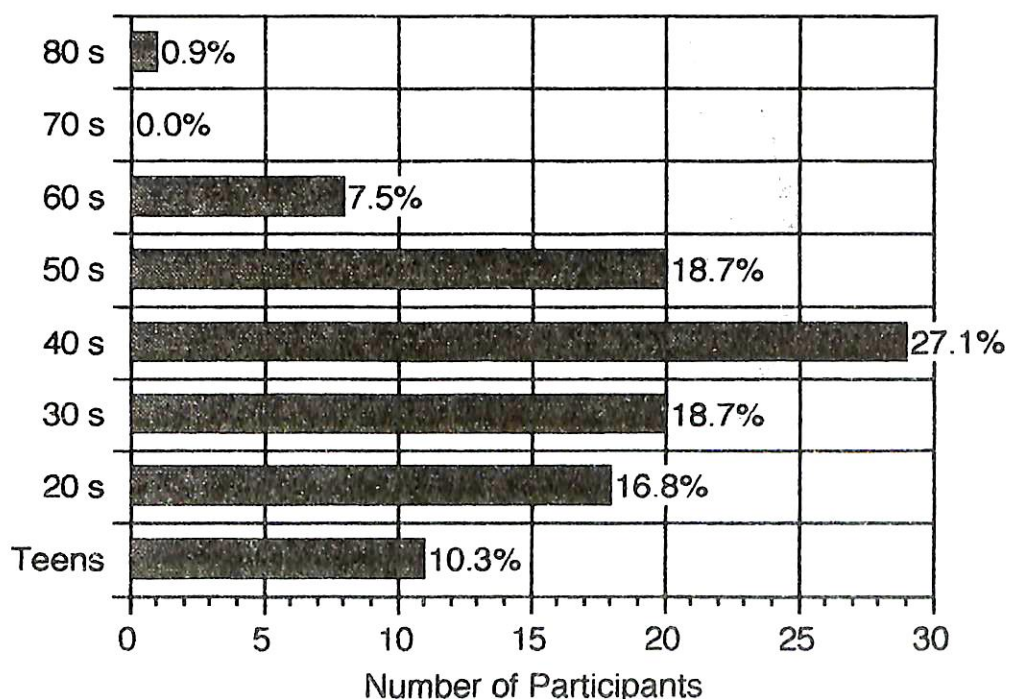


Figure 2-1 Age Structure of Participants

### 1.2 Observation and Recommendations

The results, as it is shown in Figure 1-1, indicate that there was no significant deviation in the ages of the participants, although the age structure of inhabitants of the area is not known. However, those in 40s dominated. Invitation through government bodies such as location chiefs seems the reason of the high attendance in the generation of the head of family who usually have to respond official order and offering as a house representative. There seemed to have been an increasing rate of attendance by teens to the age of 30s who perhaps are the most active and eager to learn categories and could be targeted later, for institutional courses conducted in Kitui Centre.

## PART 2. ANALYSIS ON WOMEN PARTICIPATION

### 2.1 Method and Objectives

Women involvement was one of the important focus and intention of the field seminar activities considering the illiteracy and busyness of the women which may not allow them to attend the training courses with long duration and it should be largely reflected on participation of the women at this seminar. Gender of the participants were noted on the registration form in order to know women participation rate.

### 2.2 Observation and Recommendations

The results of the survey for women participation were as shown in Figure 2-1.

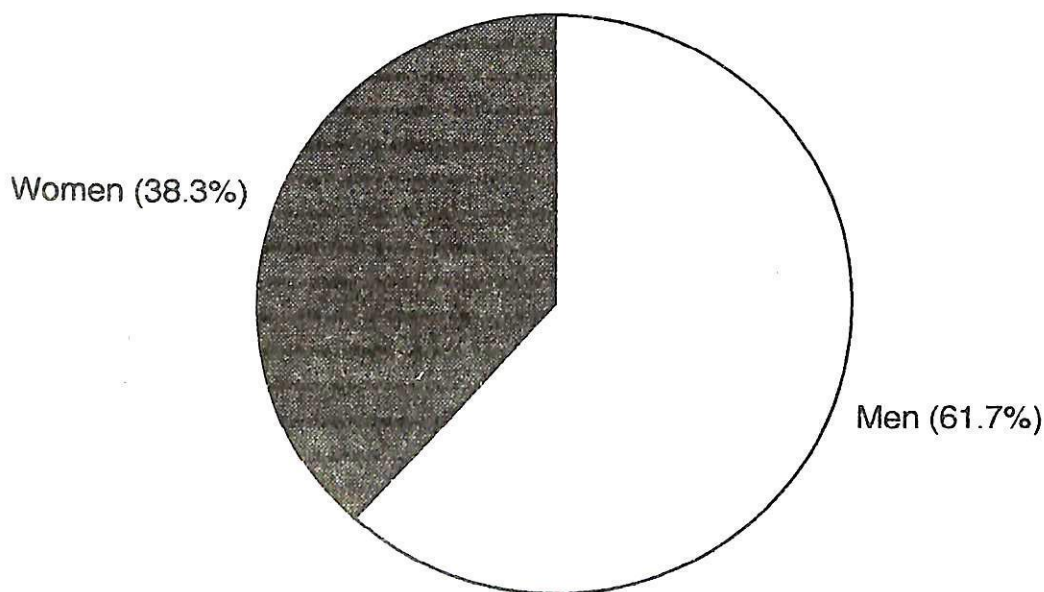
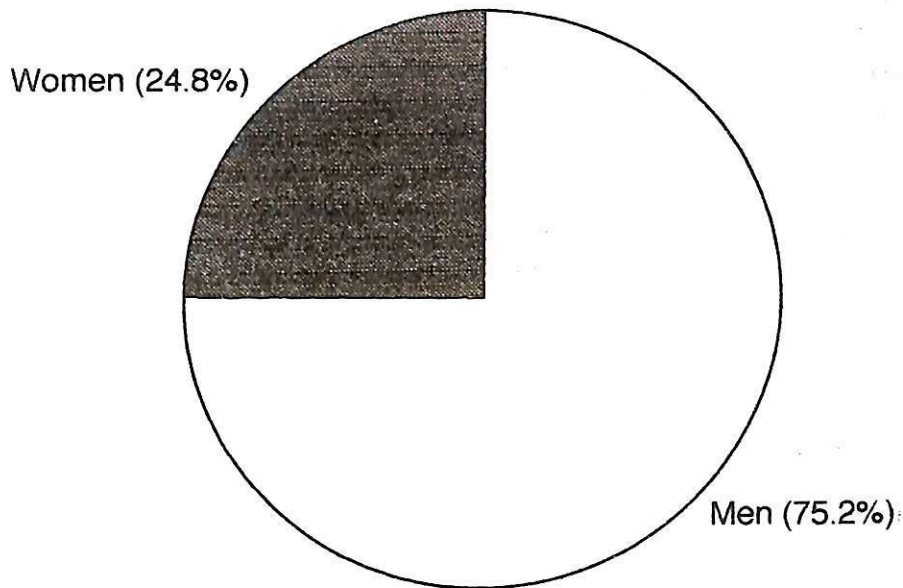


Figure 2-1 Women Participation in Field Seminar

Participation rate of the women was clearly larger than the same in the training courses held in Kitui Centre perhaps because of the easiness of the attendance to the event (See Figure 2-2).

Realizing that more than half of the habitants are women in this area and considering the importance of women's role for rural tree planting promotion, however, the current rate would not be very comfortable for organizers who aim at women involvement for social forestry development.



**Figure 2-2 Women Participation in Farmers' Course at Kitui Centre from July 1989 to May 1993**

As it was also observed in the characteristics of the participants for the 2 week institutional training courses in Kitui Centre, invitation through government bodies may cause low attendance of women because the men are usually representative of a family and they are, more likely, the ones to respond to official orders and offering. The results seem to be recommending that some measures should be applied at publicity and invitation stages such as through C.S.S.O if the organizers are stressing more attendance of women.

### **PART 3. LOCATION ANALYSIS**

#### **3.1 Method and Objectives**

Locations of the homes of the participants were written on the registration form on arrival in order to know from how far they had travelled to attend the event.

#### **3.2 Observation and Recommendations**

All participants who attended the event came from within the Mathima location. Participants from other locations never attended as expected by some of the organizers. In this kind of remote area where locations are very large, it is not so realistic to expect participants from other distant locations due to the scarcity of logistics and poor means of

communication. Therefore it is not advisable to provide a large number of materials for distribution based on such assumptions during planning stage without putting the above limitations into consideration.

It was also observed that attendance by local population was more as a response to the call /order by the influential local chief than the participant's own interest on the activities to be presented. This was evidenced by some participants showing little or no interest on what was being displayed or lectured despite their being present at the event.

On the other hand, it was not very clear how well publicity for the event was done and in future efforts should be made to find out how participants received information about the activity, to point toward the effectiveness of the methods used.

## PART 4. ATTENDANCE TIME ANALYSIS

### 4.1 Method and Objectives

Attendance time was checked on arrival of the participants at the registration desk so as to plan for future events the convenient time to hold or not to hold such an event.

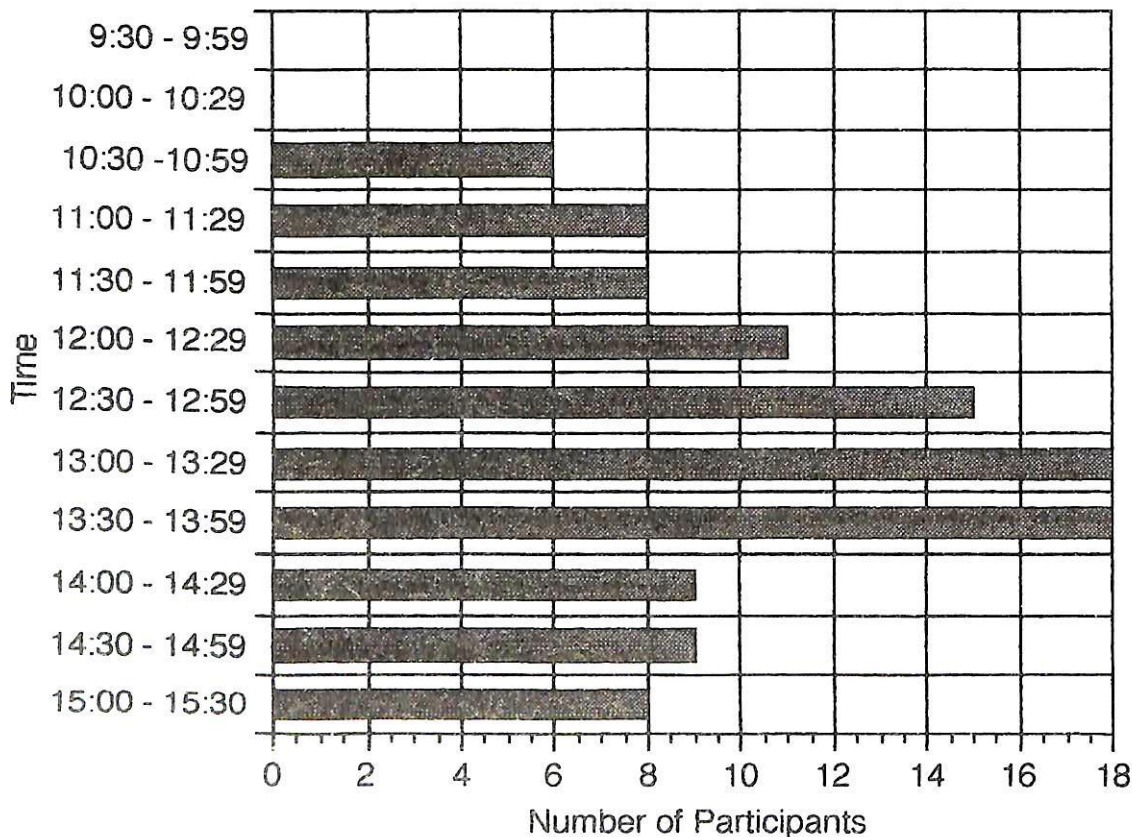
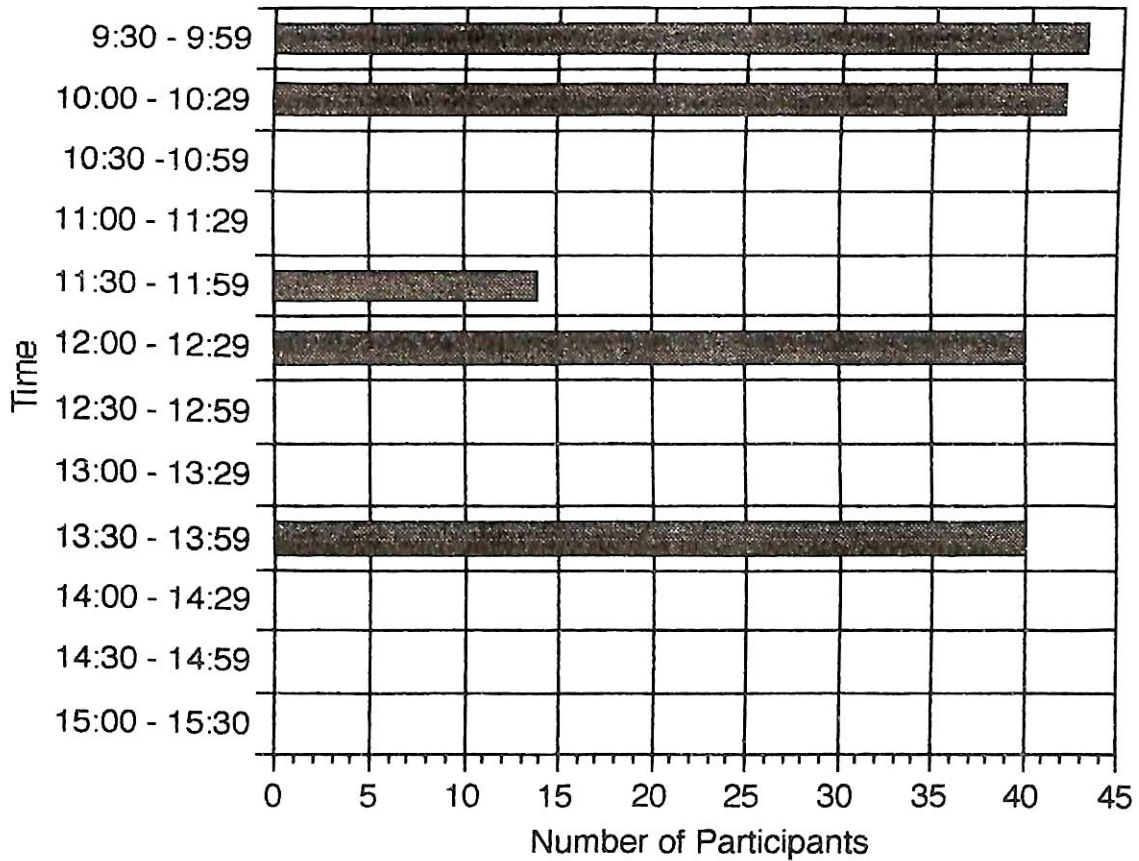


Figure 4-1 Attendance Time by Farmers

### 4.2 Observation and Recommendations

Farmer's participation was low during the busy hours of the morning session but gradually improved with time (See Figure 4-1)

School participation started early enough in the morning and ended early in the afternoon session (See Figure 4-2).



**Figure 4-2 Attendance Time by School Groups**

The opening time planned in advance (as 8:00 AM) was unnecessarily early. Starting time could have been better planned for 9:30 AM.

It is important to note that school groups can be coordinated to come to the session in the early part of the morning so that they and the organizers can take advantage of the relatively free time in the morning. Pupils and teachers attendance can be easily planned in advance as compared to other participants such as farmers.

## **PART 5. LANGUAGE ANALYSIS ON DISTRIBUTING MATERIAL**

### **5.1 Method and Objectives**

In Kenya, the language structure is a complex reflecting its multi-tribal society and colonial history. The language structure is not so simple achievement to an individual and one must be conversant very often with the following three languages:



Local Language	(Mother Tongue)
Kiswahili	(National Language)
English	(Official Language)

The abilities of individuals may vary according to the level of education attained by such person. The knowledge level of such languages also differ according to the years in which such individuals may have been taught. It could be as follows:

Local Language	Up to Standard 3
Kiswahili	From Standard 4 to Form 4
English	From Standard 4 to Form 4

It was very easy to assume that most of rural farmers in Kitui district could benefit through use of local Kamba language especially in listening and speaking than other languages, however, the ability or preferability of the language for rural farmers in reading and writing was not evaluated. In such condition as mentioned above, it seemed a useful task to assess which language would be effective for the written materials to be distributed since the objective of the social forestry training agent is to see that the information, message or techniques being put across must reach the intended consumers. In the case of social forestry project the grass roots level personnel who in many cases have low level of formal education. Under such situation, the choice of communication language and technique can be critical to the success or failure of a programme to transfer intended message to the target group.

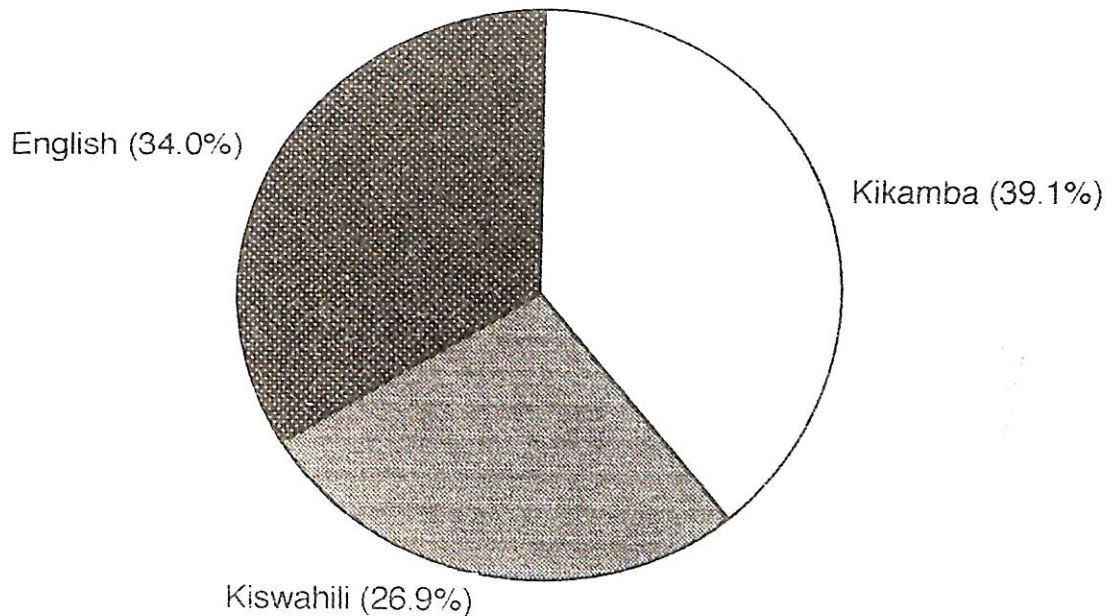
Kenya/Japan Social Forestry Project based in Kitui prepared simple brochures for Planting and Tending Techniques with same contents and design but in three languages of Kikamba, Kiswahili and English. The brochures were given to the participating farmers after completion of Planting and Tending Techniques session under the condition that a farmer had the choice of only one brochure within the three language versions. For the school group participants, the brochures were given by request and choice of the teachers. After the seminar, the total number of distributed brochures were counted.

## 5.2 Observation and Recommendations

The results of the survey for farmers and schools were as followings:

### 5.2.1 Farmers

A total of 156 brochures were distributed to farmers of which 61 copies were Kikamba version (39.1 %), 42 copies were Kiswahili version (26.9 %) and 53 copies were English version (34.0 %) (See Figure 5-1).



**Figure 5-1 Languages on Brochure Requisition by Farmers**

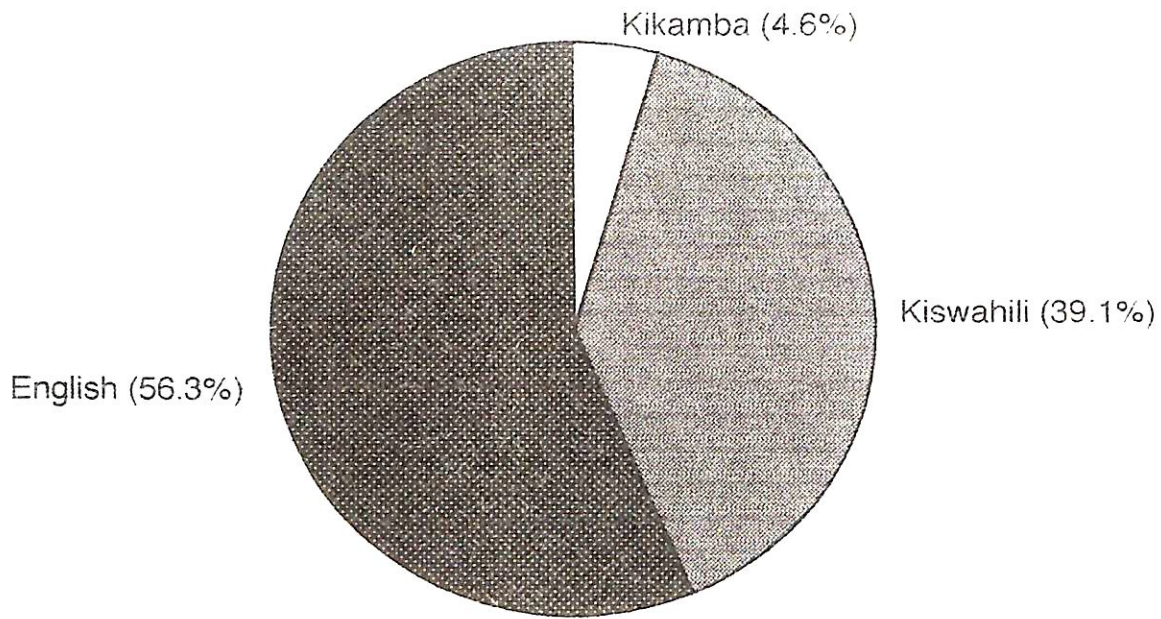
Reflecting on the frequent use of local language in reading and writing of such books as The Bible, letters to and from friends or families, etc. Such experience has made the requirement of local language material very high as compared to the two official languages. This result suggests that the project need not concentrate on one or two languages but continue producing the training and extension materials within the target area in the three languages.

For the next survey, it is important to check whether the participants attending such an event are able to read the training materials well or not, because it was observed that some of them seemed not to be able to read, especially those who chose Kikamba version.

### 5.2.2 Schools

Out of the total of 174 brochures distributed, 8 copies were Kikamba versions (4.6 %), 68 copies were Kiswahili version (39.1 %) and 98 copies were English version (56.3 %) (See Figure 5-2 on next page).

For participants from schools, the brochures were assumed to be for use as teaching material by the teachers who accompanied pupils when they go back to their classes. It appeared the teachers considered such materials to be of good value to their students in language and science practices. Kikamba version should be made available for distribution only when the target schools have pupils below standard 4 attending such an event. It may not be necessary to provide local language (Kikamba) version in cases where the extension activities are only to be focused on the teachers and upper class of students.



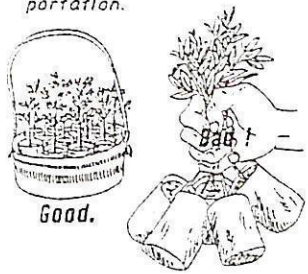
**Figure 5-2 Languages on Brochure Requisition by School Groups**






Annex 4-3 Brochure in English

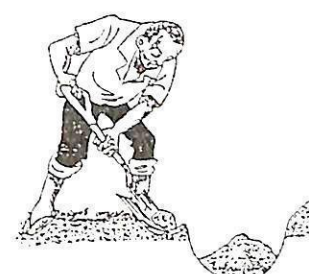
1. Seedling must be handled carefully during transportation.




2. Dig a hole "1.5" by "1.5", so that the root can grow freely and well.



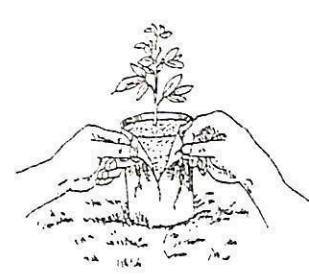
3. Return the top soil into the hole.




4. Make a pot size hole.




5. Remove the tube carefully to avoid destroying the seedling.




6. Place seedling in the hole and cover it well with wet soil.




7. Tread gently with your feet to firm the soil.



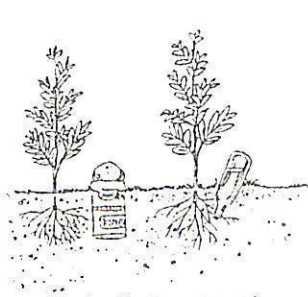
8. Water the seedling immediately after planting.



9. Build a fence around the seedling to protect it from animals and people destroying.



10. Give water at least two litres per week using bottle or can.




*During the dry season of the first year.*

**JICA & KEFRI**

---

**HOW TO PLANT TREES**

*The best time to plant trees is during the first week of the rainy season*



**KENYA/JAPAN  
Social Forestry Training  
Project**

Annex 4-4 Brochure in Kiswahili

1. Beba vizuri miche wakati wa kupeleka pale unapanda.



Uzuri.

2. Chimba shimo refu kama viti moja kwa tano na moja kwa tano ili mizizi ya mche itambae vizuri.



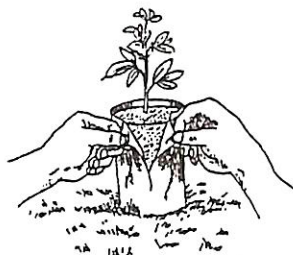
3. Rudisha udongo wa juu ndani ya shimo.



4. Tengeneza shimo ambayo inaweza kutoshea mfuko wa mche.



5. Toa huo mfuko wa mche vizuri ili usiharibu mche.



6. Weka mche huo kwa shimo na uweke vizuri udongo ambao umeloa maji.



7. Shindilia udongo pole pole na miguu yako ili udongo ushikane vizuri na mizizi.



8. Nyunyiza maji kwa mche wako ukimaliza kupanda.



9. Tengeneza ua ukizunguka mche ili uzuie watu ama wanyama kuharibu mche.



10. Uwe unatla maji kwa mche kama kipimo cha lita mbili kwa wiki moja ukitumia chupa ama mkebe.



Wakati wa kiangazi utianza.

JICA & KEFRI

Vile Unaweza Kupanda Miti

Muda mzuri wa kupanda miti ni wiki ya kwanza mvua Iklanza kunyesha.



KENYA/JAPAN  
Social Forestry Training  
Project

Annex 4-5 Brochure in Kikamba

1. Kua nesa muti yila utwaa vala uvanda.




**Nesa.**

2. Inza yilma yillku ta viti lmwe na ltano kwa lmwe na ltano nikana mil ya muti usu ltambae nesa.



3. Tungia muthanga wa yilulu nthini wa yilima.



4. Seuuya yilma itonya kwiania muvuko wa muti.




5. Umya Muvuko usu wa muti nesa ni kenda ndukanange muti.




6. Ika muti usu yilmani na wivwika nesa na muthanga mwiyu.




7. Kinyanga kavola na maa maku nikana muthanga ukwatane nesa na mil ya muti.



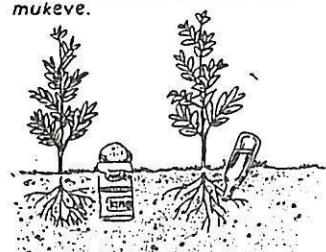
8. Ng'lthya muti waku omituki wamina kuvanda.



9. Aka wloo wa miti kana miwa uthyululukite muti usyie indo, andu kwananga muti.



10. Wamina kuvanda ng'lthya muti ta kithimo kya lita ili kwa wki umwe witumia kisuva kana mukeve.




*Ivinda ya thano ya mwaka wanzila.*

**JICA & KEFRI**

**Undu Utonya Kuvanda Miti**

Ivinda yila liseo ya kuvanda miti ni kyumwa kyambee kya mbua.



**KENYA/JAPAN  
Social Forestry Training  
Project**





