

## **CHAPTER ONE**

### **1.1 Rationale**

The project report is drawn with an aim of identifying developmental gaps in Zomba District, in Malawi (Central Africa) so that Future Vision Ministries – Canada (herein referred to as FVM-C) may, cooperatively with existing developmental stakeholders of the area, may initiate locally based projects in order to uplift the livelihood of the community under study with the primary focus on eye care and early child development (ECD).

### **1.2 Introduction**

The study was carried out in Senior Group Village Taulo, T/A Chikowi in Zomba, Malawi. The survey that was carried in Senior Group Village (SGVH) Taulo's area, Traditional Authority (T/A) Chikowi, Zomba District in Malawi. Zomba was Malawi's first capital city before the country's capitol was shifted to Lilongwe in 1975. It has, therefore, both very poor and very rich people. Many of the rural areas, like Taulo, poorer than Zomba Town though under one local district assembly. There are about 3100 people from 21 villages under SGVH Taulo.

The area was identified by consultation with Zomba District Assembly through a responsible sector, District Social Welfare Office (DSWO). Since this sector has the statistics of unreached and reached areas with some developmental interventions, it identified SGVH Taulo as one of the many areas which would greatly need eye care and Early Child Development services.

The findings show the developmental gaps and followed by possible suggestions of minimising the hindrances to human sustainable developmental interventions eye care and ECD, eye care and ECD being the priority areas of FVM-C.

### **1.3 Problem statement**

Consultations, published data and physical assessment prior to the actual survey revealed that there were problems of lack of ECD and immediate based eye care hence the study.

### **1.4 Aims of the Study**

The study was aimed at:

- Finding out the existence of any operational Early Child Development centre
- Finding out who initiated and is running (managing) the centre
- Finding out the level of knowledge and formal training of the care takers
- Finding out the source of materials, like books
- Finding out the current role of the community on the ECD
- Finding out possible causes of unsuccessful eye care and ECD programmes in the area
- Finding out the community's knowledge on general development
- Identifying areas of eye care and ECD dire needs so that FVM-C with other stakeholders (like local government agencies/sectors, NGOs, Christian bodies and the community itself )would collaborate in initiating and implementing sustainable projects
- Identifying priority areas in the order of needs and feasibility.

## **CHAPTER TWO**

### **2.0 METHODOLOGY**

#### **2.1 Introduction**

The chapter state and explain the method, tools, design, population and sampling techniques used in data collection and analysis. These elements would justify the findings and the backup the suggested solutions to the problems under study.

#### **2.2 Research Design**

Two types of data are planned to be gathered; quantitative and qualitative data. The research shall personal interviews through household survey and focus group discussions; consultations and observation so that the required data can be sourced.

#### **2.3 Population**

The Household survey was done in 59 household which had 345 household members giving and approximate average of 6 people per household, whereas focus group discussions had three groups: 15 women, 17 men and 18 key informants (traditional leaders, church leaders, Community Based Organisation members, teachers and village development committee members). This would assist in gathering unbiased data.

#### **2.4 Sampling Technique**

Random sampling was used in identifying households to be interviews, whereas focus group discussions participants were identified from each village by their heads.

#### **2.5 Data Collection Technique and Instrument used**

The instruments used were 59 questionnaires and 3 field guides were used in collecting data from the community. In household survey, one member of the household, preferably a spouse was a respondent for their household. Pens/pencils and paper were used to take down the views of the respondents.

#### **2.6 Data Analysis Plan**

Data analysis was done manually and using computer data packages like SPSS, Microsoft excel and Microsoft Access.

## **CHAPTER THREE**

### **3.0 DATA ANALYSIS AND DISCUSSIONS**

#### **3.1 Introduction**

This chapter outlines survey findings and discussions. The rationale behind is that the users of information (FVM-C) can easily draw even more conclusions than what have been outlined by the researcher. It is an expected that the data may be used in several ways in developmental plans. This chapter is the main body of this project since it tells the information gotten from the ground.

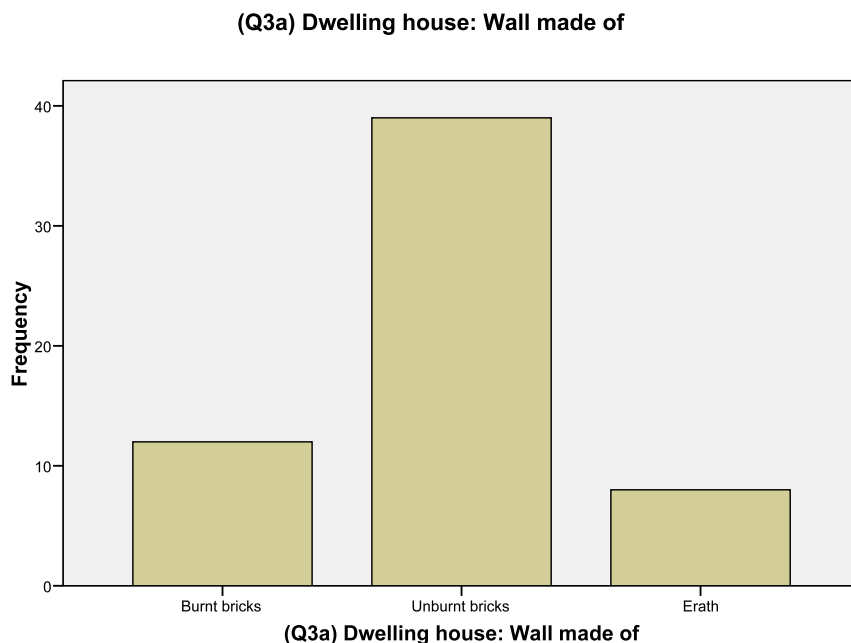
#### **3.2 Findings and Discussions**

- The distribution of the population by sex is 45.6% males and 55.4% females which shows that programmes should be planned in such a way that females (especially girl child) are given opportunity to develop because they are the majority. Sidelining them would mean disregarding the community.
- The major factors of school dropout of the school going age group (6 to 18 years) are : sicknesses (34.4%); early marriages (28.1%); poverty/lack of resources (15.6%); lack of interest (9.4%); long distance from school (9.4%); and labour (3.1%). Further probing through discussions showed that early marriages are due to traditional and cultural practices e.g. initiation ceremonies which make you people (especially) girls more vulnerable to early and unplanned pregnancies and marriages. Civic education should be enhanced on transformation and modification of some cultural practices that are hazardous to young school going people. Orphanhood and sickness (which includes disability) also contributes significantly to school dropouts. Long distance from school leads to loss of interest. Children walk more than five kilometres. There is need of at least

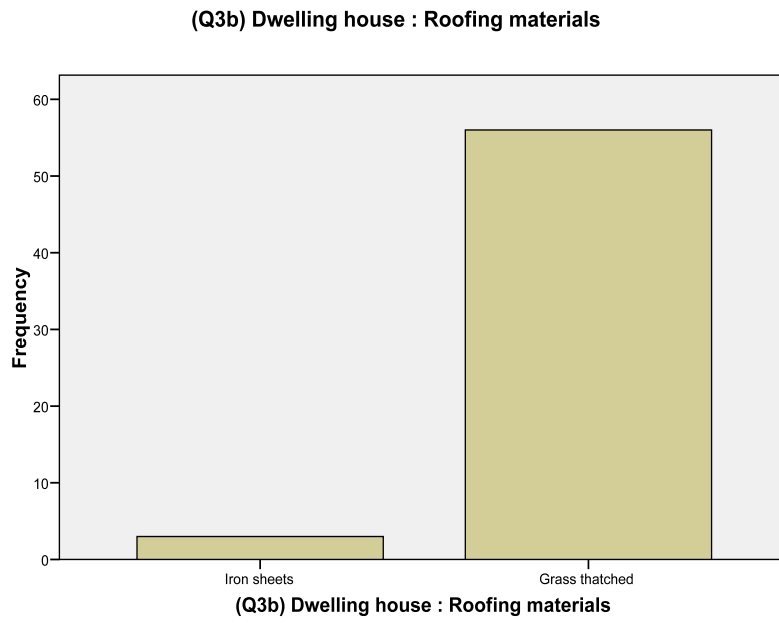
three day care/nursery school centres and at least one Junior Primary School (catering for standard 1 to 4).

- There is no person on any education level who receives scholarship (sponsorship). This vindicates the 15.6% dropouts due to lack of resources. This would be the immediate intervention since it does not require infrastructure development, and is easy to identify the needy. This may even extend to other places in Zomba (apart from SGVH Taulo).
- 61.1% of the orphans have lost a single parent while 38.9% have lost both parents. It also shows that 5.2% of the population are orphans. There is need to look into the ways of uplifting livelihood of the orphans and vulnerable children (OVC) i.e. provision of some immediate (e.g. food, clothes, school materials); medium (e.g. farm inputs to the care givers) and long term solutions (shelter).
- Though 97.9% of the people are Christians, it is observed that many are just religious lacking individual commitment to Christ. This evident due to their alcoholism (drunkenness) that is rampant in the area. There is need of evangelism and discipleship.

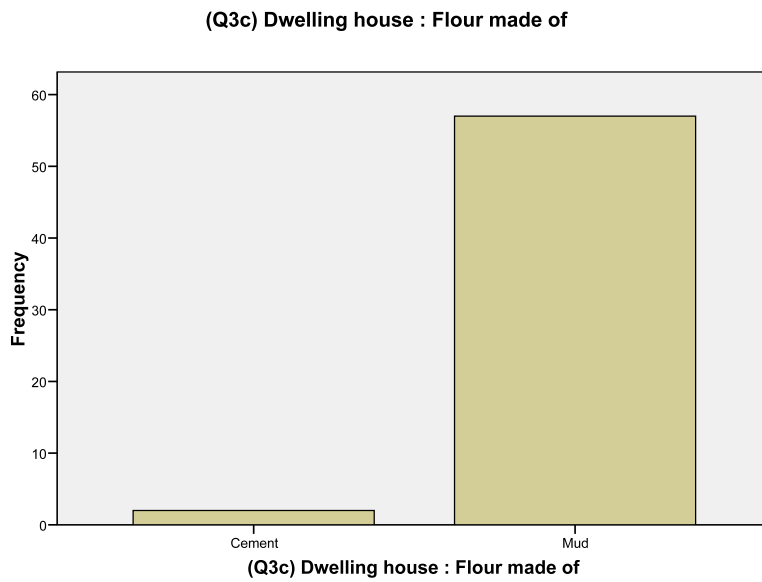
**Figure 1: Dwelling house; materials used for wall construction**



**Figure 2**



**Figure 3**



The above graphs of the dwelling house characteristics would be briefly explained in tables below:

**Table 1: Dwelling house: Wall made of**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Burnt bricks	12	20.3	20.3	20.3
Unburnt bricks	39	66.1	66.1	86.4
Erath	8	13.6	13.6	100.0
Total	59	100.0	100.0	

**Table 2: Dwelling house : Roofing materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Iron sheets	3	5.1	5.1	5.1
Grass thatched	56	94.9	94.9	100.0
Total	59	100.0	100.0	

**Table 3: Dwelling house : Floor made of**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Cement	2	3.4	3.4	3.4
Mud	57	96.6	96.6	100.0
Total	59	100.0	100.0	

Briefly put, there is level of poverty because only (about) 5.1% of the houses are permanent i.e. made of burnt bricks, iron sheets and cement. In long term impact, the community need to transform into investment oriented rather than consumer oriented. This would require collaboration with other stakeholders. However, it should be noted that the type of the dwelling house has a bearing on mental, psychological and physical development as most of the houses leak during rainy season and need annual renovation.

- The area is seasonally stricken by hunger. 79.7% of households reduce number of meals especially during rainy season because they lack enough food; and out that at least 78% miss the whole day at least once in a year without taking food. 13.6% of the households eat twice in day which shows that many hours are without food. This may have an impact of development especially on young growing ones who need to be adequately fed.

- Many school going children (from 78.0% of households) go to school without taking any food and 88.1% do not carry any food with them to school. This is quite alarming statistics because it shows that children learn with empty stomach. This obviously has great negative impact on the interest and ability of children's concentration on studies. There is no feeding programme at Taulo School (the only primary school in the community). Provision of Likuni Phala, beginning with standards 1 to 3 would solve the problems of hunger and malnutrition among the young people. In the long run, however, it should (like many schools in Malawi) cover all students.

The observation shows that almost all the eight class rooms are in a dilapidated state and need an immediate attention, which could be the building of new ones.

**Table 4: Main source of water**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid piped into dwelling house	1	1.7	1.7	1.7
Borehole	31	52.5	52.5	54.2
open public well	6	10.2	10.2	64.4
spring/river/dam	21	35.6	35.6	100.0
Total	59	100.0	100.0	

**Table 5: How long (time) does it take to draw water from the source**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-30 minutes walk	21	35.6	35.6	35.6
30-60 minutes walk	29	49.2	49.2	84.7
More than 60 minutes	9	15.3	15.3	100.0
Total	59	100.0	100.0	

- The tables above show that the community is prone to waterborne diseases because the water is sourced from open public wells and spring/river (10.2% and 35.6%, respectively). The boreholes that are available are not equally distributed because some areas like Nanyole and Mphula travel long distances to get safe water. The physical



assessment showed that water is a very critical factor to the development of the area. Short-term (filtration process using sand bags) and long-term (boreholes and pipe) solutions are required. However, lack of electricity (power) makes the idea of the short-term water provision a challenge. There should be collaboration between government and other stakeholders on the possibility of bringing electricity to the area which is currently 3.5 km away (at Jali Trading Centre).

- There are no regular eye care services in the area. The respondents were unable to recall how often they access eye care services. The observation and consultation show that eye care services should encompass many areas of Zomba. This would be done in collaboration with Ministry of Health (Zomba District Hospital). Special consideration should be employed, however, on how equipment (like glasses) would be distributed i.e. free handouts usually do not last long, while at the same time some old people might be unable to purchase one due to lack of resources.
- There is no currently running pre-school and day care centres in the area. It stopped operating two years ago due to lack of resources like books and care takers' stipend. It was run by the community and untrained care givers were volunteers identified by the community. The physical assessment showed that the class block (built by the community) needs great renovation and an extra one should be constructed. There is no toilet near the centre and open wells are used to provide water for the community.
- Only 1.7% of the households invest in the education of their children. The investment is done through small-scale business and not formal bank savings and insurances due to lack of resources and lack of knowledge on how to begin such initiatives. Capacity building should be initiated to the community on education investment.
- Maize is the main staple crop from which *nsima*, the main staple food is made; and the main cash crop is pigeon peas (*Nandolo*) seconded by tobacco. *Nandolo* should be encouraged because it very rich in proteins and it does not need fertilizer.
- The community does not grow much fruits. It should be encouraged to diversify their crops with orchards so that their health is enhanced in the long run.

- Government has been assisting the community with farm input, Emmanuel International with food relief items, CADECOM with a forestation project and Interlaid provided treadle pumps but withdrew in 2008. Currently, there is no NGO that has permanently established in the area. Village heads and staff of the providers play a great role in identifying the beneficiaries of the assistance.
- There is little practice of taming animals in the area. The community should be encouraged to rear animals like bees, cattle, goats, pigs, etc for source of food, self employment and income.
- There is high participation of the community in project initiation, implementation and evaluation *“Tonse timakambirana pa za chitukuko chathu”* meaning everyone is involved developmental projects. The community has Village Development Committees (VDCs) and Area Development Committees (VDCs). This is evident in that the community has been contributing materials like bricks, sand and human resource in the projects that have ever rolled out. This is important for sustainability and should be encouraged.
- The community owns the development hence care of important. *“Kaya mabungwe alipo kapena ayi, chitukuko ndi chathu, tiyenera kuchisamalira”* meaning whether NGOs are present or not development initiatives belong to the community, care should be enhanced.
- There is high volunteerism in the community e.g. volunteer teachers at the primary school, however still needs incentives to be meeting their basic needs like food, soap and clothing. Ways should be put in place (e.g. training these teachers) of motivating them.
- Traditional mutual understanding helps the community settle conflicts and disputes amicably through relations and community leaders

## **CHAPTER FIVE**

### **4.0 CONCLUSION AND RECOMMENDATIONS**

#### **4.1 Introduction**

In this chapter, conclusion and recommendations are made out of the findings listed in the previous chapter. The recommendations have been divided into short-term (immediate), medium-term and long-term ones. This is done in order for FVM-C to plan development implementation in the order of priority.

#### **4.2 Conclusion**

From the study that was conducted, it is evident that people of Taulo are corporative, development conscious and reliable. The major challenges are poverty, lack of pre-school facilities, long distances to a sole primary school and sources of water, hunger, suitable dwellings houses, untransformed mind of the community on cultural practices that bring out school dropouts due to early marriages, and loss of interest in education; lack of any school feeding programmes, lack of regular eye care services and lack of clean water.

#### **4.3 Recommendations**

##### **4.3.1 Short-term (immediate) recommendations**

- Need of school scholarship (sponsorship) to orphans and vulnerable children (OVC)
- Material assistance (e.g. clothes and food) to widows, care takers of OVC, single and child headed households
- Provision of mosquito nets to under five children in order to save them from Malaria which the greatest killer of children in Malawi
- Provision of eye care services in collaboration with the district hospital
- Co-currently, evangelism programmes can be carried on

### **4.3.2 Medium-term recommendations**

- Provision of school materials to Taulo Primary School
- Possible provision of school feeding programme to standard 1-4 (between 6 and 10 year old children) at Taulo Primary School
- Construction of resource centre where activities (like pre-school, eye care, awareness programmes) would be taking place
- Construction of necessary facilities around the resource centre like toilets and bathrooms

### **4.3.3 Long Term recommendations**

- Construction of Junior Primary School
- Drilling boreholes as a permanent means provision of safe water
- Capacity building to the community in various forms workmanship e.g. small scale business, tin smith o young people, brick laying and weaving. This would assist in realising household income
- Provision of very needy OVC and widows and the elderly

### **Final Remarks**

In view of the above work, each recommendation might have some components of intervention which might have been omitted in this report; these may rise in the subsequent implementation. It should be noted that some programmes will need technical knowhow; therefore there will be need of consultation.

Raw Data has been attached from which this report has been extracted, which can also be used for further analysis as need arise.

## **APPENDICES**

## Raw Data

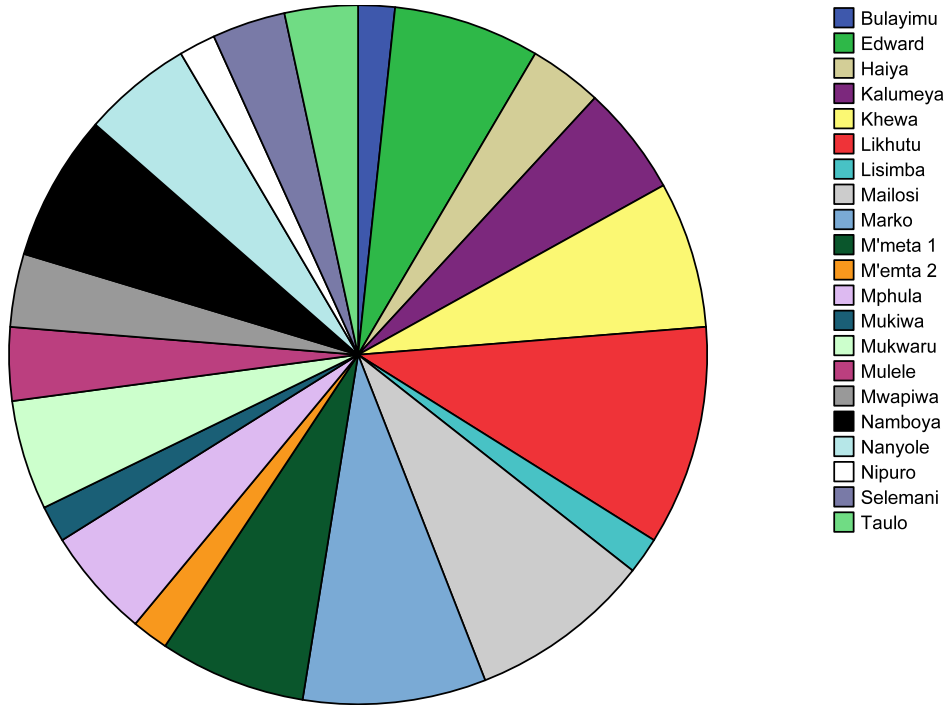
## Frequencies

### Notes

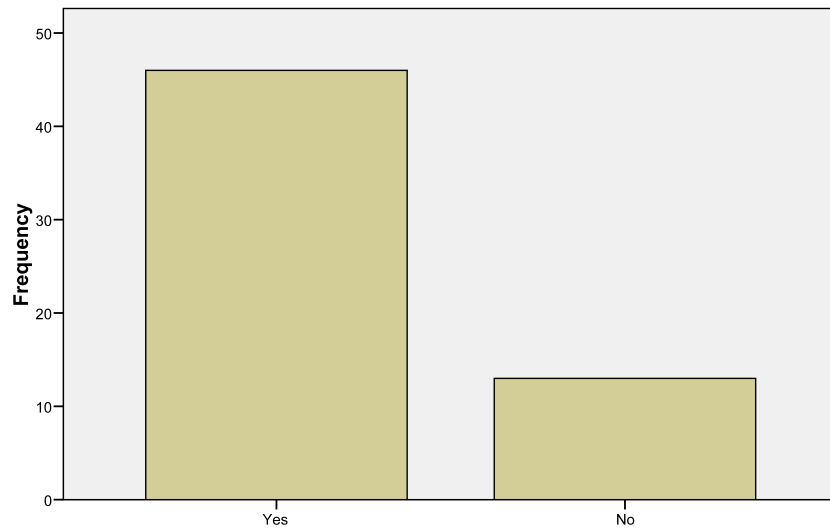
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Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
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# A Sample

(Q1.4) Name of village

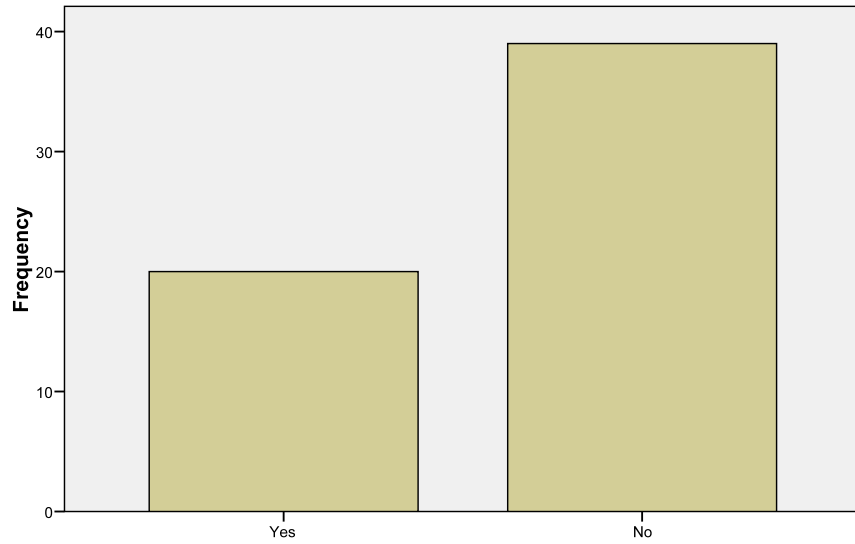


(Q4.2) If family missed any day without eating due to lack of food



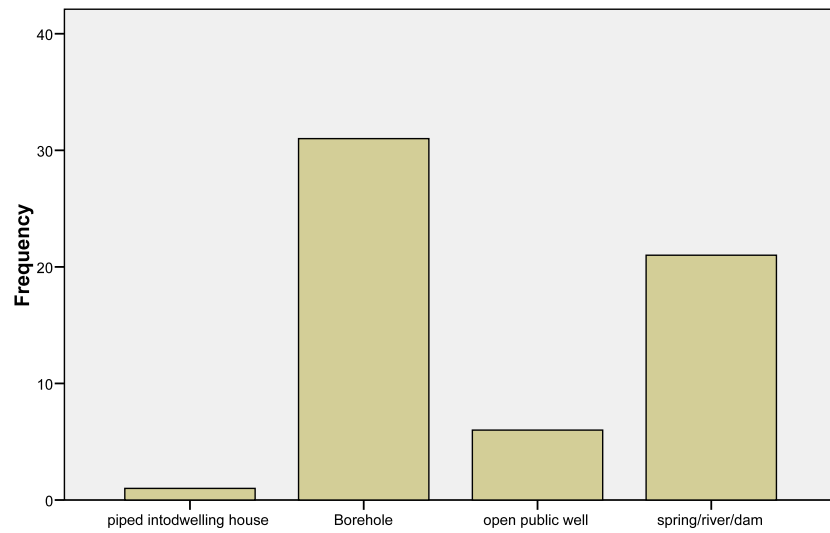
(Q4.2) If family missed any day without eating due to lack of food

**(Q4.4) Did household sell assets in order to buy food?**



**(Q4.4) Did household sell assets in order to buy food?**

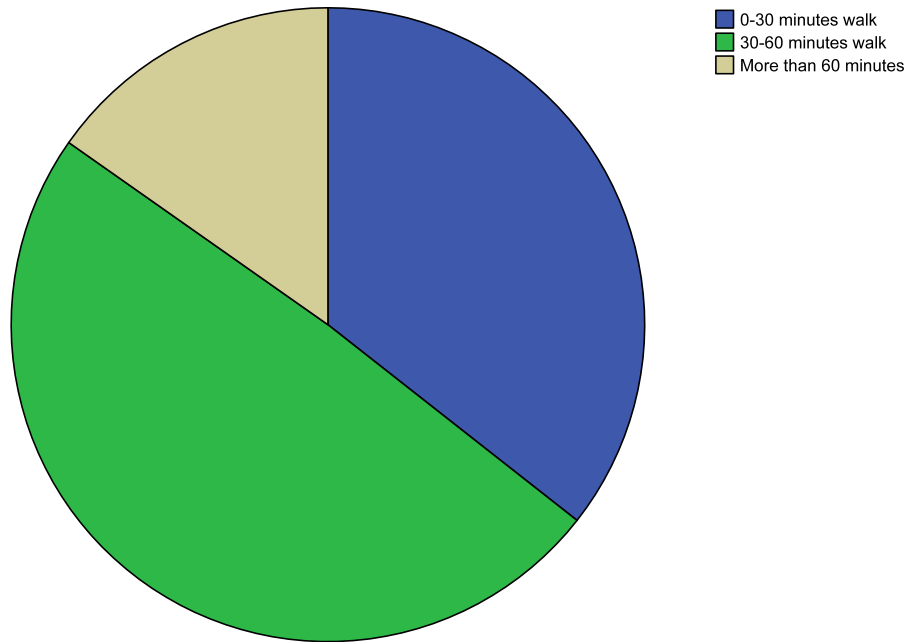
**(Q5,1) Main source of water**



**(Q5,1) Main source of water**



**(Q5.2) How long (time) does it take to draw water from the source**



**(Q6.1) Is there eye care services in this community?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	6.8	6.8	6.8
	No	55	93.2	93.2	100.0
	Total	59	100.0	100.0	

**(Q6.2) How often (if yes)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Monthly	1	1.7	1.7	1.7
	Other	3	5.1	5.1	6.8
	NA	55	93.2	93.2	100.0
	Total	59	100.0	100.0	

**(Q6.3) Do these services cost you anything**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	6.8	6.8	6.8
	NA	55	93.2	93.2	100.0
	Total	59	100.0	100.0	

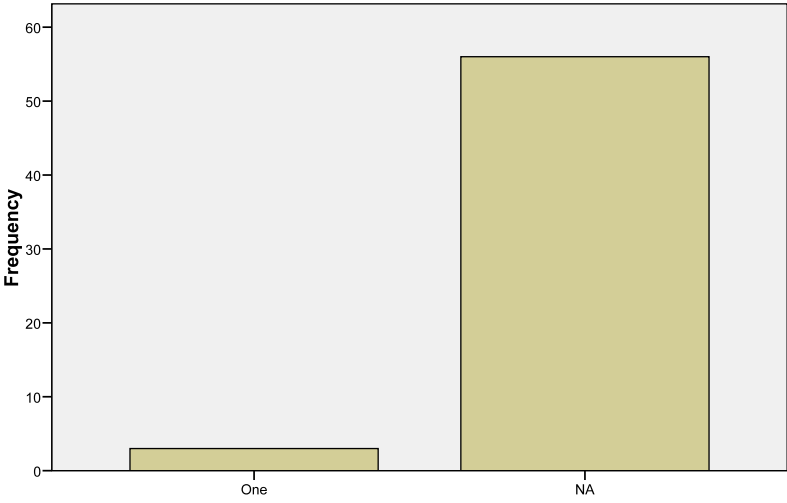
**(Q6.4) If yes specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NA	59	100.0	100.0	100.0

**(Q7.1) Any preschool available in the community**

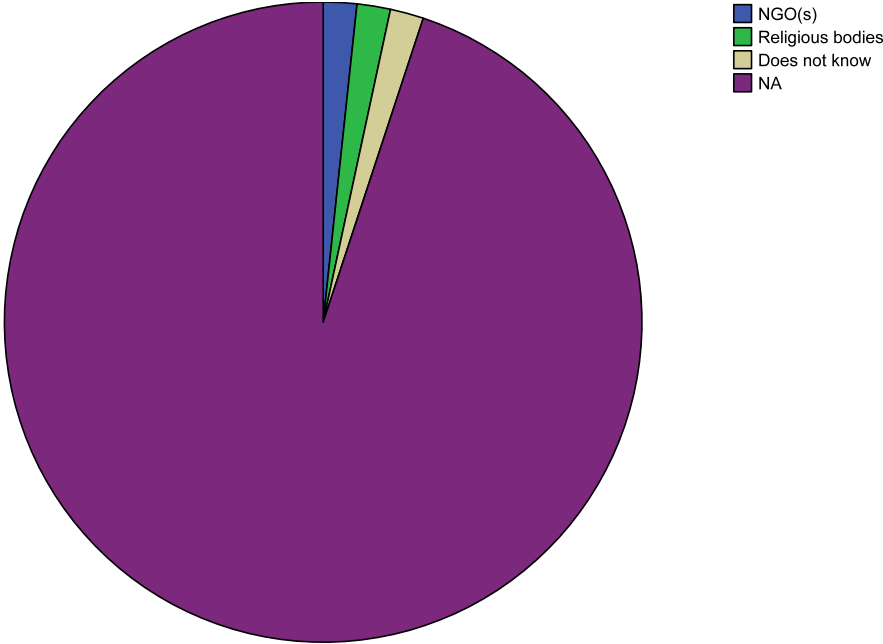
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	5.1	5.1	5.1
	No	56	94.9	94.9	100.0
	Total	59	100.0	100.0	

(Q7.2) No.of preschoolavailable in the community

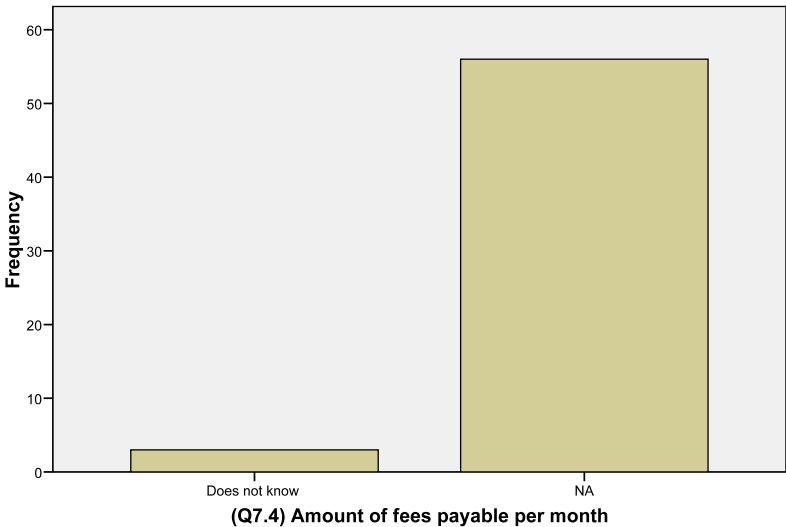


(Q7.2) No.of preschoolavailable in the community

(Q7.3) Who runs the preschools?



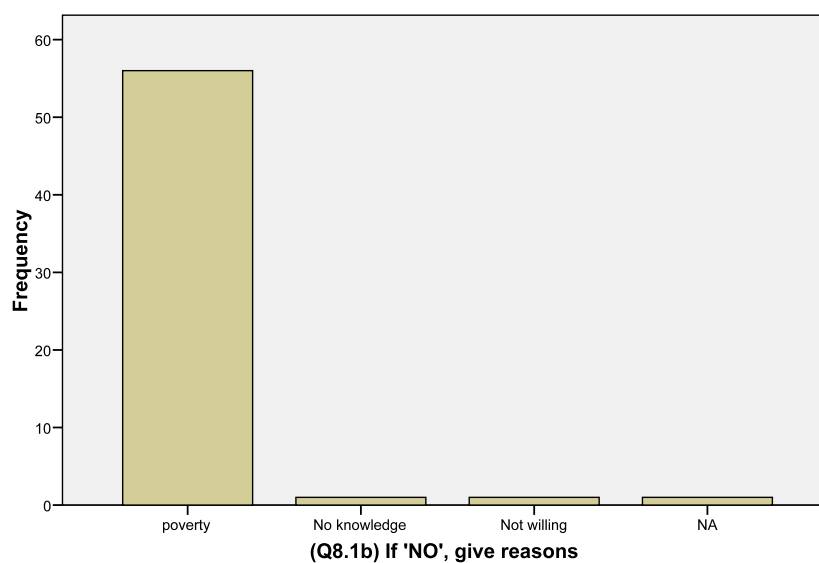
**(Q7.4) Amount of fees payable per month**



**(Q8.1a) Any household education investment. If yes, specify**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	1	1.7	1.7	1.7
	NA	58	98.3	98.3	100.0
	Total	59	100.0	100.0	

**(Q8.1b) If 'NO', give reasons**



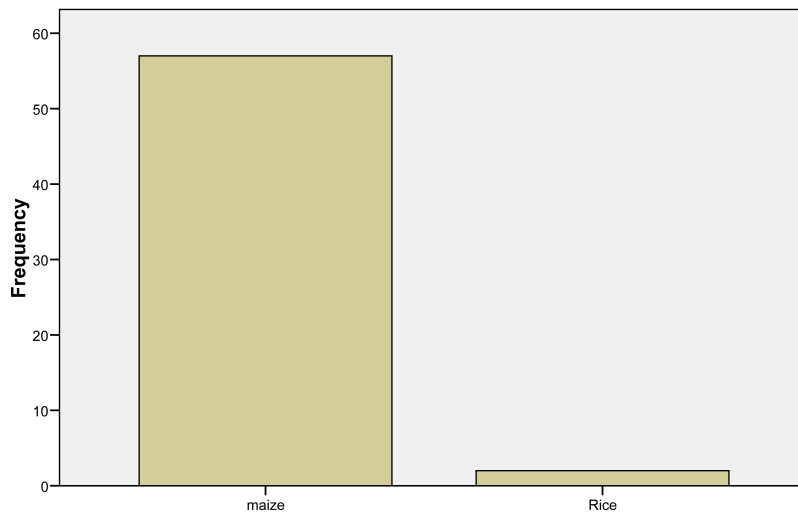
**(Q8.2) Any assistance from organisations on education savings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	59	100.0	100.0	100.0

**(Q8.2b) If yes, specify**

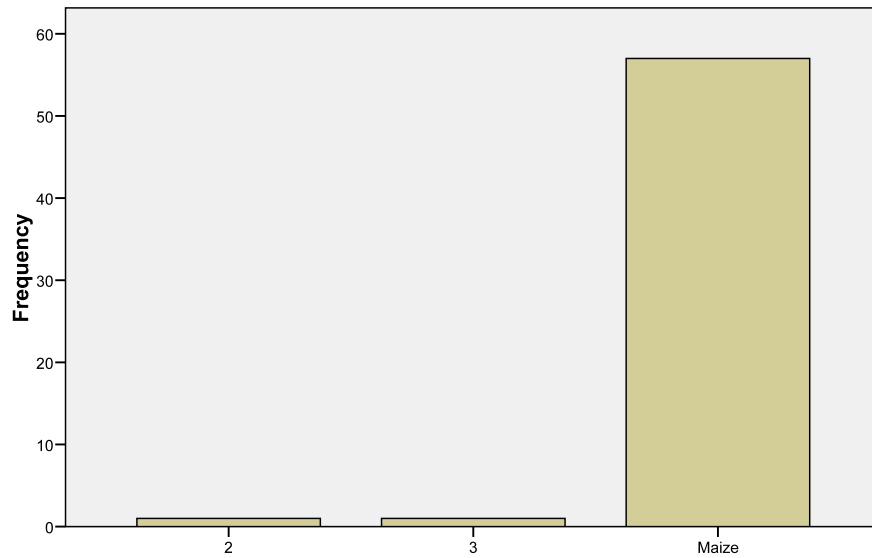
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NA	59	100.0	100.0	100.0

**(Q9.1) Three main crops grown in this area**



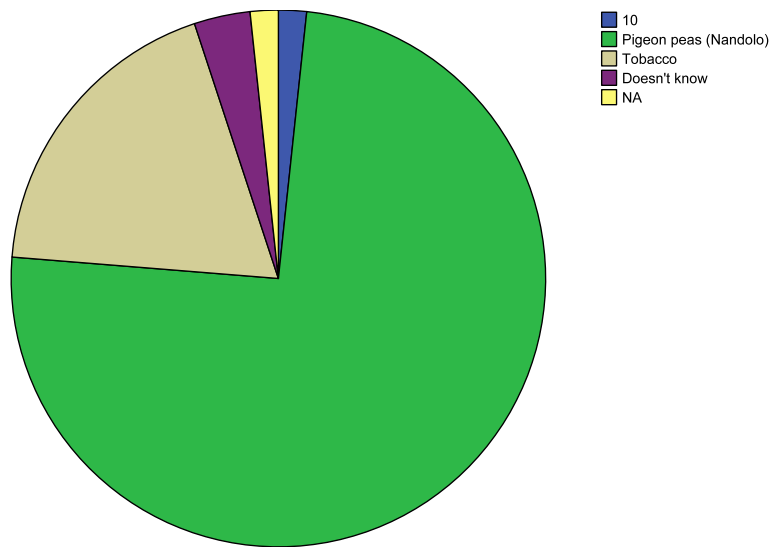
**(Q9.1) Three main crops grown in this area**

**(Q9.2) Staple crop grown in the area**

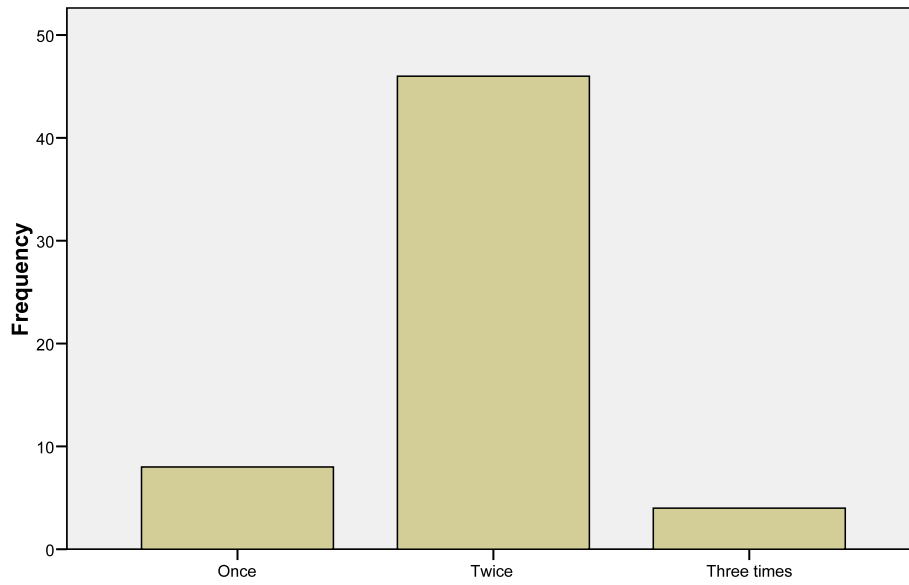


**(Q9.2) Staple crop grown in the area**

**(Q9.3) Cash cropgrown in the area**

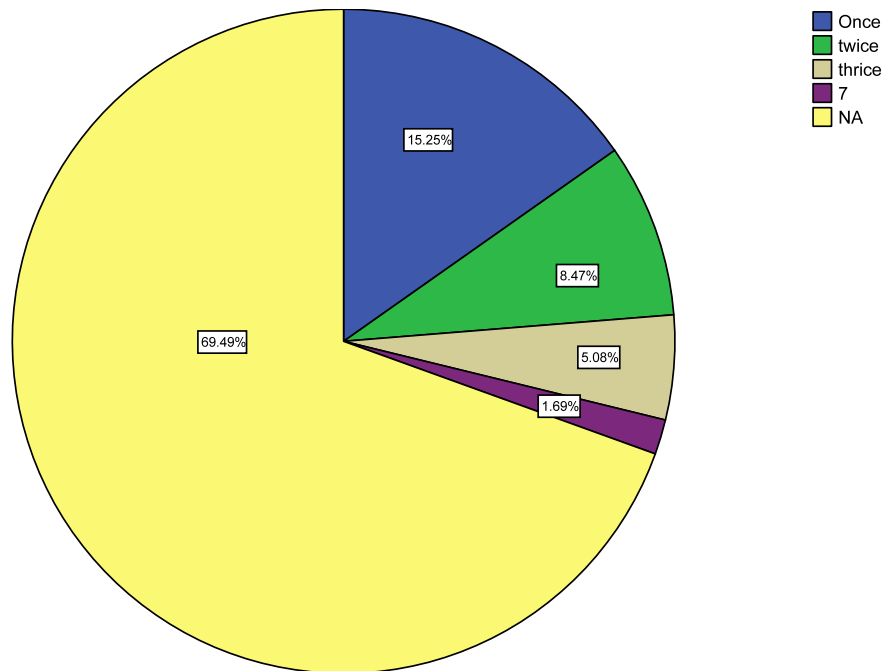


**(Q9.4) How many times does your household have meals in a day**



**(Q9.4) How many times does your household have meals in a day**

**(Q9.5) How many times does your household take fruits in a week**



**(Q9.6) Where do you get fruits?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Buy	14	23.7	23.7	23.7
	Given by friends	1	1.7	1.7	25.4
	Own garden	2	3.4	3.4	28.8
	NA	42	71.2	71.2	100.0
	Total	59	100.0	100.0	

**(Q9.7) Do children eat any food before going to school?**

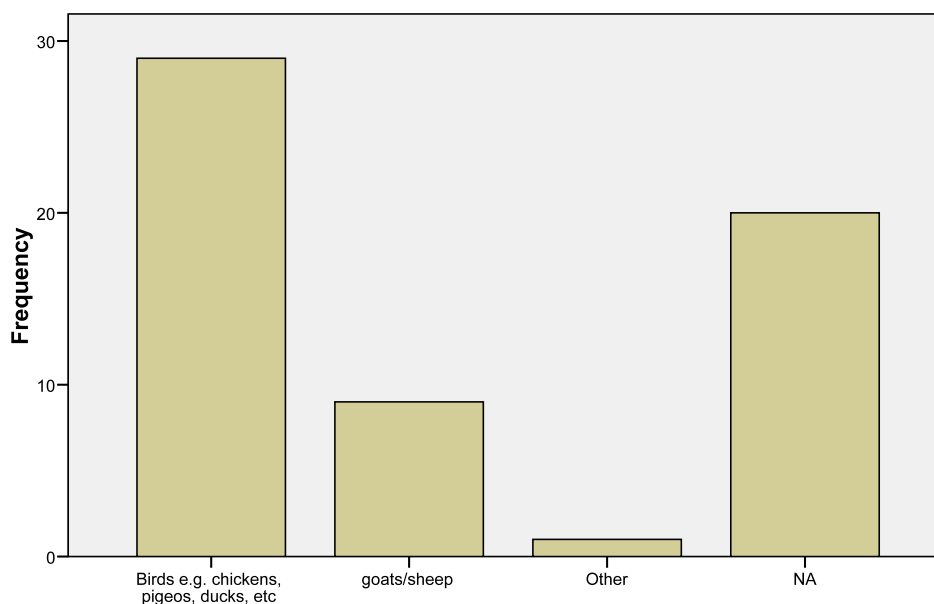
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	22.0	22.0	22.0
	No	46	78.0	78.0	100.0
	Total	59	100.0	100.0	



**(Q9.8) Do children take food with them to school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	11.9	11.9	11.9
	No	52	88.1	88.1	100.0
	Total	59	100.0	100.0	

**(Q10.1) Livestock that you have**



**(Q10.1) Livestock that you have**

**(Q10.2) Did you sell some of your livestock to cater for your children's education?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	28.8	28.8	28.8
	No	42	71.2	71.2	100.0
	Total	59	100.0	100.0	

**(Q11.1) Assistance to your household from others**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	44.1	44.1	44.1
	No	33	55.9	55.9	100.0
	Total	59	100.0	100.0	

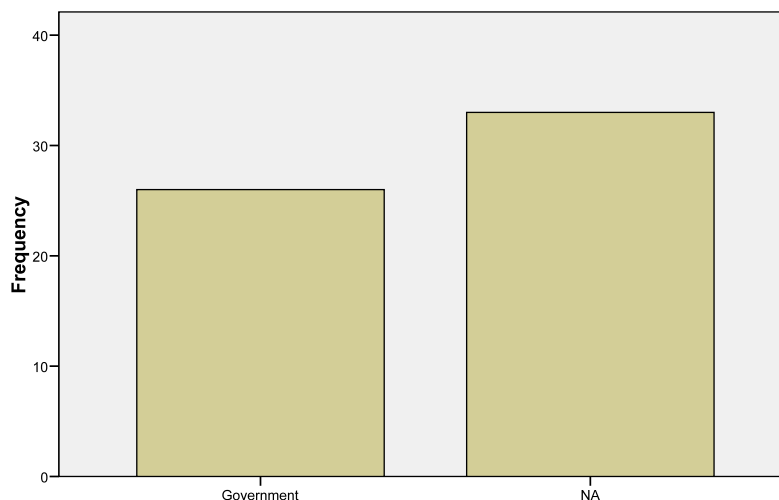
**(Q11.1a) If yes, what assistance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Farminputs (e.g. fertilizer subsidy)	26	44.1	44.1	44.1
	NA	33	55.9	55.9	100.0
	Total	59	100.0	100.0	

**(Q11.1b) if yes, how was your household identified**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	through traditional leaders	26	44.1	44.1	44.1
	NA	33	55.9	55.9	100.0
	Total	59	100.0	100.0	

**(Q11.2) The provider of the assistance**



**(Q11.2) The provider of the assistance**

**(Q11.3) Any school feeding programme available in this community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	1.7	1.7	1.7
	No	58	98.3	98.3	100.0
	Total	59	100.0	100.0	

