GENDER AND PARTICIPATION IN NATURAL RESOURCES BASELINE SURVEY

ALBANIA PRIVATE FORESTRY DEVELOPMENT PROGRAM

Contract No. EPE-C-00-95-00127-00

by:
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Submitted to:
U.S. Agency for International Development

Submitted by:
Chemonics International Inc.

February 1999

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ACRONYMS

APFDP	Albania Private Forestry Development Program
FAO	Food and Agriculture Organization (United Nations)
MOAF	Ministry of Agriculture and Food
NGO	Nongovernmental organization
NRM	Natural resource management
PRA	Participatory rapid appraisal
RASP	Rural Association Support Program
REC	Regional European Center for the Environment
AUT	Agricultural University of Tirana
VOCA	Volunteers in Cooperative Assistance

SECTION I

Introduction

A. Study Objectives

This study sought to document gender roles and knowledge in natural resource management in Albania, and to identify ways that the Albanian Private Forestry Development Program (APFDP) can increase women's participation in project activities. The aim was to support effective development of future activities targeting women and to provide baseline data for measuring change. Emphasis was placed on capturing the perspectives of women and men in farm families, within the context of farm activities that involve natural resource management. The survey focused on the areas in which APFDP is working directly with communities—Lezhë, Pogradec, and Tirana districts.

B. Gender Analysis

Gender analysis examines the socially defined roles, relationships and responsibilities of *both* women and men within the social and economic context in which they live. The term "gender" is *not* a synonym for women. Unlike sex, which is biologically based, gender roles are shaped by social, cultural and economic factors. Sex determines that only women can give birth to and nurse babies. Genders roles may dictate that women are the bread makers in a society and men are the traders. But men can also learn to make bread. As the economy and social expectations change, both men and women can run bakeries. Thus, gender roles can be redefined by social changes associated with economic transformation, as well as legal and regulatory reforms.

To identify the differences in development obstacles and opportunities of women and men, a gender analysis asks: who does what? when? where? with what resources? This information can be collected through participatory rapid appraisal (PRA), household survey, unstructured interviews, focus groups, observations, and, ideally, a combination of these methods.

This information suggests how gender and other factors are likely to affect the impact and sustainability of a community forestry activity such as the transfer of state forests to community management. Gender analysis can also monitor equity of access of different types of men and women to forest and pasture management activities and benefits. If project training figures show that four times as many men are receiving training as women, they suggest

limited access to project activities for women that could negatively affect project outcomes and their sustainability. Similarly, if a participatory appraisal process includes largely the views of men and mainly male elders, with the exception of one or two old women, important information for the successful implementation of the activity is being missed. If livestock groups members are all men but women actually care for the animals, the wrong people are receiving the training for maximum impact.

Ongoing gender analysis provides information that enables community leaders and project staff to adjust to changes in conditions and respond to new problems more effectively by:

- Identifying unanticipated problems early
- Discovering unexpected opportunities
- Developing new approaches that are acceptable to local women and men
- Tracking access and impact of activities for different groups of women and men

C. Gender Roles in Natural Resource Management

Worldwide, women constitute an important segment of the workforce in forest and forest-related activities. They work in tree nurseries, harvesting, processing, and sale of wood and non-timber forest products. They oversee the grazing of various animals in forest and pasture. Women carry out essential tasks in agricultural production and marketing that affect natural resources. They also possess extensive knowledge about the use and conservation of natural resources. In many contexts, women are more concerned than men about preserving natural resources for their children's future. What also distinguishes women and men in many places is the fact that women's work is unrecognized and undervalued in economic terms.

Women and men play different social and economic roles in natural resource conservation in the family and the management. As a result, their problems and needs differ. The obstacles and opportunities that they face also differ, as does their access to community forestry and other development activities and benefits. Too often, women are excluded from community development activities because their economic roles and the obstacles to their participation are overlooked. It is also important to bear in mind that all women are not the same. Their gender roles may vary based on their age, work, location (urban or rural, mountain or plain), socioeconomic status, religion and other factors that also need to be assessed. As a result, some women may be excluded more than others.

Many environmental projects that have attempted to involve women in

resource conservation have had poor results and sometimes even negative impacts on women. This is because they treated women as an untapped pool of labor whose energy could be mobilized at little cost. In reality, the cost was a diversion of women's energies from other activities which benefited the women and their families. In addition, the projects failed to recognized that women had little or no rights in the resources created or enhanced. Recent research indicates that women and men's interests and incentives for environmental conservation may be quite different, largely because women have more limited natural resource property rights than men. Frequently women's rights to resources are insecure and dependent on the rights of male kin. Interventions risk undermining those fragile rights.

In 1996 the United Nation's Food and Agriculture Organization (FAO) issued a document building on studies of gender roles in natural resource management worldwide. The document, *Basic Principles and Operational Guidelines for Forest Programmes*, stated that:

"Women play a vital role in many aspects of forestry development. Gender issues should be given due consideration throughout the process and specific actions should be identified to facilitate the participation of women as fully integrated partners in all phases (planning, implementation, monitoring, and evaluation) of the process."

World Bank experience suggests that social forestry strategies must start with the definition of the social units that can put strategies into practice. Social or community forestry focuses on people and their relationship with the forest rather than trees alone. It is important to engage rural users of fuelwood in organized activities for producing and managing forests. Social forestry activities must ensure a good match between the technologies promoted and the social groups to be involved. They must also provide support in group formation where needed as well as assistance in group maintenance, communication, and distribution of benefits in the group. Appropriate user groups can include families, farmer associations, women's groups and communities. Community woodlots have had disappointing results in many instances due to differences in community subgroups about certain actions, uncertain tenure status of common land, and uneven distribution of benefits. In addition, most communities are not organized as joint producers in other areas.

D. Gender Roles in Natural Resource Management in Albania

The information on gender roles and natural resource management in Albania is fairly limited. It primarily consists of bits and pieces of data within agricultural studies prepared for the Ministry of Agriculture, and reports on the status of rural women in Albania prepared for the Fourth World Conference on Women and national follow-up activities. See Annex H for a list of studies. All the available studies indicate that the situation of rural women before the communist era was one of male domination with heavy workloads and little or no voice in household decision-making, with the exception of "sworn virgins" who adopted a "male" social role. An old Albanian proverb describes the role of a woman as a "sack for carrying things."

A significant legacy from the pre-communist era is the *kanun*, a set of clan-based laws of self- regulation. Formalized as customary law in the 1400s, the kanun provided a framework for managing local power relations based on local moral values. This covered areas such as access to resources and irrigation facilities and land as well as measures for conflict resolution and crime prevention through blood feuding. Under the kanun, women lacked a voice in society. Marriages were arranged between male heads of households. A woman passed from the controlling hand of her father to live under the command of her husband and father-in-law. Only as a woman bore sons and grew older did she gain authority over the other younger women as manager of household activities.

The communist era brought the ideology of gender equality, along with heavy labor burdens for women. Women did most of the manual labor in the fields, while most men handled the mechanized aspects of farming or managed farm operations. As a result of the democratic transformations of the 1990s, most rural women today feel that their work burden is much less than during the era of cooperatives but the load is still heavier than that of men. In some areas, particularly the North, patriarchal values are re-emerging and negatively affecting women's roles and opportunities. Renewed adherence to the kanun has increased discrimination and inequality between women and men through prescriptions such as the male-centered inheritance practices and corporal punishment of women by fathers and husbands. Recent analysis suggests that some younger men have "re-invented" the kanun, replacing local moral values with a new materialistic value orientation fed by global links. As a result, in addition to the traditional "kidnaping" of brides, now Albanian men are selling young Albanian women for prostitution abroad.

Civil unrest following the collapse of the pyramid schemes resulted in serious damage to natural as well as man-made resources. It also has made rural parents fearful about sending their daughters on to high school in distant

towns. This will severely limit the future opportunities for those girls. Labor migration of males in 1996, to Italy, Greece and elsewhere, has placed a greater work burden on the women left behind to tend the farm. It has also reduced the pool of eligible husbands for girls in rural areas. Privatization of farm land and operations has severely restricted women's social life, in sharp contrast to the work brigade and party meeting interaction during the communist era. Farm land titles were registered in the names of male heads of households, leaving women and other household members with unclear rights to the land. Poor infrastructure continues to be a burden for women even more so than for men.

Within farm households in Albania, women and men work together in the fields, stables and processing agricultural products. In households with several generations living together, there is also an age division of labor. Older women care for the cows and manage household work while younger women do heavier chores such as work in the fields, cleaning, and laundry as well as child care. The gender and age division of labor in specific tasks and sub-tasks varies between regions, villages and even households in the same village.

In general, men are more involved in any mechanization available (tractors, irrigation systems, etc.) and maintain the links outside the farm such as input purchases and marketing. In some districts, both women and men do marketing but men are more likely to sell larger amounts farther way while women sell small amounts nearby. Where the husband generally does the marketing, it is the wife who often keeps track of the money. Women handle routine tasks such as weeding and bear all the responsibilities in household chores such as baking bread, doing laundry, carrying water, and collecting firewood. Women process milk and other agricultural products. Women are also responsible for cows in most areas and, in coastal districts, for overall livestock care. In households where the husband is absent due to labor migration or off-farm employment, women carry out all farm tasks.

Most studies indicate that women work more than men in rural Albania. Men acknowledge this burden. A woman's labor burden depends on factors such as the amount of land and animals owned, availability of irrigation and mechanized equipment, reliability of electricity, availability of piped water, the number of family members working in farm activities, the number of women in the family who can share jobs, and the number of small children and elderly people needing care. Many women work from the hour they rise to the hour they go to sleep, with little or no time for rest, recreation, or social interaction. Despite their heavy workloads, many women indicated a willingness to work even harder if doing so would improve the situation of their family, particularly that of their children.

The man, who usually holds the land ownership title, is considered the head of the household and the main decision maker in the family. In many farm households, however, the husband and wife make important decisions together. These joint decisions affect natural resources as do individual women's decisions about where they graze livestock and collect fuelwood.

In addition to lack of time, the constraints on Albanian farm women identified to date include:

- "Invisibility" of women's farm labor — often viewed as an extension of domestic work
- Limited mobility
- Poor infrastructure (drinking water, sanitation, electricity, transportation, communications)
- Social isolation
- No opportunities to improve themselves
- General lack of information
- Poor nutrition
- Cultural restrictions
- Minimal options for employment or off-farm income
- Land title generally held in the name of the husband

Constraints that affect women and men farmers include:

- Insufficient farm size
- Unresolved land disputes
- Little or no irrigation
- High price of inputs in relation to product prices and yields per land unit
- Limited marketing opportunities such as milk collection centers at the local level
- Bad regulation and organization of the marketing system
- Problems processing produce (e.g., poor knowledge of best technologies, poor sanitation)
- Lack of information and knowledge about agriculture, livestock and marketing
- Poor management skills; no recordkeeping
- Low productivity, inefficient time use; lack of awareness of time's economic value
- High manual labor, low mechanization; little income to allow for farm modernization

Often these constraints affect women more than they do men.
Some have suggested that most rural households in Albania manage their farm as if it was a large home garden rather than an opportunity for income

generation. They also suggest that farmers need to learn to view farming as a form of self-employment that requires both investments and risk-taking. However, poor infrastructure, limited market channels, and lack of cash severely constrain farmers' ability to move from a subsistence to a business approach. These factors also affect their use of natural resources. Limited land resources, few opportunities for off-farm occupations, and resulting lack of money has led farm families to over-exploit soil and wood resources.

Another factor affecting farm production and natural resource use has been the reluctance of farmers to undertake activities with other households in the community, largely a reaction against the forced collective work during the communist era. Traditional family solidarity and loyalty in friendship are others factors leading to distrust of outsiders. On the other hand, this allegiance to family and friends provides social capital that guarantees survival in times of political vacuum and can provide a base for strengthening civil society. Efforts to establish farmer marketing associations in recent years had little success due to farmers' lack of mutual trust and reluctance to take risks. While farmers were quick to adopt new technologies, they dragged their feet in organizing the associations. Association members were generally male. There are indications that this is beginning to change as farmers recognize the differences between market-based associations and forced labor collectives, as well as the advantages for bulk purchases of inputs and market negotiations. The Rural Association Support Program, an Albanian NGO, has been providing support for over two years to organic farmers, beekeepers, and other groups.

In part due to their sense of social isolation, many women appear to be receptive to participation in common interest groups to gain and share information and skills. The Land O' Lakes dairy improvement project has been successful over the past five years, helping women form groups to improve the quality of livestock, milk processing and, more recently, marketing and formation of credit unions to provide access to financial services. In addition to learning skills that enhance their household productivity and status in the community, dairy group participants also value the opportunity for social interaction with other women. Land O' Lakes has also collaborated with other international NGOs to facilitate other areas of development with the groups they have formed as well as to form new groups for joint activities. Volunteers in Cooperative Assistance has also seen positive changes in willingness to form groups for common purposes in their project activities.

E. Gender Role Issues for APFDP

To apply a gender approach to APFDP activities in Albania, it is necessary to examine women's and men's roles within the social and economic units in

which they live and work—the household, the wider kin group (*fis)* and the local communities where APFDP is working. Second, it is also important to recognize and analyze significant regional social-political, cultural and economic differences affecting the roles and opportunities among women, particularly between those in Lezhë and Pogradec. Third, these socioeconomic and cultural factors and differences are not static; they must be examined within the broader context of Albania's transition from a totalitarian centralized economy toward a free market democracy. In particular, such examination should focus on the transition's impact on people's use of natural resources, the division of labor in the rural household, and the role and status of women compared with that of men. Finally, it is important to examine natural resource use as a part of the overall subsistence and profit-making strategies of rural households. Men and women farmers make decisions about natural resource management within the context of a household livelihood strategy.

SECTION II

Research Design

A. Research Site Selection

The APFDP director requested that the gender study focus on the communities where the project is currently working: Lezhë (Fishte, Kallmet, Krajn, Trashan) Pogradec (Alarup, Tushemisht, Stropska) and Shëngjergji. The civil unrest of 1997 and continued U.S. Embassy restriction on travel within Albania in 1998 limited the geographic range of project activity and of the survey. In addition, the project was moving from more national-level policy and demonstration plot initiatives to a new phase of increased community-level work in the transfer of forest management to communities. The aim was to use the survey information in planning for the new phase of work and its integration with demonstration plot activities, forest product producer and distributer networks, and livestock raising groups. The survey also provides a means to verify APFDP rapid appraisal findings in the communities and monitor progress in integrating women into project activities.

B. Methodologies

To ensure that the baseline study generated useful and reliable results, a variety of data collection techniques were used including survey, rapid appraisal techniques, informal interviews and focus group discussions. In addition, information gained from discussions during the workshop for community organizers was also used in the analysis.

B1. Survey

The survey covered household characteristics, the division of labor of women and men in farm families in homes, fields, pastures and forest. It also covered how time was allocated and household decision-making about expenditures. Survey questions asked about the use and management of natural resources (particularly wood), changes in household production, cooperation with other families, views about community activities, community services and problems, and hopes for the future. Familiarity with APFDP and use of the media were also explored. Question topics were based on the recommendations provided by the APFDP director and staff as well as on analysis of APFDP reports and rapid appraisal data. APFDP staff reviewed the initial draft and offered valuable comments. The interviewers translated the survey into Albanian and

offered additional suggestions to improve clarity and cultural appropriateness. The survey was pilot-tested in six households in the Lezhë district and one household in the Pogradec district. Several questions were modified for clarity before beginning the survey in the Pogradec villages. See Annex B for English and Albanian versions of the survey.

A 5 percent stratified random sample was selected from lists of village households provided by village officials for all of the villages except Shëngjergji. The sample was stratified to ensure that the survey included herders with larger numbers of animals as well as households with only one or two animals. An effort was made to ensure that a representative range of household sizes was included in the sample. However, in the case of Shëngjergji, the distances to most of the random sample households were too great for the time available so instead a judgmental sample was selected with guidance from a local community leader. Because APFDP had recently collected data on Shëngjergji for an in-depth rapid appraisal of silvo-pastoral management system in the village, using a judgmental sample was of less concern.

Community leaders assisted the interviewers in locating the sample households. Two interviewers talked with the members of the household who were available when they called. In some instances, only women were interviewed. In most cases, husbands and other family members were present as well. The interviewers requested women's participation in the interviews. They assured the respondents that the information would be confidential, particularly that it would not be shared with government officials. The questionnaires were number-coded; no names were entered, to ensure anonymity. One interviewer asked the questions and the other recorded the answers. If men started providing all the answers, the interviewers insisted that the women needed to be heard. The fact that the interviewers were women facilitated the active participation of women in the discussion. The presence of men did not appear to effect women's expression of their views. The presence of parents did appear to limit younger people's statements about their wishes for the future.

Exhibit II-1. Survey Sample

District/village	Households	Sample	APFDP activities
LEZHË			
Kallmet	622	31	Livestock (pigs) group, demonstration plots, small enterprise (sage)
Trashan	257	15	Livestock (pigs) group, demonstration plots, forest transfer, community development
Fishte	120	7	Livestock (sheep) group, forest transfer
Krajn	107	6	Livestock planned, forest transfer
POGRADEC			
Tushemisht	110	6	Livestock group, small enterprise (willow)
Stropska	257	13	Small enterprise (chestnuts)

Alarup	196	7	Livestock group
TIRANA			
Shëngjergji	104	7	Livestock group, small enterprise (mushrooms and herbs)

B2. Resource Mapping

Early in the survey, the interviewers asked household members to draw a map of the resources owned by the household, including the house, barns, cultivated fields, pastures, and tree crops. Using this technique, which is often used in participatory rapid appraisal, the interviewers asked households about their natural resource use in a way that household members appeared to enjoy.

B3. Informal Interviews

In addition to the formal survey, informal interviews were conducted with women herders in Lezhë district (the only district in the study areas where women played a major role in herding). The interviewers stopped along the road where they saw women herding animals and talked with them about the animals, pasture, firewood collection, and herb collection. In all districts, the interviewers conducted informal interviews with the oldest women in the villages, who ranged from 60 to 90 years old. The 90-year-old woman had a sharp memory and was able to describe living conditions and the state of the forest under Turkish rule. The interviewers' aim was to get a more in-depth picture of the changes in women's roles in natural resource management and knowledge of natural resources over the past three to four generations. See Annex C for the question list for the informal interviews.

B4. Focus Group Discussions

After preliminary qualitative analysis of the survey and informal interview data, focus group discussions were used to elicit additional information about women's roles and expectations in natural resource management. These were conducted in conjunction with the ongoing work of APFDP staff. Focus group discussions were held in a meeting on the forest management plan in the village of Troshan (Lezhë), after a livestock group organizational meeting in Krajn (Lezhë), and in a meeting of village women organized by a local veterinarian who is the livestock group leader in Shëngjergji. APFDP staff were actively involved in these discussions, as the research moved toward application in project activities.

C. Training for Interviewers

Six faculty members from the Agricultural University of Tirana conducted the survey in the sample villages as well as informal interviews with women herders and elderly women. See Annex D for a list of the research staff.

Training for the interviewers included:

- The purpose of study and how results will be used
- APDFP activities
- Review of findings on survey sites Lezhë, Pogradec, and Shëngjergji
- Gender issues in natural resource management
- Procedures used for selecting people to be interviewed
- How to handle households that are not available for interview
- Key survey concepts (households, families, household members)
- Guidelines for asking questions (conversational style, active listening, rapport, etc.)

The interviewers reviewed the draft questionnaire and practiced conducting the resource mapping portion of the interview, reviewed the interview process and procedures for pilot-testing, and discussed identifying issues for focus group discussions. The training agenda for the interviewers and the materials provided are presented in Annex E.

D. Qualitative and Quantitative Data Analysis

The interviewers who conducted the survey analyzed the qualitative data collected. They summarized their analysis in English, and the gender and participation specialist incorporated it into the final analysis. The quantitative data were coded and analyzed and graphics displaying quantitative data were prepared by a researcher from the Institute for Informatics and Mathematics using Excel for Windows 97. See Annex D for a list of research staff. Guidelines and technical support for conducting the quantitative and qualitative data analysis were provided by the gender and participation specialist. See Annex F for the data analysis guidelines. Resource materials provided to interviewers also included detailed information on qualitative data analysis. The electronic database of the survey is located in the APFDP office in Tirana.

SECTION III

Survey Findings

A. Familiarity with APFDP

The survey began by asking whether household members had heard about APFDP activities and, if so, what they had heard. Overall, 71 percent of the men interviewed were aware of the project in contrast to only 28 percent of the women interviewed. More women in Lezhë (35 percent) were aware of the project and none of the women interviewed in Shëngjergji had heard of the project. Men's awareness was also highest in Lezhë (76 percent) and lowest in Shengjergj (57 percent). The gender differential in project awareness reaffirms the concern of project staff that APFDP is not reaching enough women. The community approach taken in Lezhë appears to be reaching more women. The role models provided by the APFDP female livestock group organizer and female extension specialist working in the area are also important.

Those respondents familiar with the project had heard that it was concerned with: developing the forest, planting new trees, protecting forest and grazing land, collecting information about pastures, increasing the number of willow trees (Tushemisht), forest privatization (in Fishte, Krajn, Kallmet), and improving livestock (Alarup and Troshan). Selected charts and tables from the quantitative analysis are displayed in Annex G.

B. Media Use

The survey also explored the extent to which women and men used television, radio and print media because APFDP is pursuing a media campaign to promote natural resource management. In Pogradec, women watched an average of 80 minutes of television per day and men watched 133 minutes per day. In Lezhë, women watched 64 minutes per day and men watched 119 minutes per day. In Shëngjergji, women watched 44 minutes per day and men watched 90 minutes per day. Clearly men have more leisure to watch television, but nevertheless women watch on average an hour or more of television each day. Use of the radio and print media was significantly lower than television in all areas.

Given the hours of television viewing each week, this medium offers a great deal of potential for motivating the public to care about natural resource management. However, due to women's heavy work burden, they have

significantly less viewing time than men. Targeting the times when women watch television would benefit programs aiming to encourage women's participation in natural resource management, as well as provide an indication of the best time for related educational programming and marketing of non-timber forest products.

Exhibit III-1. Television Use by Gender in Survey Sample

Exhibit III-1 continued

C. Characteristics of Sample Households

Household size. Average household size of the survey sample ranged from 5.2 to 6.6 individuals. There were more people above age 15 than under, suggesting that the rural areas are beginning to "age" as the younger people move to the cities and out of the country in search of higher wages. The *1996 Human Development Report for Albania* notes that Albanian families continue to get smaller as parents have fewer children and increasing numbers live in two-generation rather than three-generation households. The aging of the rural demographics has been the pattern elsewhere in neighboring Greece and Italy as well as elsewhere in Europe. This has serious implications for resource management.

Education. Overall, the level of education of members in the sample households was higher for males than females. While 2.6 of the males 15 years of age and older had completed university, only 1.7 percent of their females counterparts had done so. While 17.8 percent of the males in this age group had completed high school, only 11.37 percent of the females had done so. Conversely, 9.4 percent of the males in this age group had only one to four years of education compared with 15.2 percent of the females. This education differential makes it all the more important to provide training opportunities for rural women through APFDP. At the same time, it is important to take into account differences in level of education in training program design. In addition to women's important roles in agricultural and natural resource use, they are responsible for the care and socialization of children. They can greatly influence children's attitudes and behaviors regarding natural resources. The role of the fathers in children's socialization is also important, and both parents need encouragement to educate the future generation to value and protect natural resources. In addition to the ongoing media campaign, this could be accomplished through work with teachers and other donor activities working with schools, such as the SOROS environmental education project.

Wage labor. Of all those interviewed, 41 percent were engaged in wage labor (16 percent in Pogradec and Lezhë and 25 percent in Shëngjergji) and 19 percent were migrant laborers (7.5 percent in Pogradec, 9 percent in Lezhë, and 2.5 percent in Shëngjergji). As in other parts of Albania, the farmers in areas where APFDP is working need to supplement farm incomes with wages to make ends meet. Remittances, in the form of cash, appliances and home improvements, were also important for the farm families. While they were generally reluctant to discuss how much they had received, respondents stressed the importance of labor migration and assistance from migrants for the well-being of the household. A survey conducted by the Institute of Statistics in Tirana, reported in the *Human Development Report for Albania* in 1996, indicated that 5,000 families in Tirana alone had family members

working abroad.

Exhibit III-2. Household Composition of Survey Sample

Location	Avg. HH size	Avg. # females 60+	Avg. # males 60+	Avg. # females 15-59	Avg. # males 15-59	Avg. # females .5-14	Avg. # males .5-14
LEZHË							
Krajn	5.2	0.2	0.2	2.0	1.5	0.7	0.7
Fishte	6.4	0.6	0.4	2.3	1.9	0.4	0.9
Troshan	5.6	0.3	0.3	1.7	1.7	0.9	0.9
Kallmet	6.3	0.4	0.3	1.9	2.2	1.0	0.8
POGRADEC							
Stropska	5.3	0.2	0.2	1.8	1.8	0.9	0.6
Alarup	6.6	0.3	0	1.7	2.7	0.7	1.1
Tushemisht	5.0	0.3	0.3	1.3	2.0	0.7	0
TIRANA							
Shëngjergji	5.7	0.7	0.3	1.6	2.4	0.4	0.3

Exhibit III-3. Education of the Sample Population Age 15 and Older by Gender

Village	Female				Male			
	Elementary (1-4)	Elementary (4-8)	High school	University	Elementary (1-4)	Elementary (4-8)	High school	University
LEZHË	48	65	25	7	25	60	39	8
Krajn	5	3	6	0	1	5	4	0
Fishte	6	7	4	3	4	5	8	1
Troshan	7	18	5	1	3	13	11	0
Kallmet	30	37	10	3	17	37	16	7
POGRADEC	9	23	17	0	12	20	25	3
Stropske	3	13	9	0	8	9	7	2
Alarup	4	8	2	0	3	10	6	1
Tushemisht	2	2	6	0	1	1	12	0
TIRANA Shëngjergji	7	4	6	0	2	10	7	0
Total	64	92	48	7	39	90	71	11

Exhibit III-4. Wage Labor and Migration in the Sample Population

Village	Total	Wage labor	Migrant labor	Full time	Part time	Other
LEZHË count **LEZHË percentage**	367	58 15.80	33 8.99	124 33.79	95 25.89	148 40.33
Krajn count Krajn percentage	31	10 32.26	3 9.68	11 35.48	12 38.71	8 25.81
Fishte count Fishte percentage	45	11 24.44	4 8.88	13 28.89	13 28.89	19 42.22
Troshan count Troshan percentage	84	10 11.90	6 7.14	25 29.76	23 27.38	36 42.86
Kallmet count Kallmet percentage	207	24 11.59	17 8.21	75 36.23	47 22.71	85 41.06
POGRADEC count **POGRADEC percentage**	144	23 15.97	11 7.64	53 36.81	47 32.64	44 30.56
Stropske count Stropske percentage	70	10 14.29	6 8.57	21 30.00	29 41.43	20 28.57
Alarup count Alarup percentage	46	2 4.35	1 2.17	25 54.35	8 17.39	13 28.26
Tushemisht count Tushemisht percentage	28	9 32.14	2 7.14	7 25.00	10 35.71	11 39.29
TIRANA count **TIRANA percentage** (Shëngjergji)	40	10 25	1 2.50	12 30.00	7 17.50	21 52.50
Grand count **Grand percentage**	551 100	95 17.24	49 8.89	189 34.30	149 27.04	213 38.66

D. Land Holdings and Land Use

Parcels. The number of land parcels per household interviewed ranged from one to seven. There were slight differences in average parcels and range of parcel numbers. In Pogradec, there was an average of 4.5 parcels and a range from 1 to 7 parcels. In Lezhë, the number of parcels was 4.0 with a range of 2 to 6 parcels.

Exhibit III-5. Land Parcels of Sample Households

Location	Avg.# parcels/HH	Largest # parcels/HH	Least # parcels/HH
LEZHË (average)	4.0	6	2
Krajn	3.8	4	3
Fishte	4.1	6	2
Troshan	3.9	6	2
Kallmet	4.0	5	2
POGRADEC (average)	4.5	7	1
Stropska	4.2	7	3
Alarup	4.9	7	1
Tushemisht	4.7	6	3
TIRANA			
Shëngjergji	2.8	2	5

Land holdings. There were significant differences between the three districts in the average amount of land per sample household. In Lezhë the average was 15.9 *dunums*.[1] It was only 6.8 dunums in Pogradec and 5.5 *dunums* in Shëngjergji. In Lezhë there was a large range in the distribution of land reported per sample household, from 2.6 to 57 dunums. The most likely explanation is the appropriation of land by former owners, which has been more prominent in areas under the influence of the kanun, including Lezhë. In Pogradec the range in land distribution per household reported was from 0.2 to 13 dunums. In Shëngjergji village it was 2.5 to 8.5 dunums.

Exhibit III-6. Land Holdings of Sample Households

Location	Avg. # dunums/HH	Largest # dunums/HH	Least # dunums/HH
LEZHË (average)	15.9	57.0	2.6
Krajn	18.3	28.3	9.7
Fishte	22.4	30.0	15.0
Troshan	15.1	49.0	2.6
Kallmet	14.4	57.0	4.3
POGRADEC (average)	6.8	13.0	0.2
Stropska	6.4	13.0	2.5
Alarup	9.1	1.0	0.2
Tushemisht	4.8	6.0	3.8
TIRANA			
Shëngjergji	5.5	8.5	2.5

Crop land use. It is not surprising that the higher villages with little or no winter grazing sow a greater proportion of their fields in fodder than lower villages. In Shëngjergji, roughly 63 percent of the arable land sown was in fodder crops; in Alarup it was 59 percent. This contrasts with the coastal plains of Lezhë, where 37 to 42 percent of the land sown was in fodder crops. Questions about buying and selling of fodder crops indicated that little of the fodder or food production was sold. See Exhibit IV-8.

Only in Tushemisht did households report that food crops (an average of 4.2 percent) were sold; Proximity to Pogradec is likely to be a factor. Households in all of the villages, including Tushemisht, reported that they bought additional food. Only in Stropska and Fishte did households report fodder sales. In Stropska, they reported that an average of 7.7 percent of fodder was sold; in Fishte they reported that an average of 3.65 percent of the fodder was sold. The rest of the fodder and food was grown for household consumption. Households in all of the sample locations reported the need to purchase additional feed for animals. It is important to keep in mind that these were best estimates by household members and not based on actual production and sales figures.

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[1] One dunum equals roughly 1,000 square feet or one-fourth of an acre.

Exhibit III-7. Crop Land Use by Dunums for Sample Households

Location	Food crops	Fodder crops	Other (vines, etc.)
LEZHË (average)			
Krajn	7.6	9.3	0.7
Fishte	9.2	8.1	1.4
Troshan	4.1	6.5	1.1
Kallmet	5.4	6.0	1.3
POGRADEC (average)			
Stropska	2.2	1.5	2.2
Alarup	3.0	5.4	0.7
Tushemisht	1.5	2.5	0.8
TIRANA			
Shëngjergji	1.0	3.5	0.7

Exhibit III-8. Crop Sales Estimated by Sample Households

Insert Exhibit

E. Trees

The resource mapping activity included questions about number of trees and where they were located. The aim was to get a sense of trees that could be productive in preventing erosion, particularly on hillsides, and the extent to which local people were planting trees to prevent erosion. In Pogradec there was an average of 9.5 trees around the house, 16.5 trees in the (flat) fields, and 2.3 trees on the hillsides. In Lezhë, there was an average of 21.1 trees around the house, 6.1 trees in the (flat) fields, and 5.1 trees on the hillsides. In Shëngjergji the average number of trees around the house was 7 and on the hillsides 5.3. Agricultural land is relatively scarce in Shëngjergji and the need for winter fodder is great due to the altitude, so it is not surprising that the trees are on the hillsides and not in the flat fields. A few people, two to four in each sample village, did report planting trees to prevent erosion. Also, many households expressed great interest in planting more trees that would protect the soil and, ideally, produce a product they could sell.

F. Animals

In Pogradec the average number of cows per household reported in interviews was 1; the average number of sheep, 17.5; and the average number of goats, 5. There were individuals in the sample with large herds. In the village of Alarup, the largest herd was 170 sheep. In Tushemisht, the largest herd was 70 goats. In Lezhë the average number of cows was 1.3; sheep, 7; and goats, 2. In Shëngjergji, the average number of cows and sheep were 1.3 and 6, respectively. No household in the Shëngjergji sample raised goats. The largest number of cows per household reported in the entire sample was 3; sheep, 170; and goats, 70.

Responses to questions about numbers of animals grazed on grazing land suggested larger numbers of animals than those reported in response to the questions on animals per household. Women interviewed while herding livestock in Lezhë had larger herds than reported in the survey. In many instances, they were herding relatives' and neighbors' animals as well as there own. There may have been some reluctance to fully report numbers of specific animals due to a concern that it might result in some kind of animal head taxes. Questions about product sales and purchases indicated that dairy and meat are the main sale items in all the sample villages. See Exhibit III-9. The highest estimated average figures for percentage of dairy production sold were in Pogradec: Stropska, 19.2 percent; Alarup, 30.9 percent; Tushemisht, 20.8 percent. In Lezhë the sales estimates of total dairy production were: Krajn, 8.3 percent; Fishte, 7.2 percent; Troshan, 3.3 percent; and Kallmet, 7.3 percent of total dairy production. In Shëngjergji there were no dairy sales due to the distance to the market and impassibility of the road in winter. Again, it is important to keep in mind that these were best estimates by household members and not based on actual production and sales figures.

Exhibit III-9. Estimated Dairy and Meat Sales in Sample Households

Insert graph

Perceived adequacy of grazing area. When asked if inadequate grazing was a problem, only 11 households in Lezhë and 4 in Pogradec indicated "yes." When asked if there was currently enough grazing for their animals, only 50 percent of the households said "yes" in Lezhë, 54 percent in Pogradec, and 57 percent in Shëngjergji.

Perceived grazing quality. In Lezhë, most households indicated that the quality of grazing land was about the same as it had been five years ago. Those who felt the quality had declined suggested that it was a result of increased numbers of animals and families, overgrazing, cutting of woods during cooperative times, pulling up roots, and lack of care of natural pasture. Those who felt the pasture had improved suggested that fertilizer on private land was a contributing factor. In Pogradec, in addition to the negative factors affecting pastures cited in Lezhë, dynamite for removing stones was included. Shëngjergji also offered similar comments and added that grazing of draft animals had damaged pastures. Some felt that pastures were better now because people had a better idea of how to manage livestock and did not overgraze as they had five years ago.

Mixed versus separate herds. In Alarup, Shëngjergji, and Fishte a majority of households grazed cows, sheep and goats separately. In Shëngjergji they graze sheep on state land from 800 to 1,000 meters altitude and graze cows on titled land below 600 meters. In Stropska and Tushemisht, all of the households mixed their herds for grazing. In Kallmet over 80 percent of the sample households grazed mixed herds; in Krajn, 66 percent; in Troshan, 57 percent. In general, sheep eat leaves and grass, while cows eat alfalfa, grass, and hay.

Seasonal change in grazing. All of the sample households in the villages in Pogradec reported seasonal changes in grazing locations. More than 80 percent of the survey sample in Krajn and nearly 60 percent in Shëngjergji changed grazing seasonally, keeping the animals in the stable in the winter; and grazing in the pastures in summer. In Fishte, Troshan, and Kallmet, slightly over 40 percent also changed pastures seasonally, with a pattern of spring in the forest, summer on the mountain, and winter in the stable.

Exhibit III-10. Average Grazing Land Used by Sample Households

Location	Private (titled) hectares	Private hectares per animal	State-owned hectares	State hectares per animal
LEZHË				
Krajn	1.77	0.1	50.0	7.1
Fishte	3.1	0.04	1.4	2.0
Troshan	4.0	0.2	143.2	60.6
Kallmet	2.5	0.4	57.0	13.6
POGRADEC				
Stropska	0	—	100.8	12.1

Alarup	0	—	163.3	2.6
Tushemisht	0	—	13.5	2.7
TIRANA				
Shëngjergji	0.6	0.1	90.0	15.8

G. Firewood

Types of wood. In Kallmet, Krajn and Troshan, oak, hornbeam *delliye* and other types of wood were collected for firewood. Villagers in Kallmet also collected *bries*, bush, roots and strawberry tree. In Stropska people collected oak and beech. In Alarup they collected *duslik*, bush and *parisht*. In Tushemisht they collected *duslik* and roots.

Wood collection and use. Only Shëngjergji provided for all its own firewood needs by collecting local wood. Alarup provided over 90 percent of its needs; Kallmet, nearly 60 percent; Troshan, 43 percent; Stropska, 35 percent; Tushemisht, 29 percent; Krajn, 12 percent; Fishte, none. All households except those in Shëngjergji said they had to buy some firewood. See Exhibit IV-11.

Access to wood in state forests. In the pre-communist past, the elder gave permission to cut wood. Before the communist era, in Alarup and Stropska there was privately owned forest land. During the communist era, people paid a service in which the forestry enterprise gave permission to cut wood and marked the trees that could be cut. Under this system, there was a forest guard.

Collection of herbs and other forest products. Few of the families surveyed collected herbs and other forest products. They explained that they did not have time to do so and that the prices were not good. In Tushemisht people collected rose beans for home use, not for sale. In Alarup a few people collected mountain tea and chamomile for sale. In Stropska, two families collected mountain tea, *dellinya* and chestnuts for sale. In Shëngjergji two families collected herbs and other products, dellinya and chestnuts; they also sell chestnuts. In Kallmet a few people collected tea, lisen, bush leaves, *sharbel*, *maktls*, and *truns* for home use and sale. In addition, the survey team met two different herb gatherers on the road in Lezhë leading donkeys laden with sage.

H. Small Enterprises

Very few households had established small enterprises. There were four in Stropska. The wife and mother-in-law in one family produced and sold carpets, the mother and daughter in another family collected and sold herbs. A father and son ran a small shop. The head of household and his wife in another household produce*d raki*. Three other families expressed interest in starting, respectively, a small business, a restaurant and a coffee bar, but they lacked the capital to do so. In Tushemisht there was one small enterprise, growing willow for baskets. In Krajn, one enterprise was based on gathering herbs. The other villages reported no small enterprises.

I. Division of Labor

Women play critical roles in crop, livestock, and dairy production. However, as other studies have shown, their roles vary between regions. For example, in Lezhë women play the greatest role in grazing animals and collecting wood; in Pogradec men play the major role in grazing animals and collecting wood. See Exhibit III-12 and Exhibit III-13. Women in Pogradec still take care of other aspects of livestock care, namely cleaning stalls, collecting fodder, milking. In all three regions, women make nearly all the cheese. In all three regions, women bear the primary responsibility for household tasks including carrying water. While men play the predominant role in most aspects of care for fruit and other trees, women work with them providing labor, including pruning and applying pesticides. Women play the greater role in harvesting and processing tree products. In Lezhë they play the greatest role in tree crops; in Pogradec, the smallest. See Annex G.

Exhibit III-11. Gender Division of Labor in Herding Livestock and Collecting Fodder

Location	Percent women's labor		Percent men's labor	
	Herding	Fodder	Herding	Fodder
LEZHË				
Krajn	91.7	41.7	8.3	58.3
Fishte	78.6	64.3	21.4	34.7
Troshan	78.9	78.6	21.2	21.4
Kallmet	52.0	63.7	48.0	36.3
POGRADEC				
Stropska	0	38.6	100.0	61.4
Alarup	0	14.3	100.0	85.7
Tushemisht	10	25.0	90.0	75.0
TIRANA				
Shëngjergji	71.4	60.7	28.6	39.3

Exhibit III-12. Gender Division of Labor in Firewood Collection

Location	Percent women's labor	Percent men's labor
LEZHË		
Krajn	0	100.0
Fishte	75.0	25.0
Troshan	62.5	37.5
Kallmet	77.7	2.3
POGRADEC		
Stropska	12.5	87.5
Alarup	0	100.0
Tushemisht	0	100.0
TIRANA		
Shëngjergji	17.9	82.1

Time use. Men and women both work very hard on farms in Lezhë, Pogradec and Shëngjergji. Most of the agriculture is non-mechanized, which significantly increases the labor requirements. Few households can afford to rent, much less buy, tractors and other equipment. In general, women work much longer hours than men because they work in the fields and do all housework, cooking and baking bread, laundry and cleaning, and child care. Most women start their working day earlier and end it later than men. Women have little time to rest — significantly less than men. The interviewers prepared time use charts for women and men in each household. The charts, often used in rapid appraisal, covered summer activities because summer is one of the busiest seasons. Also, summer was the most recent season at the time of the survey and offered more reliability in the respondents' recall of its activities.

Exhibit III-13. Summer Schedule of Activities by Gender

Time	Women's Activities	Men's Activities
5 - 8 am	Milking, processing milk, feeding animals, cleaning stable, cleaning house, preparing breakfast, washing dishes, child care, baking bread	Drinking coffee, feeding animals, eating breakfast, going to market (selling milk), shopping, milking sheep (Alarup)
8 am - noon	Working in fields, work in garden, herding animals, collecting firewood, making carpets (Pogradec)	Working in fields
noon - 3 pm	Preparing lunch, bake bread, process milk, making cheese, rest/leisure embroidery (Kallmet)	Eating lunch, leisure
3 - 4 pm	Working in garden, fields, herding animals, washing laundry, processing milk	Leisure
4 - 8 pm	Continuation of activities above	Working in fields, feeding animals, work in garden, stable, herding animals (Alarup)
8 - 10 pm	Milking animals, cleaning stables, feeding animals, milk processing, preparing dinner, washing dishes, watching TV, embroidery (Kallmet)	Milking sheep (Alarup), eating dinner, TV, talking with friends, neighbors
10 - 11 pm	Watching TV (Pogradec)	Leisure

J. Household Decision-Making

In all three districts, men and women indicated that they made important household decisions together. These decisions included building materials for home improvements, education expenses for children, and purchase of furniture and large appliances (refrigerators, televisions). Women made most of the decisions about food and clothing purchases and men made most of the decisions about seeds, tractor rental and purchase of fertilizer and pesticides. See Annex G.

K. Services Available

Exhibit III-14. Unmet Need for Services Reported by Survey Sample

Location	Services for Livestock	Services for Trees
LEZHË		
Krajn	Vaccinations for poultry; vaccinations and medications for pigs	State advice and help on protecting trees and pastures.
Fishte	Komuna advice on breeding animals	Komuna advice on how to protect fruit trees
Troshan	Advice from veterinarians on breeding; social activities for youth	Komuna help in fulfilling firewood needs; advice from agronomists on tree protection
Kallmet	Komuna provision of vaccinations for animals, particularly poultry	Komuna advice on fruit trees *continued*
POGRADEC		
Stropska	Vaccination for poultry; market contacts for selling produce.	Advice and financial support for chestnut tree protection, forest police to protect the forest.
Alarup	Improvement in livestock	A guard for the forest and support from the government for pesticides.

TIRANA (Shëngjergji)	Low prices for vaccinations	Services for the protection of chestnut trees; help marketing agricultural produce and, low prices for pesticides, seeds, manure

The survey asked farmers if they had access to government and/or private services supporting their livestock and tree planting. Most people listed private, for-fee services and little or no access to government-provided services. The only government services noted were vaccinations for animals. No one felt that their livestock and tree care needs had been met by the services available.

L. Community Problems

When asked about the problems faced by the village as a whole, many of the responses were similar to those identified in studies elsewhere in Albania and others focused on specific environmental concerns. In all of the villages people noted the high cost of inputs for crops and livestock and poor market opportunities. The most common responses included:

- Forest protection (Alarup); unclear boundaries between villages prevent protecting forest and pasture (Tushemisht); people from other villages and towns destroying the local forest-cutting trees near village for sale elsewhere

- Flooding and drainage problems (Kallmet, Fishte, Troshan, Krajn). These were not considered problems in Alarup and Shëngjergji

- Irrigation systems not working (Kallmet, Fishte, Troshan, Krajn, Tushemisht, Shëngjergji)

- Pollution of Lake Ohrid (Tushemisht)

- Erosion of land (Kallmet)

- Land ownership, that is, former owners claiming land assigned by the state to others (Stropska, Shëngjergji)

- Too little arable land per family; scarce land for new families (Stropska, Shëngjergji)

- Low electrical energy (Kallmet, Fishte, Troshan, Krajn)

- Poor telecommunications (Kallmet, Troshan, Stropska, Shëngjergji)

- Poor condition of roads, bridges, and paths (Kallmet, Fishte, Troshan, Krajn, Stropska, Alarup, Shëngjergji); improving infrastructure for

agrotourism (Tushemisht)

- Poor quality seeds (Shëngjergji)

- Minimal mechanization of agriculture (Kallmet, Stropska, Alarup, Shëngjergji)
- Lack of veterinary services (Krajn)

- Lack of local processing facility for vegetables (Kallmet)

- Lack of local milk processing facility (Tushemisht, Stropska)

- Need for additional employment because the available land cannot support everyone (Kallmet, Troshan)

- Migration of young people (Shëngjergji)

- Education of children (Alarup); schools are far away (Krajn); services are in poor (Fishte)

- Health services in poor condition (Fishte, Troshan, Krajn)

- Public order and safety (Kallmet, Troshan, Krajn, Stropska)

L1. Family Problems

When asked about the problems faced by their own family, the following responses were most common:

- Potable water (Kallmet, Fishte, Stropska, Alaru, Shëngjergji)
- Flooding (Fishte, Troshan)
- Low pensions, low incomes (Kallmet, Fishte, Krajn, Stropska, Shëngjergji)
- Low prices of agricultural produce (Karajn)
- Employment (Fishte, Krajn, Stropska)
- Need for credit (Kallmet, Stropska, Alarup)
- Lack of electrical appliances in the house (Fishte)
- Women overloaded in housework (Tushemisht)
- House is in poor condition (Fishte, Krajn, Shëngjergji)
- Need for young people to learn occupational skills (Kallmet, Stropska, Shëngjergji)
- Education of girls — it is not safe for them to go to school (Kallmet)

L2. Women’s Problems

When asked about problems faced by women in their community, many

women said they had no problems. After a few follow-up questions, in all villages women indicated that their primary problem was that they are overworked with agricultural and housework. They also expressed the need for social activities with other women — opportunities to talk with other women and possibly together to learn something useful. The following responses were also common:

- Migration of men to earn money abroad has increased women's workload (Stropska)

- Some women also complained that they spent too much time baking bread, that it would be better to have a bakery in the village (Fishte, Troshan, Alarup, Shëngjergji)

- The low economic level of the household (Alarup)

- Lack of electrical appliances in the house (Kallmet, Fishte, Krajn)

- No drinking water in the house (Alarup, Fishte)

- Want non-agricultural work (Tushemisht)

- Need for a health center, midwife (Alarup, Krajn, Fishte, Kallmet)

L3. Solutions to Problems

Most of the people interviewed felt that they could not do anything to solve the problems in their communities. They were waiting for the komuna or the state to solve the problems or the Lord to provide for them. For the family problems, many people insisted they could not do anything. Many expressed the view that "we are doing out best but the soil is poor and our financial resources are inadequate." Most people had no ideas about solutions for the problems. A few people were beginning to recognize the need to do something themselves to solve their problems. A few families felt they could work harder and that labor migration would bring additional resources to the household. Financial credit was also suggested as a possible solution.

A few people suggested that the community needed new kinds of cooperation such as starting a private farmer association, planting trees to prevent erosion, cleaning blocked irrigation channels, and setting up a guard to protect forests and pastures. Several households interviewed in Tushemisht indicated that they were ready to work as a community to clean and maintain the village and cooperate with neighboring villages to solve some common problems.

L4. Cooperation and Participation in Activities

Cooperation between households. In all three districts, people mutually cooperate with relatives and neighbors for farm work and loans of money and animals. Occasionally they seek advice from others, such as vets and agronomists, on crops, trees and animals. Most often the person from the family seeking cooperation or advice is a man.

Community activities. Only one household in Pogradec and six households in Lezhë responded “yes” when questioned if there were any community activities in the village. In Krajn there was a community activity for girls in small-scale ceramic production. In Troshan there was an APFDP activity for pig-breeding improvement. In Stropska, meetings had been organized in the past to discuss problems related to agriculture and livestock. There appeared to be a willingness to participate in activities and an awareness of the potential impact of community efforts.

Most people felt that community activities, such as the examples given by the interviewer, would be good for their village. No one disagreed in Shëngjergji, only 4 percent disagreed in Progradec, and 8.5 percent disagreed in Lezhë. A few people said it was too soon for people to work together in community activities, and a few said they did want to cooperate with other families. For example, a herder in one community said he had high quality milk and did not want to cooperate in marketing with others who had lower quality milk.

Many people appeared to lack an understanding of the distinction between services provided *for* families by the state, komuna, or foreign donors and community activities carried out *by* families or individuals from families to deal with problems. Suggestions for useful community activities all focused on learning new techniques and skills to improve farming, animal husbandry or non-farm income generation and to improve cooking and child care.

Exhibit III-15. Interest in Community Activities Stated by Survey Sample

Location	Livestock	Forest	Other
LEZHË			
Krajn	Milk processing		Tailoring, cooking, child care and hair cutting
Fishte	Milk processing		Cooking, raising children, tailoring
Troshan	Creating a women's group to improve their skills in milk processing		Creating a women's group to improve their skills in areas such as cooking, raising children, tailoring
Kallmet	No information		
POGRADEC			
Stropska	Milk and cheese processing, livestock care	Protection of chestnut trees	Fruit and vegetable conservation, learning cooking and tailoring, and opportunities for women from different parts of the community to meet about social, hygiene and child care problems.
Alarup	New techniques for making cheese	New techniques for fruit trees	New techniques for cooking,
Tushemisht	Learning new techniques for processing dairy	New knowledge about herbs, mushrooms, environmental protection for trees, pastures, and the lake.	New techniques for preservation and conservation of fruits and vegetables; agrotourism (cooking serving, hygiene)
TIRANA Shëngjergji	Animal breeding, techniques in cheese making.		Courses for sewing, hair cutting and shoe mending for young people

M. Hopes for the Future

The survey asked people about their hopes for the future to gain insights into what was most important to them and where they were most likely to devote time and resources to achieve their aspirations. Although some people had no hopes or ideas for the future, most had hopes for their children and their family economy:

- *Parents' hopes for children's future.* Parents hoped sons would migrate, work in the village, and/or continue studies. They hoped daughters would get married in the city, have good luck, and/or migrate.

- *Children's hopes for the future.* Sons wished to go the city, legally migrate, stay at home, and/or have better living conditions. Daughters wished to live in the city, live in the village, and/or continue studies.

- *Family economy.* Families wants included: new or remodeled house, appliances such as refrigerators and washing machines, new furniture, mechanized agriculture, increased income. In Tushemisht in Pogradec, some families talked about the development of agrotourism.

- *Village economy.* Most people expected the village economy to be

better in the future. Many said that money from migration would improve living conditions. Some noted that it depended on solving problems such as irrigation and flooding.

- *The forest.* There was a great range of opinions about the future of the forests, ranging from total destruction to regrowth of the forest. Many people stressed the need for rules to protect the forest and guards to enforce the rules. Some also suggested the need for controlled grazing and a more efficient electrical power supply to reduce wood cutting. Some also suggested that it was necessary to divide the forest by families or *fis* in order to protect it.

SECTION IV

Constraints and Opportunities for Involving Women

A. Constraints

Clearly, women play important roles in the interface between agriculture and natural resource management in the communities where APFDP is working. They herd animals, collect wood, use wood in baking bread, collect herbs and other non-timber forest products. In addition, they show an interest in preserving the environment for the future of their children. Because men play the role of official spokesmen for families and hold the decision-making positions in local government as village elders, women rarely have been consulted in past rapid appraisals and community forest transfer negotiations. However, this is changing with the increased activity by the community development specialist, the small enterprise specialist and the training and extension specialist — all women — who provide role models for women in the community and offer a non-threatening environment for them to meet, express their views, and share knowledge.

The major constraint on women's participation in APFDP activities is their heavy labor burden and the limited time they have available. Collaborative activities with other projects with goals to reduce women's labor burden could help give women time to address and participate more actively in protecting forests and pastures.

In the north of Albania, the philosophy of the kanun appears to be another major constraint to women's participation in development efforts in general. This needs to be explored and fully understood in the context of changing uses of kanun standards to fit the more capitalistic, individual profit-oriented motives that appear to be developing.

The lack of understanding of the concept of "community" action as it operates in democratic societies is also a constraint in that people associate "community" with the communist-organized commune and reject it. The concept of people working together to present needs to the government and address problems themselves is important for the success of the forestry transfer and livestock group components. Moreover, it is possible that women could be more effective change agents in community activity than men because women are less engaged in the political gamesmanship and more concerned about the well-being of the family and its immediate social environment.

B. Opportunities

Women expressed a strong interest in more social interaction with other women, ideally within a context of learning skills to improve the situation of their families. Privatization has isolated women and they seek to reconnect socially with other women. This has provided impetus for the success of the Land O' Lakes project activities to improve dairy quality. Similarly, it could also contribute to APFDP activities.

Even though women are overburdened with work, most find nearly an hour a day to watch television. This means that television offers an excellent medium to motivate and educate women and their families regarding forest and pasture protection, livestock care and marketing non-timber forest products. Moreover, television can also be used to influence the youth to care about their environment, which is so important to their future. Social forestry activities for youth are especially important for developing future leaders in conservation. Further, as women play a key role in the socialization of children and youth, it is important to engage them as well.
Local women leaders also provide important opportunities to serve as role models and organizers for other village women who may want to form groups for social interaction, skill-building and addressing forest-related issues. Providing training on organizing groups and environmental issues to women leaders and other interested women would contribute significantly to the process.

ANNEX A

Work Plan for Gender Baseline Survey

Objectives/Outputs

- Gather and analyze information on the gender division of labor in forestry-related activities (particularly fuelwood collection, herding, harvesting of forest resources); women's and men's time use and knowledge of natural resources, their management and marketing; expectations and hopes for the future.

- Recommend strategies to better integrate women in activities of APFDP.

- Propose practical indicators to monitor women's and men's participation in, contributions to, and benefits from APFDP activities.

- Provide training on ways to involve women in community forest activities.
  - Training of trainers/community organizers/extensionists (APFDP, AUT)
  - Ministry extension office (DeMeTra and AUT staff as trainers)
  - Training of local officials, extension, others by APFDP, AUT and DeMeTra team)

Approach to Data Collection and Analysis

- Conduct short survey with 5 percent of families in each village in which APFDP is working; survey will include quantitative and qualitative data about, resource needs, acquisition and use, division of labor, time use, household resources (animals, land) and decision making, awareness of NRM and APFDP activities, media use, problems, future expectations. Surveys will use some PRA-type information collection charts as well as a list of observations about household conditions and resources.

- Conduct on-the-spot interviews with women and men herding animals. Ask about grazing patterns, use of forest resources, division of labor, problems, expectations.

- Conduct resource use histories with the oldest women and men in each village.

- Conduct interviews with women and men who collect herbal, medicinal, and edible plants from the forest areas. Ask about resource knowledge and use, division of labor in collection and marketing, future expectations.

- Conduct interviews with willow producers and basket makers and other forest product entrepreneurs. Ask about resource knowledge and use; division of labor in growing, collection, basket making and marketing; future expectations.

- Conduct focused group discussions with women, following up on specific issues identified in the survey.

Approach to Training

- Conduct training-of-trainers in Tirana for APFDP, AUT staff, Ministry of Agriculture Extension gender specialist. Design training for village and komuna-level leaders, foresters, extension workers, etc.
- Implement training in the komunas of Blinisht, Kallomet, Pogradec, Shëngjergji. Include in training practice in facilitation of focused group discussion/community group meetings with women.

Resources Needed

- About 80 person-days for survey work (six survey interviewers for a total of 10 days each and an additional five days for four interviewers). Vehicle for 11 days for survey work (two days Shëngjergji; five days Lezhë; four days Pogradec). Eleven days' room and board for six people in Lezhë and four days' room and board for four people in Pogradec.

- Approximately 20 person-days for data entry and analysis.

- About 40 person-days for focus group discussion leaders (2 DeMeTra trainer/community organizers for 8 to 10 days each, Donika and one of the survey interviewers) and room and board in field. Vehicle for eight days' travel for focus group meetings and room and board for four people for four to five nights.

Twenty person-days for training (2 training specialists for 10 days each (DeMeTra), including delivery of training-of-trainers in Tirana and training at the komuna level.

- Vehicle for five days transportation for training.

- Duplication of training materials.

- Refreshments for komuna training activities and community group meetings.

Schedule of Activities

Week of May 11

- Meetings with Ministry of Agriculture and Food, World Bank, UNDP, and VOCA to collect existing relevant data about programs; review of relevant APFDP PRA data.

- Field trip to Pogradec (Tuesday, Wednesday) to gather information for design of survey and focus group discussions and selection of survey sample; conduct interviews with willow growers and producers and herb collectors.

- Field trip to Shëngjergji to gather information for survey design, lay groundwork for pilot and try out herding interview. Conduct interviews with herb gatherers.

- Identify potential interviewers and data analyst. Draft herding interview.

- Meeting with APFDP technical staff to review work plan.

Week of May 18

- Design survey; meet with APFDP technical staff to discuss select samples for Lezhë, Pogradec and Shëngjergji; select interviewers.

- Train interviewers.

- Conduct pilot survey (in Trashan, Lezhë) in six households (from sample) and herding interview.

- Review survey process; modify survey based on pilot.

Week of May 25 (three teams, two persons per team)

- Conduct survey in Pogradec and fine-tune survey as needed.

- Identify focus group discussion issues.

- Conduct herding and other interviews in Pogradec (based on animal population and other activities of village).

- Code data from pilot survey.

Week of June 1 (three teams, two persons per team)

- Conduct survey and other interviews in Lezhë.
- Identify focus group discussion issues.
- Code data from Pogradec.

Week of June 8 (two teams, two persons per team)

- Design focus group discussion questions and format.
- Conduct survey and focus group in Shëngjergji.
- Code data from Lezhë; begin data analysis.

Week of June 15

- Conduct focus groups in Lezhë and Pogradec; synthesize findings.
- Design training-of-trainers for staff from APFDP, AUT, MOAF extension gender specialist, IFAD, LOL staff and others to be identified by APFDP staff.
- Code Shëngjergji data.
- Continue data analysis.

Week of June 22

- Conduct two-day training-of-trainers in Tirana which will include design of training for komuna level.
- Conduct one to two days of community organization activities in Lezhë and Shëngjergji.
- Continue data analysis.
- Begin design of briefing seminar on findings/recommendations for USAID, MOA, and others.

Week of June 29

- Conduct community organization activities in Pogradec.
- Complete data analysis.
- Design debriefing seminar.
- Conduct debriefing seminar.
- Complete and submit draft report.

ANNEX B

Survey Instrument[2]

Gender Issues in Forest and Pasture Management

Pilot Household Survey

Questionnaire ID #_____

Village _____

Interviewer _____

Recorder _____

Date and Time of Interview _____

Household members who answered questions
_____
_____
_____

I. Introduction

I.1. Have you heard of the Albania Private Forestry Program that has been working here in the village? Yes _____ No _____

I.2. A.1.1 If Yes, What have you heard about this project?

1.2. If No, or after getting their description of the project, explain:
The Albania Private Forestry Project is helping Albanian farming communities increase their incomes and protect the forests that have been damaged by heavy cutting. It also helps them protect pastures that can be damaged by heavy grazing.

We would like to ask you and your family some questions to help us do a better job in serving you and others in your community in this project. We have selected your family by drawing from a hat with all the households in the

[2] The survey instrument has been reformatted to compress length.

village, like a lotto.

The purpose of our study is to learn more about the work that all family members do to support the family, the time demands of that work, your knowledge about the pastures and forest, and your concerns and hopes for the future.

The information that you share with us not be shared with anyone and your names will not appear on the questionnaire. We will compile all the results and identify key issues to discuss with members of the community in open meetings and will work with interested people in the village on activities to increase incomes and protect the forest and pastures.

II. Household Members

II.1. We will begin with the people living in your household. This includes all the people who eat together, work together, and pool resources.

[*Note to Interviewer*: *Start with the household head at the beginning of the list. Ask for the relationship of each person to the head of household, such as: wife of household head, father of household head, mother of household head, daughter of household head, son of household head, brother of household head, brothers wife. Make sure no one is left out, such as the grandparents. The people on this list may include people who sleep in different houses. It does not include daughters who have married and moved another house unless the people in that house are working with them and pooling resources. It does not include sons who reside outside of the village (Tirana, Greece, Italy more than 6 months of the year). It does include sons who are away seasonally for 2-3 months and also work on the family farm. Try to move quickly through this section.*]

[Note to Recorder, record only the relationship to the head of household; Do not record individual names; Mark Pensioners with P in Farming or wage column, depending on the type of pension]

II.1. HOUSEHOLD Relation to HH Head (List HH Head first)	M/F	Birth date	School (years)	Farming full (FT) Part (PT)	Wage/ Job/ employer	Seasonal Migration Place # Months

II.2. How many family members have left the household permanently since 1991?

Males _____ Females _____ *[Prompt: daughters who married arimoved into husband's household]*

II.3. Remittances:

II.3.1. Do any of the family members who migrated send remittances (money, food, or other goods) back to the family? Yes _____ No _____

II.3.2. <u>If Yes</u>, what do you receive?

III. Household Resources Map

Ask the household members to draw a large map showing the location of:

- Their house and the land around it that they own, including vegetable gardens
- Places where they keep the animals
- The fields they have official titles to
- Fields they rent/borrow
- Fields they use on marginal/refused land
- Their vegetable garden
- Any fruit trees they own
- Any olive and other trees they own
- Where they take animals to graze
- Where they collect firewood
- Where they collect herbs
- Other resources they use in the forest and refused land.(list)

_____
_____
_____

III.1. <u>On each field,</u> ask them to write:

- The size of the field in dunums

- Whether is planted in food (such as potatoes or wheat)or fodder (such as alfalfa).

[Note to recorder: while they are drawing the map, summarize the totals below]

III.1. Field#	Total Dunums	Food crops (dun)	Fodder crops (dun)	# Trees
1				
2				
3				
4				
5				
6				
7				
8				

III.2. For the animals, ask them to list the number of each kind of animal beside the stala or stani where they are kept.

II.2. Cows	Sheep	Goats	Pigs	Horses	Donkeys	Other

III.3. On grazing land

III.3.1. Ask them to mark which grazing land they have official title to, which is refused land, which is community or state land (high pasture and forest) or other. Ask them write the approximate size on each type of grazing land.

[*Note to recorder; while they are writing on the map, record the answers below*]

III.3.1.	Official title	Refused land	Village/state	Other
Hectares				
Animals grazed				

III.3.2. Ask them describe the difference in the grazing areas for the different animals *[Prompt: type of vegetation? Slope? Altitude?]*.

Do they graze different animals in different areas?
<u>If yes</u>, ask them to write the name of the animals on the areas where they graze them on the appropriate areas.

III.3.2 Animals	Types of plants, bushes and trees	Steepness and altitude	Who herds
Goats			
Sheep			
Cows			
Pigs			
Draft animals			

III.3.2.2. Ask them: do you change the areas where you graze the animals during any of the seasons (spring, summer, fall or winter? Yes _____ No _____

III.3.2.3. <u>If yes</u>, ask them to mark the spring, summer and winter pastures.

III.3.2.4. Who herds the animals on each of these areas? (Old or young men? Old or young women? Boy, girls?) [*Note to the interviewer: write the answers in the table above: Old women=OW, Old men=OM, men=M, women=W, boys=B, girls=G]*

III.3.3. Are there other families who graze their animals in these same areas? Yes _____ No _____

III.3.4. <u>If Yes</u> How do you work out which family uses which part of the area?

III.3.5. In the old days, “before Liberation” (the socialist period) how did families work out which families would use which areas of grazing land?

III.3.6. In the old days, “before liberation” if two families disagreed about use of grazing land, how did they settle the disagreement?

III.3.7. Is there enough grazing for their animals now? Yes _____ No _____

III.3.8. How much can they increase their herd and still have enough grazing?
III.3.9. How does the amount and quality of the grazing land today com pare with the grazing land 5 years ago; more than 50 years ago, in the days “before liberation”?

III.3.9 Time	Quantity of grazing	Quality of grazing
5 year ago		
Days before liberation		

III.3.10. Why do you think these changes have occurred in the quantity and quality of grazing?
[prompts: cutting firewood, pulling up roots, overgrazing]

III.4. For fruit and other trees

III.4.1. Ask them to write the number of each kind of tree in the areas where the trees are located [near the house, in the fields, on the hillside]
[Note to interviewer: if they have fields on the hillsides, ask them if they have fruit or other trees growing on them]

III.4.1. Trees near house	In flat fields	On hillsides

III.4.2. Have they planted any trees on their fields on the hillsides to reduce soil loss from erosion?
Yes _____ No_____

III.4.2.1 <u>If yes</u>, how many trees? _____

III.4.2.2. <u>If no</u>, are they interested in learning more about how to reduce erosion by planting trees?

III.5. For the area where firewood is collected
[*Note to recorder: record answers to following questions on chart below]*

III.5.1. Do you collect firewood on the land you have official title to?
[prompt: do you use poplar saplings as windbreaks and firewood] Yes _____ No _____

III.5.2. Roughly how many cubic meters per year?

III.5.3. Do you collect firewood on refused land? Yes _____ No _____

III.5.4. If Yes, roughly how many cubic meters per year?

III.5.5. Do you collect firewood in community or state forest areas? Yes ____ No ____

III.5.6. If yes, roughly how many cubic meters per year?

III.5.7. What kinds of firewood do you collect in each of these areas?

III.5.8. Who collects the wood in each area?

III.5.9. How far do they go to collect wood?
III. 5.10. How many hours per week do they collect wood?

III.5 FIREWOOD	Fields with title	Refused land	Village/state forest
Amount			
Types of wood			
Who collects			
How far			
Hours/week collecting			

III.6. For the Areas where wood for construction is collected ask:
[*Note to recorder: write the answers to the following questions on the table below]*

III.6.1. Do you collect construction wood on the land you own *(prompt: do you use poplar saplings as windbreaks and firewood)* Yes _____ No _____

III.6.2. Do you collect construction wood on refused land? Yes _____ No _____

III.6.3. Do collect construction wood in community or state forest areas? Yes _____ No _____

III.6.4. How much wood do you collect in each area?

III.6.5. Who collects the wood in each area?

III.6.6. How far is the wood from the village?

III.6.7. How many days per year do you collect construction wood?

III.6 Lumber	Fields with title	Refused land	Village/state forest
Amount			
Types of wood			
Who collects			
How far			

III.6.7. Under the Socialist system, what were the rules about who could cut firewood and wood in the forest?

III.6.8. Before “liberation” (the socialist system), what were the rules about who could cut which firewood and wood in the forest?

III.6.9. What happened to people who broke the rules about cutting wood in the forest before “liberation”?

III.7. For herbs and other forest products
[Note to interviewer: make certain that you get the women to answer this question: we are trying to learn more about what women know about forest products]
[Note to recorder: write the answers on the chart below]

III.7.1. Do you collect herbs and other forest products such as mushrooms, fruits, nuts, medicinal plants? Yes _____ No _____

III.7.2. How are they used?

III.7.3. Which of these products do you sell?

Name of Product	Uses	Sales (Y or N)

IV. Household Production
[Note to the recorder, write the answers to the following questions in the box below]

IV.1.A. Production Trends

IV.1. Food Crops

IV.1.1.1. How much of the crop food that you eat did you grow last year? All, 3/4, 1/2, 1/4, or None? *[prompt: wheat, potatoes, vegetables, corn]*

IV.1.1.2. Did you sell any of the crops you produced last year? Yes ____ No ____

IV.1.1.3. <u>If Yes</u>, which crops did you sell?

IV.1.1.4. Have the amounts of food crops that you grow for you family, sell to others and buy for your family changed in the last five years? Yes____ No_____

IV.1.1.5. If Yes, why has it changed?

IV.1.2. Meat

IV.1.2.1. How much of the meat that you ate last year did get from your own animals? All, 3/4, 1/2, 1/4, or None?

IV.1.2.2. Did you sell any animals? Yes ___ No ____

IV.1.2.3. If yes, which animals did you sell?

IV.1.2.4. Have the amounts of meat that you grow for your family, sell to others and buy for your family changed over the last five years? Yes ____ No ____

IV.1.2.5. If yes, why has this changed?

IV.1.3. Dairy Products

IV.1.3.1. How much of the milk, cheese, curd and other dairy products that you ate last year did you get from your own animals? All, 3/4, 1/2, 1/4, or None?

IV.1.3.2. Did you sell any dairy products? Yes _____ No _____

IV.1.3.3. If yes, which dairy products did you sell?

IV.1.3.4. Have the amounts of dairy products that you grow for your family, sell to others, and buy for your family changed over the last five years? Yes ____ No ____

IV.1.3.5. If Yes, Why has this changed?

IV.1.4. Fodder Crops

IV.1.4.1. How much of the alfalfa and other animal feed that you used last year did you grow? All, 3/4, 1/2, 1/4, or None?

IV.1.4.2. Did you sell any alfalfa ? Yes _____ No _____

IV.1.4.3. Have the amounts of alfalfa and other feed crops that you grow or buy for your animals changed? Yes ____ No ____

IV.1.4.4. If yes, why has this changed?

IV.1.5. Firewood

IV.1.5.1. How much of the firewood that you used last year did you collect? All, 3/4, 1/2, 1/4, or None?

IV.1.5.2. Did you sell any firewood? Yes ____ No ____

IV.1.5.3. If Yes, approximately how many cubic meters?

IV.1.5.4. Has the amount of firewood that you collect or buy changed over the last five years? Yes ___ No ____

IV.1.5.5. If yes, why has it changed?

IV.1.6. Lumber

IV.1.6.1. Did you use any wood for construction last year? Yes ____ No ____

IV.1.6.2. If Yes, how much of the wood that you used did you cut yourself in the forest? All, 3/4, 1/2, 1/4, or None?

IV.1.6.3. Did you sell any construction wood? Yes _____ No _____

IV.1.6.4. If yes, approximately how many meters of wood did you sell?

IV.1.6.5. How have the amounts of construction wood that you grow and buy changed since five years ago?

IV.1.6.6. If yes, why have they changed?

IV. Item	Produce	Sell	Buy	Change in last 5 Years
Food Crops				
Meat				
Milk & cheese				
Fodder (alfalfa etc.)				

Firewood				
Construction wood				

IV.2. Perceptions

Have these changes been good ones for your family?

IV.3. Small Enterprise

IV.3.1. Does anyone in the household have a small business? *[prompt: selling herbs, mushrooms, honey, willow for baskets, broom-making, cheese making, jam, jelly, slaughtering animals]*
Yes _____ No _____

IV.3.2. <u>If yes</u>:

IV.3.2.1. What do they produce?

IV.3.2.2. What do they sell?

IV.3.2.3. Which family member runs the business?

IV.3.2.4. Do other family members help with the business? Yes ____
No _____

IV.3.2.5. If Yes, Who helps?

IV.3.3. If No: do you think that you or anyone in your family will start a business in the future?

V. Household Division of Labor

Which family members do the following work: Women only (W)?; Mostly by women (Wm); women and men equally (WM); mostly by men (wM); by men only (M)

V.1. Field Crops (Corn, Maize, Wheat etc.)
Note to interviewer: ask how they prepare the land: hoe, plow pulled by draft animal, or tractor?
Note to Recorder: put H (Hoe), D (draft) or T (tractor) in the appropriate box under land preparation.

V.1. Who?	Prepare land	Sow	Weed	Fertilize	Apply pesticide	Irrigate	Harvest	Transport	Thresh	Market
W										
Wm										
WM										
wM										
M										

V.2. Vegetables
Note to interviewer: ask how they prepare the land: hoe, plow pulled by draft animal, or tractor?
Note to Recorder, put H (Hoe), D (draft) or T (tractor) in the appropriate box under land preparation.

V.2. Who?	Prepare land	Sow	Weed	Fertilize	Apply pesticide	Irrigate	harvest	Transport	Process	Market
W										
Wm										
WM										
wM										
M										

V.3. Fodder (Alfalfa, etc.)
Note to interviewer: ask how they prepare the land: hoe, plow pulled by draft animal, or tractor?
Note to Recorder, put H (Hoe), D (draft) or T (tractor) in the appropriate box under land preparation.

V.3. Who?	Prepare land	Sow	Fertilize	Apply pesticide	Cut	Transport	Dry and store	Market
W								
Wm								
WM								
wM								
M								

V.4. Fruit and other Trees

V.4. Who?	Loosen soil	Prune	Fertilize	Irrigate	Apply pesticide	Harvest	Transport	Market	Process
W									
Wm									
WM									
wM									
M									

V.5. Livestock

V.5. Who?	Clean stable	Collect fodder	Graz-ing	Milking	Making cheese	Slaughter	Process meat	Market milk, cheese	Buy, sell animals	Take manure to fields	Contact vet
W											
Wm											
WM											
wM											
M											

V.6. Household Work and Child Care

V.6. Who?	Collect water	Collect firewood	Bake bread	Cook	Clean	Laundry	Buy food	Take child to doctor	Watch and feed children	Make, repair clothing	Buy house goods
W											
Wm											
WM											
wM											
M											

VI. Time Use
[Note to Interviewer: make certain that women answer the question about women's time use and men answer the question about men's time use]
VI.1. Women's Time

Ask women to describe how they spend their time in a day in the summer.

[Note to Interviewer: if they only include work, ask about leisure time; when do they watch TV, talk with neighbors, rest]

4am 6am 8am 10am noon 2pm 4pm 6pm 8pm 10pm midnight

VI.2. Also ask them how much time they spend each day:

V1.2.1. Watching television_____ (minutes)

V.2.2. Do they ever listen to the radio Yes _____ No_____
[Prompt: while they are cooking or cleaning?]

V.2.3. Reading newspapers, magazines etc. _____ (minutes)

VI.2. Men's Time

VI.2.1. Ask men to describe how they use their time in a day in the summer.
Note to Interviewer: if they only include work, ask about leisure time; when do they watch TV, talk with neighbors, rest]

4am 6am 8am 10am noon 2pm 4pm 6pm 8pm 10pm midnight

VI.2.2. Also ask them how much time they spend each day:

VI.2.2.1. Watching television_____ (minutes)

VI.2.2.2. Do they ever listen to the radio? Yes ____ No _____
[Prompt: while they are working?]

VI.2.2.3. Reading newspapers, magazines etc. _____ (minutes)

VII. Household Expenditures

Which household members make the decision for the following purchases:

VII. Purchase	Purchased in last year 5 years	Who decided to purchase (can be more than one person)
Building materials for house improvements		
Furniture		
TV		
Refrigerator		
Clothing		
Cooking oil		
Wheat flour		

Coca-Cola		
Expenses for children's education		
Wood		
Seeds		
Tractor rental		
Fertilizer, pesticides		

VIII. Household Cooperation

When the household needs the following help, who asks for help? Who do they ask?
[*Note to interviewer: after completing the list. ask what other kinds of help they ask for and fill in the blank spaces at the end*]

VIII. COOPERATION Help needed	Who asks?	Who do they ask? Relatives? (Specify which)	Neighbors?	Others? (Specify)
Borrow money				
Borrow donkey				
Help herding				
Help harvest				
Help spread manure				
Crop price information				
Medicinal herb price information				
Advice about sick child				
Advice about sick animals				
Advice about trees				
Advice about crops				
Other? (specify)				

IX. Community Activities

IX.1. Activities
Are there any community activities in the village? *[Prompt: In some villages women have formed groups to learn better techniques for taking care of cows, milking and making cheese; some communities have programs for school children to protect the chestnut trees.]*
Yes _____ No _____

IX.1.1. <u>If No</u>, do you think such activities would be good for the village, for your family?

IX.1.2. <u>If No</u>, what kinds of activities would be most helpful to you and your family? (*Skip IX.1.3 and IX.2.*)

IX.1.3. <u>If Yes</u>, who participates in the groups and what are they doing?

IX.2. Participation
Do you participate? Yes ____ No _____

IX. 2.1. If yes, what way do you participate?

IX.2.1.2. If yes, how do you benefit?

IX.2.1.3. If yes, are there other kinds of activities that would also be useful for you and your family? *[Skip IX.2.2.1 - IX.2.2.3]*

IX.2.2.1. If No, participate, why aren't you participating?

IX.2.2.2. Are there any obstacles to your participation *[Prompt, lack of time, family disapproves]*

IX.2.2.3. What kinds of activities would me most useful for you and your family?

X. Community Services
[*Note to Interviewer: Ask whether the services are private or provided by the local government or the state*]

X.1. What services are available in the community to assist with livestock raising? *[Prompt: information about animal care, increasing milk production, marketing produce, fodder production, improved cheese making]*

X.1. Services	State	Komuna	Private Services	Services needed
Livestock				
Trees				

X.2. What services are available in the community to assist with trees ? *[prompt: chestnuts, fruit trees, willow growing, forest].*

XI. Problems

XI.1. Community Problems

XI.1.1. What are the three most serious problems of the village?

1.

2.

3.

XI.1.2. What can your family and others in the community do to help solve these problems?

XI.2. Family Problems

XI.2.1. What are the three most important problems of your own family?

1.

2.

3.

XI.2.2. What can you and your family do to solve these problems?

XI.2.3. Are you worried about any of the following problems affecting your family:

XI.2.3.1. Flooding Yes____ No____

XI.2.3.2. Land slides Yes____ No____

XI.2.3.3. Forest fires Yes____ No___

XI.2.3.4. Inadequate grazing Yes____ No____

XI.2.3.5. What can you and other members of the community do to help solve these problems?

XI.3. What are the two most important problems of women in the community?

1.

2.

XII. Hopes for the Future

XII.1.1. What kind of future life and work do you hope that your sons will have?

XII.1.2. What kind of future life and work do you hope that your daughters will have?

XII.2. What kind of future do your children want? *(Try to get the children's opinion directly as well as their parent's opinion)*

Parent's view:

XII.2.1. Son's view:

XII.2.2. Daughter's view:

XII.3. What effect will the migration of young people have on the future economy of the village?

XII.4. What do you think the village economy will look like in ten years?

XII.5. What do you think the forest will look like in ten years?

XII.6. What kinds of changes would you like to see in your own family economy by five years from now?

Problemet e perkatesive gjinore ne anketimin

mbi menaxhimin e pyjeve dhe kullotave

Pyetsori nr. ID #_____
Fshati_____

Intervistuesi _____

Regjistruesi _____

Data dhe ora e intervistes _____

Anetaret e familjes te cilet jane
pyetur_____

_____
_____
[Shenim per intervistuesin: Fillo me Kryefamiljarin ne fillim te listes: kerko lidhjen qe ka çdo person me kryefamiliarin, si psh. gruaja e kryfamiljarit, babai i kryefamiljarit, nena e kryefamiljarit, vajza e kryefamiljarit, djali i kryefamiljarit, vellai i kryefamiljarit, kunati, etj. Sigurohu qe te perfshihen te gjithe. Mos specifiko emrat]

I. Hyrje

I.1. Keni degjuar mbi Programin e Pylltarine Private ne Shqiperi qe eshte duke punuar ne fshat? Po_____ Jo_____

I.2. Nqs po, çfare keni degjuar ju rreth ketij projekti?

Nqs jo pas marrjes se informacionit per kete projekt, shpjegoni explain: Projekti i Pylltarise Private ne Shqiperi eshte duke ndihmuar fermat e vogla shqiptare te rritin te ardhurat e tyre dhe te mbrojne pyjet qe kane qene demtuar duke i prere ata. Ky projekt ju ndihmon te mbroni kullotat qe mund te demtohen nga kullotja e pakontolluar.

B. Do te na pelqente tju pyesnim ju dhe familjen tuaj rreth disa problemeve qe do te na ndihmojne te bejme nje pune me te mire per tju sherbyer me pas ju dhe te tjereve ne fshatin tuaj me kete projekt. Ne kemi zgjedhur familjen tuaj me anen e nje modeli te caktuar perzgjedhjeje.

Qellimi i studimit tone eshte te mesojme me shume rreth punes qe pjestaret e familjes suaj bejne per te mbajtur familjen, kohen kur kryeni keto pune, njohurite tuaja rreth kullotave dhe pyjeve, qellimet dhe shpresat tuaja per te

ardhmen.

Informacioni qe ju do te na jepni ne kete pyetsor do te mbetet anonim. Ne do te perpunojme te gjitha rezultatet dhe do te evidentojme the gjitha problemet kyc dhe do ti diskutojme me pas me pjestaret e fshatit nenje mbledhje te hapur dhe me pas do te punojme me njerzit e interesuar ne fshat mbi keto aktivitete per te rritur te ardhurat dhe per te mbrojtur pyjet dhe kullotat.

II. Anetaret e familjes

II.1. Ne do te fillojme me njerzit qe banojne ne shtepine tuaj. Ketu perfshihen te gjithe ata qe hane se bashku, punojne se bashku dhe kane te ardhura te perbashkta.
[Shenim per intervistuesin: Kjo perfshin edhe njerzit qe flene ne shtepi te ndryshme. Nga kjo do te perjashtohen vajzat qe jane martuar dhe jetojne ne shtepi tjeter. Do te perjashtohen gjithashtu djemte e familjes qe jetojne jashte fshatit (Tirane, Greqi, Itali) per me shume se 6 muaj ne vit.) Duhet te perfshihen djemte te cilet jane jashte per pune sezonale per 2-3 muaj dhe qe punojne edhe ne fermen familjare].

[Shenoni pensionistet me P ne kolonen e peste, varur nga tipi i pensionit; Mos shkruani emrat dhe punoni shpejt ne kete seksion].

II. 1. Lidhja me kryefamiljarin (Kryefamiljari i pari)	M/F	Date lindja	Arsimi (vitet)	Bujqesi plote, (kp pjesshme (kpj.)	Paga e te punesuarit	Levizje sezonale Vendi dhe muajt

II.2. Sa anetare te familjes jane larguar nga fshati pergjithmone qe nga viti 1991?

Meshkuj _____ Femra _____ [Nxitni: vajzat qe jane martuar dhe kane shkuar ne shtepine e burrit].

II.3. Para te sjella:

II.3.1. A keni ndonje pjestar te familjes te shperngulur qe ju dergon para (para, ushqime, ose te tjera) ne menyre te rregullt? Po _____
Jo_____

II.3.2. Nqs po, Cfare merrni?

III. Burimet familjare

Pyesni anetaret e familjes per te vizatuar nje skice ne te cilen tregohet vendndodhja e:

- Shtepia dhe toka perreth qe eshte prone e tyre, duke perfshire kopshtin e perimeve
- Vendi ku mbahen kafshet
- Fushat prone e tyre me tapi
- Fushat e dhena ose te marra me qera
- Fushat qe perdorin ne zonat ne kufi ose te refuzuara
- Kopshti i perimeve
- Drufrutoret qe zoteroni
- Ullinj dhe peme te tjera qe zoteroni
- Ku i coni kafshet per te kullotur
- Ku mblidhni drute e zjarrit
- Ku i mblidhni bimet mjeksore
- Burime te tjera qe ju shfrytezoni nga pylli dhe nga tokat e refuzuara (radhitni).

_____
_____
_____

III.1. Per cdo fushe, pyetini :

- Madhesia e fushes ne dynym

- Ne se eshte mbjelle me ushqim per njerezit (patate, grure, etj)ose per kafshet (jonxhe).

[Verejtje per regjistruesin: ndersa ata vizatojne harte, permblidhini ne tabelen e meposhtme]

III.1.Fusha#	Dynymet gjithsej	Kulturat per ush.nj.(dynym)	Kulturat per ush.kaf.(dynym)	# pemet
1				
2				
3				
4				
5				
6				
7				
8				

III.2. Per kafshet: Pyetini te shenojne numurin per cdo lloj kafshe pervec stalles apo stanit ku ato mbahen.

[*Shenim per regjistruesin; ndersa ata jane duke shkruar ne harte, regjistroni pergjigjet me poshte*]

III.2 Lope	Dele	Dhi	Derra	Kuaj	Gomere	Te tjere

III.3. Ne token ku kullotet

III.3.1. Kerkojuni atyre te shenojne cilen kullote e kane me tapi, cila eshte toke e refuzuar, cila eshte toke e perbashket apo shteterore (kullota te larta dhe pylli) apo te tjera. Kerkojuni atyre te shkruajne me perafersi madhesine e cdo tipi kullote.

[*Shenim per regjistruesin; ndersa ata jane duke shkruar ne harte, regjistroni pergjigjet me poshte*]

A i kullosin ata kafshet e ndryshme ne zona te ndryshme me vete;
Ne se Po, kerkoini atyre te shkruajne emrat e kafsheve mbi siperfaqen ku i kullotin ata ne zonat perkatese.

III.3.1	Me tapi	Toke e refuzuar	Fshati /shteti state	Tte tjera
Hektaret				
Kafshet				

III.3.2.1. Kerkoini atyre te pershkruajne ndryshimin ne siperfaqet e kullotave per kafshe te ndryshme
(Nxisni: tipi I vegjetimit? Pjerresia? Lartesia?).

III.3.2 Kafshet	Lloji I bimeve, shkureve dhe pemeve	rrepirat dhe lartesia	Kush i kullot
dhi			
dele			
lope			
derra			
kafshe ngarkese			

III.3.2.2. Kerkoini atyre: a i ndryshojne ata zonat ku i kullotin kafshet gjate stineve (pranvera, vera, vjeshta, dimri?)
Po__ Jo___

III.3.2.3. Ne se Po, kerkoini te shenojne kullotat pranverore, verore, dimerore.

III.3.2.4. Kush i kullot kafshet ne sejcilen nga keto zona? (Burrat e rinj apo te

vjeter? Grate e reja apo te vjetra? Djemte, vajzat?)
[*Shenim gjistruesit: shkruani pergjigjet ne tabelen e mesiperme: Grua e vjeter=GV, Burre I vjeter=BV, burre=B, grua=G, djale=D ,vajze=V]*

III.3.3. A ka familje te tjera qe I kullotin kafshet e tyre ne te njejtat kullota?
Po__ Jo___

III.3.4. Ne se Po, Si veproni ju per te ndare siperfaqen qe do te perdore secila familje*?*

III.3.5. Me pare, para çlirimit, si punonin familjet per te ndare pjeset qe u takonin ne kullote?

III.3.6. Me pare, ne se dy familje kishin mosmarreveshje ne lidhje me kullotat si i zgjidhnin ata mosmarreveshjet?

III.3.7. A kini tani kullote te mjaftueshme per kafshet? Po_____
Yo_____

III.3.8. Sa mund t'i rritin ata kreret e tyre qe te kene kullote te mjaftueshme?

III.3.9. Si eshte sasia dhe cilesia e kullotes sot krahasuar me ate te 5 viteve me pare; para clirimit?

Koha	Sasia e kullotes	Cilesia e kullotes
para 5 vjete		
Para clirimit		

III.3.10. Per se mendoni ju qe kane ndodhur keto ndryshime ne sasine dhe cilesine e kullotes?
[nxisni: prerja e drureve te zjarrit, nxjerjen e rrenjeve, kullotjen e rende]

III.4. Per frutat dhe pemet e tjera

III.4.1. Kerkoni atyre te shkruajne numurin e cdo lloj peme ne siperfaqen ku ndodhen pemet [afer shtepise, ne fusha, ne kodra]
[Shenim per intervistuesin: ne se ata kane fusha ne zonen kodrinore, pyetini ata ne se kane peme frutore apo peme te tjera qe rriten ne to]

III.4.1. Pemet prane shtepise	ne fushe	ne koder

III.4.2. A kane mbjelle ata peme ne fushat e tyre ne kodra per te ulur humbjen e tokes nga erozioni?
Po____ Jo___

III.4.2.1. Ne se Po, sa peme?_____

III.4.2.2. Ne se Jo, a jane ata te interesuar per te mesuar me shume se si te ulin erozionin duke mbjelle peme ?

III.5. Per zonat ku mblidhen dru zjarri
[*Shenimi per regjistruesin: mbani shenim pergjigjet per pyetjet e meposhteme ne harten]*

III.5.1. A mblidhni ju dru zjarri ne token qe ju keni me tapi? [nxisni: a perdorni ju fidana plepash si pengesa per eren apo si dru zjarri] Po_____ Yo_____

III.5.2. Ne se Po, afersisht sa m3 dru per vit?

III.5.3. A mblidhni ju dru zjarri ne token e refuzuar? Po_____ Yo_____

III.5.4 Ne se Po, afersisht sa m3 dru ne vit?

III.5.5. A mblidhni ju dru zjarri nesiperfaqe me pyje te komunes apo te shtetit?
Po_____ Yo_____

III.5.6. Ne se Po, afersisht sa m3 dru ne vit?

III.5.7. C'fare lloj dru zjarri mblidhni ju ne sejcilen ne keto zona?

III.5.8. Kush I mbledh drute ne secilen zone?

III.5.10. Dru zjarri	tokat me tapi	toke e refuzuar	pyll i fshatit/ shtetit
sasia			
lloji i drurit			
kush e mbledh			
sa larg			
koha e mbledhjes			

III.6. Per siperfaqet ku druri mblidhet per ndertim, pyesni:
[*Shenimi per regjistruesin:mbani shenim pergjigjet per pyetjet e meposhteme ne harten]*

III.6.1. A mblidhni ju dru per ndrtim ne token qe ju zoteroni (nxisni: a perdorni ju fidana plepi si pengues ere dhe dru zjarri) Po_____ Yo_____

III.6.2. A mblidhni ju dru ndertimi ne token e refuzuar? Po_____ Yo_____

III.6.3. A mblidhni ju dru ndertimi ne pyjet e komunes apo te shtetit?
Po_____ Yo_____

III.6.4. Sa dru mblidhni ju ne secilen zone?

III.6.5. Kush i mbledh drute ne secilen zone?

III.6.6. Sa larg i mblidhni drute nga fshati?

III.6 Lende druri	toke me tapi	toke e refuzuar	fshat/pyll shteti
sasia			
llojet e drureve			
kush i mbledh			
sa larg			

III.6.7. Ne sistemin socialist, cilat ishin rregullat ne se doje te prisje dru zjarri ne pyll?

III.6.8. Para çlirimit , cilat ishin rregullat se kush mund te priste dru, çfare lloj dru zjarri dhe drute ne pyll?

III.6.9. Ç'behej me njerezit qe thyenin rregullat per prerjen e druve ne pyll ne kohen para çlirimit?

III.7. Per bimet mjeksore dhe prodhimet e tjera te pyllit
[Shenim per intervistuesin: sigurohuni qe ti pergjigjet gruaja kesaj pyetjeje:ne po perpiqemi
te mesojme se çfare dine grate rreth prodhimeve te pyllit]
[Shenim per regjistruesin: shkruaj pergjigjet ne pasqyren e meposhtme]

III.7.1. A mblidhni ju bime mjeksore dhe prodhime te tjera te pyllit siç jane kepurdha, fruta, arra, çajra?

III.7.2. Si i perdorni ato?

III.7.3. Cilat nga keto prodhime shisni?

III.8 Emri i prodhimit	Perdorimi	Shisni (P ose J)

IV. Prodhimet familjare
[*Shenim per shenuesin: shkruaj pergjigjet ne tabelen e meposhtme]*

IV.1. Prodhimet

IV.1.1. Sa drithera buke te konsumuara keni prodhuar vitin e kaluar? Te gjitha, 3/4, 1/2, 1/4, ose Asgje? [nxisni: grure, patate, perime, miser]

IV.1.1.1. Keni shitur drithera te prodhuara vitin e kaluar?
Po_____ Jo_____

IV.1.1.2. Nqs po, Cilat drithera keni shitur?

IV.1.1.3. A ka ndryshuar sasia e drithrave qe ju keni prodhuar per familjen tuaj, shitur dhe blere ne pese vitet e fundit?
Po_____ Jo_____

IV.1.1.4. Ne se Po, pse e keni bere ndryshimin?

IV.1.2. Sa nga mishi qe keni konsumuar vitin e kaluar e keni marre nga kafshet tuaja?

IV.1.2.1. Kini shitur kafshe? Po_____ Jo_____

IV.1.2.2. Ne se po ç'lloj kafshesh keni shitur?

IV.1.2.3. A ka ndryshuar sasia e mishit e prodhuar per konsum familjar, e shitur dhe e blere ne keto 5 vitet e fundit? Po_____ Jo_____

IV.1.2.4. Ne se po , pse ka ndodhur ky ndryshim?

IV.1.3. Sa qumesht, djathe, gjize dhe produkte blegtorale qe ju hengret vitin e kaluar moret nga kafshet?

IV.1.3.1. A shisni ju ndonje produkt blegtoral? Po_____ Jo_____

IV.1.3.2. Ne se po, cila produkte shisni?

IV.1.3.3. A ka ndryshuar sasia e bylmetit qe ju keni prodhuar per vete, shitur dhe blere ne keto 5 vitet e fundit? Po_____ Jo_____

IV.1.3.4. Ne se po, pse ka ndryshuar?

IV.1.4. Sa jonxhe dhe ushqime te tjera per kafshe qe ju keni perdorur, i keni prodhuar vete?
Te gjithe, 3/4, 1/2, 1/4, ose asgje?

IV.1.4.1. A keni shitur jonxhe? Po_____ Jo_____

IV.1.4.3. A ka ndryshuar sasia e jonxhes dhe e ushqimeve te tjera qe ju keni

prodhuar ose blere per kafshet? Po_____ Jo_____

IV.1.4.3. Ne se po, pse ka ndryshuar?

IV.1.5. Sa nga drute e zjarrit qe ju keni perdorur vitin e kaluar, keni mbledhur? Te gjitha, 3/4, 1/2, 1/4,ose Asgje?

IV.1.5.1. A keni shitur dru zjarri? Po_____ Jo_____

IV.1.5.2. Ne se po, afersisht sa meter kub?

IV.1.5.3. A ka ndryshuar sasia e druve te zjarrit qe ju keni mbledhur ose blere ne 5 vitet e fundit? Po_____ Jo_____

IV.1.5.4. Nqs po, Pse ka ndryshuar?

IV.1.6. A keni perdorur dru per ndertim vitin e kaluar?
Po_____ Jo_____

IV.1.6.1. Nqs po, sa nga drute e perdorua qe ju keni perdorur i keni prere vete ne pyll? Te gjitha, 3/4, 1/2, 1/4,ose asgje?

IV.1.6.2. A keni shitur dru per ndertim? Po_____ Jo_____

IV.1.6.3. Nqs po, afersisht sa meter kub keni shitur?

IV.1.6.4. Sa ka qene sasia e druve te ndertimitqe ju keni prodhuar dhe blere krahasuar me pese vite me pare? Po_____ Jo_____

IV.1.6.5. Nqs po, Pse ka ndryshuar?

IV.1 Zeri	Prodhuar	Shitur	ndryshimi ne 5 vjet
Drithra			
Mish			
Qumesht & djathe			
Ushq.kafsh (jonxhe etj)			
Dru zjarri			
Dru ndertimi			

IV.2. A kane qene keto ndryshime te mira per familjen tuaj?

IV.3.1. A ka ndonje nga familja juaj ndonje biznes te vogel? [Nxit: shitje bimesh mjeksore, kerpudha, mjalte, thupra per shporta, fshesa, djathe, reçel, prevede, thertore,
Po_____ Jo_____

IV.3.2. Nqs po:

IV.3.2.1. Çfare prodhojne ata?

IV.3.2.2. Çfare shesin?

IV.3.2.3. Cili pjestar i familjes merret me biznes?

IV.3.2.4. A ka ndonje pjestar tjeter te familjes qe ndihmon ne biznes?

IV.3.2.5. Nqs po: Cili ndihmon?

IV.3.2.6. Nqs jo: A mendoni ju se ndonje pjestar i familjes tuaj do te filloje biznes ne te ardhmen?

V. Ndarja familjare e punes

Cilet anetare te familjes bejne punen e meposhtme: Vetem grate (F)?; Kryesisht nga grate (Fm); Grate dhe burrat ne menyre te barabarte (FM); Kryesisht nga burrat (fM); Vetem burrat(M)

V.1. Bimet e arrave (Grure, miser etj)
[Shenim per intervistuesin: Pyetni kush e pergatit token: plugimin, me krah, me kafshe ose traktor. Shenim per regjistruesin: Vendosni D(per punen me dore), K (per punen me kafshe) ose T (per punen me traktor)

V.1. Kush ?	pergatitja e tokes	mbjellja	prashitja	pleh rimi	perd.i pesticidev	ujitja	korrja	transport	shirja	tregetimi
F										

Fm										
FM										
fM M										

V.2. Perimet
[Shenim per intervistuesin: Pyetni kush e pergatit token: plugimin, me krah, me kafshe ose traktor. Shenim per regjistruesin: Vendosni D (per punen me dore), K (per punen me kafshe) ose T (per punen me traktor)

V.2. Kush ?	pergatitja e tokes	mbjellja	prashitja	pleh rimi	perd.i pesticidev	ujitja	vjelja	transport	shirja	tregetimi
F										
Fm										
FM										
fM										
M										

V.3. Ushqime per blegtorine (jonxhe etj)
[Shenim per intervistuesin: Pyetni kush e pergatit token: plugimin, me krah, me kafshe ose traktor. Shenim per regjistruesin: Vendosni D (per punen me dore), K (per punen me kafshe) ose T (per punen me traktor)

V.3. Kush ?	Pergatitja e tokes	mbjellja	plehrimi	perdorimi i pesticidev	korrja	transport	tharja dhe ruajtja	tregtimi
F								
Fm								
FM								
fM								
M								

V.4. Pemet frutore

V.4. Kush ?	punimi i kurores	krasitja	plehrimi	ujitja	perdor. pesticideve	vlelja	transport	tregtimi	perpunimi
F									
Fm									
FM									
fM									
M									

V.5. Blegtoria

V.5. Kush ?	pastrim stalle	mbledh. ushqim eve	kullotja	mjelja	berja e djathit	therja	perp. i mishit	treg. qumdjathe	blerja, shitja e kafsh.	shpenia e plehut ne fushe	kontakti me vet
F											
Fm											
FM											
fM											
M											

V.6. Punet e shtepise dhe kujdesi per femijet

V.6. Kush ?	Mbush ujin	mledh dru zjarri	ben buken	gatuan	pastron	lan rrobat	blen ushqime	shpie femijet tek mjeku	kujdeset dhe ushqen femijet	qep dhe riparon rrobat	blen sende per shtepi
F											
Fm											
FM											
fM											
M											

VI. Harxhimi i kohes
[Sigurohuni qe gruaja te pergjigjet per harxhimin e kohes per veten e saj dhe burri per harxhimin e kohes se vet]

VI.1. Koha e gruas

Pyetini grate per te pershkruar si e harxhojne kohen e tyre ne nje dite vere.
[Shenim per intervistuesin: Pyetini rreth kohes se lire, nqse ato perfshijne vetem punen; kur ato shikojne televizor, bisedojne me fqinjet e tyre, pushim]

4am 6am 8am 10am Mdt 2pm 4pm 6pm 8pm 10pm Mdn

VI.2. Gjithashtu pyetini ato sa kohe shpenzojne çdo dite:

VI.2.1. Shikim televizor_____ (minuta)

VI.2.2. Degjim radio Po _____ Jo_____

VI.2.3. Lexim gazetash, revistash etj. _____ (minuta)

VI.2. Koha e burrit

VI.2.1. Pyetini burrat te pershkruajne si e perdorin kohen e tyre ne nje dite vere.
[Shenim per intervistuesin: pyetini rreth kohes se lire, nqse ato perfshijne vetem punen; kur ato shikojne televizor, bisedojne me fqinjet e tyre, pushim]

4am 6am 8am 10am Mdt 2pm 4pm 6pm 8pm 10pm Mdn

VI.2.2. Gjithashtu pyetini ata sa kohe harxhojne ata çdo dite:

VI.2.2.1. Shikim televizor_____ (minuta)

VI.2.2.2. Degjim ne radio Po_____ Jo _____

VI.2.2.3. Lexim gazetash, revistash etj. _____ (minuta)

VII. Shpenzimet e familjes

Cili antar i familjes e merr vendimin per blerjet e meposhteme:

VII. Artikujt	Artikujt e blere ne 5 vjet (X)	Cili vendos per te blere (mund te jete me shume se nje person)
Materialet e ndertimit per permiresimin e shtepise		
Mobilje		
TV		
Frigorifer		
Veshmbathje		
Vaj per gatim		
Miell gruri		
Coca-Cola		
Shpenzimet per arsimimin e femijeve		
Drute		
Farera		
Traktor me qera		
Plehrakimike, pestici		

VIII. Kooperimi ne familje

Kur familja ka nevoje per ndihmen e meposhteme, cili kerkon ndihme? Cileve i kerkojne ata?
Shenim per intervistuesin: Pyesni edhe per ndonje lloj tjeter ndihme dhe shkrueni ne pjesen bosh ne fund

VII. Ndihma e kerkuar	Cili e kerkon?	Cilit ia kerkojne? Te afermve? (Specifikoni kujt)	Fqinjeve?	Te tjereve?
Para borxh				
Gomarin borxh				
Ndihme per bari				
Ndihme per korje				
Ndihme per hedhjen e plehut				
Informacion per cmimin e prodhimeve bujq.				
Informacion per cmimin e bimeve mjekesore				

Keshille per femijet e semure				
Keshille per kafshet e semura				
Keshilla per pemet frutore				
Keshilla per produktet bujqesore				

IX.Aktivitetet e komunitetit

IX.1 Aktivitetet
A ka aktivitete komuniteti ne fshat? *[Nxit: ne disa fshatra grate kane formuar grupe per te mesuar me mire teknikat per tu kujdesur per lopet, mjeljen dhe berjen e djathit; disa komunitete kane programe per femijet e shkollave qe te mbrojne geshtenjat].*
Po _____ Jo _____

IX.1.1. Nqs jo, a mendoni juqe te tilla aktivitete do te ishin te mira per fshatin, per familjen tuaj?
Po_____ Jo_____

IX.1.2. Nqs po Ç' lloj aktivitetesh do te ishin me ndihmuese per ju dhe familjen tuaj? (*Shko tek IX.1.2)*

IX.2.1. Nqs po, cilet marrin pjese ne keto grupe dhe ç'bejne ata?

IX.2. A merrni pjese ju? Po____ Jo_____

IX.2.1. Nqs po, si merrni pjese?

IX.2.1.2 Si perfitoni?

IX.2.1.3. A ka lloje te tjera aktivitetesh qe do te ishin te dobishme per ju dhe familjen tuaj?

IX.2.2.1. Nqs jo, pse nuk merrni pjese?

IX.2.2.2. A ka ndonje pengese per pjesemarrjen tuaj [Nxit, mungese kohe, mosaprovim ne familje]

IX.2.2.3. Cfare lloj aktivitetesh do te ishin me te dobishem per ju dhe familjen tuaj?

X. Sherbimet e komunitetit
[Shenim per intervistuesin Pyesni nese sherbimet jane private apo te siguruara nga qeveria lokale apo nga shteti]

X.1. Cfare sherbimesh jane te vlefshme ne komunitet per te ndihmuar ne rritjen e bagetive?
[nxit: informacion rreth kujdesit per kafshet, rritjes se prodhimit te qumshit, tregtimit te prodhimit, prodhimit te foragjereve dhe permiresimit te prodhimit te djathit]

X.1. Sherbimet	Shteti	komuna	sherbime priv.	Nev. plots (P/ J)
Bageti				
Druret				

X.2. Cfare sherbimesh jane vlefshme ne komunaper tendihmuar ne lidhje me druret ? *[Nxit: geshtenjat, drufrutore, rritjen e shelgjeve,dhe pyllit].*

XI. Problemet

XI.1. Problemet e komunitetit

XI.1.1. Cilat jane tre problemet kryesore te fshatit?

1.

2.

3.

XI.1.2. C'mund te beje familja juaj dhe te tjeret ne komunitet per tju ndihmuar te zgjidhni keto probleme?

XI.2. Problemet te familjes

XI.2.1. Cilat jane tre problemet me te rendesishme te familjes suaj?

1.

2.

3.

XI.2.2. C'mund te beni ju dhe familja juaj per te zgjidhur keto probleme?

XI.2.3. A jeni ju te shqetsuar rreth ndonje prej problemeve te meposhtme qe ndikojne ne familjen tuaj:

XI.2.3.1. Permbytje	Po_____	Jo_____
XI.2.3.2. Rreshqitjet e tokes	Po_____	Jo_____
XI.2.3.3. Zjarret ne pyje	Po_____	Jo_____
XI.2.3.4. Kullota te papershtatshme	Po_____	Jo_____

XI.2.3.5. Cfare mund te beni ju dhe anetaret e tjere te komunitetit per te zgjidhur keto probleme

XI.3. Cilat jane dy problemet me te rendesishme te grave ne komune?

1.

2.

XII. Shpresat per te ardhmen

XII.1.1. C'lloj pune dhe jete te ardhshme shpresoni per djemte tuaj?

XII.1.2. C'lloj pune dhe jete te ardhshme shpresoni per vajzat tuaja?

XII.2. Cfare te ardhme deshirojne femijet tuaj? (Perpiquni te merrni opinionin e femijeve drejtperdrejt si dhe ate te prinderve).

XII.2.1. Opinioni i prindit

XII.2.2. Opinioni i djalit

XII.2.3. Opinioni i vajzes

XII.3. Cfare efekti do te kete migrimi i te rinjve ne ekonomine e ardhme te fshatit?

XII.4. Cili eshte mendimi juaj per te ardhmen ekonomike te fshatit pas 10 vjetesh?

XII.5. Si mendoni qe do te duket pylli pas 10 vjetesh?

XII.6. Cfare ndryshimesh do te donit te shihnit ne ekonomine e familjes tuaj brenda 5 vjetesh.

ANNEX C

Question Lists for Informal Interviews

Herder Interview

Talk informally with women in fields where they are grazing animals; ask the following kinds of questions.

Introduction

1. Ask her if she has heard about the project
2. Introduce the project
3. What village is she from?
4. How many children does she have? How many people live in her household?

Grazing

1. Who owns the land on which she is grazing the animals?
2. Ask how many animals her family (household) has (sheep, goats, cows, pigs).
3. Ask if the animals she is herding all belong to her family/household. If not, whose are they?
4. How does the herd size compare with last year? 5 years ago? If there were changes ask why.
5. Does her family ever graze goats and sheep in different places?
6. Ask her to describe the best grazing areas for goats, for sheep, for cows. [Prompt: type of vegetation? Slope? Altitude?]
7. Ask who in the household herds the animals on each of these areas? (Old or young men? Old or young women? Boy, girls?)
8. Ask her if they graze the animals in different areas in spring, summer and winter.
9. If yes, ask her where they graze in each season and why they change.
10. Ask if they change grazing areas from year to year.
11. Ask: how does your family decide where to graze the animals? (Prompt: do they consult

with other village families, village elders?)

12. Ask how grazing was organized under the socialist system. How did people decide where to graze their animals before the socialist system?
13. Are there any major differences between the traditional way and the way it is done today?

14. Is there enough grazing for their animals now?

15. Will there be enough grazing for their animals if they expand their herd by one third?

16. Is she worried that there won't be enough grazing in the future?

17. What will they do if there is not enough grazing?

Herbs

1. Does anyone in your household collect medicinal herbs?
   If yes, Who? Which ones? Where are the herbs collected? What are their uses? Do you sell them?

Nuts etc.

1. Do anyone in your household collect chestnuts or other forest products?
   If yes, who, what do they collect? How much (kg or appropriate measure) Do they sell them?

2. How was the collection of forest products such as chestnuts organized under the socialist system?

3. How was the collection of forest products such as chestnuts organized in the old days before the socialist system?

Firewood

1. Does anyone in your household collect firewood?
   If yes, who. where do they collect it? [Prompt: on the land you have official title to, on refused land, in community forest areas?]

2. What kinds of fire wood do you collect? (Prompt: oak, beech, chestnut, pine)

3. How far do you go to collect firewood (minutes walking)

4. How many times per week do you collect fire wood?

5. How much firewood do you use in a year? (in cubic meters)

6. How was firewood collection in the forest organized under the socialist system?

7. How was firewood collection in the forest organized in the old days before the socialist system?

8. Do you buy firewood? If yes, how much per year? What is the cost per cubic meter?

Construction Wood

1. Does anyone in your household collect wood from construction of buildings, fences, etc.? If yes, who. where do they collect it? [Prompt: on the land you have official title to, on refused land, in community forest areas?]

2. What kinds of construction wood do you collect? (Prompt: oak, beech, chestnut, pine)

3. How far do you go to collect construction wood (time taken)?

4. How many times per year do you collect construction wood?

5. How was construction wood collection in the forest organized under the socialist system?

6. How was construction wood collection in the forest organized in the old days before the socialist system?

7. In the old days, what happened to people who cut trees where they were not supposed to cut?

Interviews with Old Women

Date _____ Interviewer _____

Village _____ Recorder _____

1. What year were you born? (Prompt: how old are you?)

2. In what village were you born? Where did you grow up?

3. What was the size of the family that lived in the house where you were born and grew up?

4. Who lived in the house? (Prompt: grandparents? Father's brothers?)

5. Can you describe the house that you lived in? (Prompts: how many rooms, how many floors, what kind of roof, did windows have glass?)

6. Describe where you kept the animals. (Prompt: Did you keep them under the house?)

7. How many sheep did your family own?

8. How many goats did your family own?

9. How many cows did your family own?

10. How many hectares of land did your family own?

11. Which family members grazed the animals?

12. Where did they graze the animals? (Prompt: did they graze animals in the forest?)

13. How did people work out which families used specific areas of grazing land?

14. How does the grazing land today compare with grazing when you were a child? *(Note: ask for both quantity and quality of grazing)*

15. Describe what the forest looked like when you were a child (Prompt: how near the village, what trees, how tall?) Who owned the forest?

16. Where did your family collect firewood when you were a child?

17. How far away was it in minutes walking?

18. Who collected the firewood? How did they carry it?

19. What kinds of wood did they collect?

20. Where did your family collect wood for constructing buildings and fences?

21. How far away was it?

22. Were there any rules about where people could collect firewood? Construction wood?

23. Who enforced the rules?

24. What were the rules for cutting firewood and construction wood under the Socialist system?

25. What happened to people who cut wood where they were not supposed to?

26. Did anyone in the family leave the village to earn wages in Tirana or other countries?

27. How does the life of a woman today compare with the life of your mother?

ANNEX D

Baseline Survey Research Staff

Interviewing and Qualitative Data Analysis

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Qualitative Data Analysis

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ANNEX E

Training Agenda and Materials for Interviewers

Agenda for Training of Interviewers

Purpose of study and how results will be used

Background on Project and Project sites
- Background on APFDP Project
- Background on Lezhë, Pogradec, and Shëngjergji

Background on gender issues in Natural Resource Management

Procedure used for selecting people to be interviewed; how to handle households that are not available for interview.

Key Concepts (households, families, household members)

Guidelines for asking questions (conversational style, active listening, rapport etc.)

Draft questionnaire
- Questions
- Resource map

Interview Process

Observation checklist

Procedure for pilot testing

Identifying issues for focus group discussions

Key Concepts

Households: A group of people who eat together, work together and pool resources. This can include family members who live in different houses. It can also include people who are not blood kin if they live and work together.

Head of household: Person identified by persons interviewed as the overall manager of the household.

Household members: People who eat and work together and pool resources. It does not include family members who have migrated and live and work outside the village, even if they visit the village several times a year.

Families: People who are related by blood (parents and children, grand parents, uncles and aunts, nieces and nephews).

Land ownership: There are several important distinctions in land and forest ownership.

Private Land

Official title: Farm land allocated by the state to farm families during privatization which they accepted and hold an official title.

Refused land: Some marginal farm lands were refused by farmers and currently are not officially owned by either individuals or communities.

Private pasture land: Pasture land returned to previous owners.

Private forest land: Forest land returned to previous owners.

Community Land

Community pasture: Pasture transferred to the community for management

Community forest: Forest transferred or in the process of being transferred to community for management.

State Land

State pasture: Pasture that is still owned and managed by the national government.

State forest: Forest that is still owned and managed by the national government.

NOTE: Perceptions of ownership may not be the same as official title. People use and talk about refused lands as if they owned them. So it is very important to be specific in asking about actual titles.

Interview Procedures

Interviews will be conducted in teams of two, with one person asking questions and the other person taking notes. In the second interview the people will switch roles.

Always begin with an introduction of the project and an explanation of the purpose of the study, emphasizing that the aim is to make the project respond more effectively to their needs and interests related to forest and pasture.

While the interviewer is explaining about the project, the recorder should fill in the observation check list and mark it with the household code number.

Make certain that they understand that everything that they say is confidential. It will not be shared with anyone in the village. Their name will not be recorded on the survey form.

Make certain to conduct the interview at a time that is convenient for the member(s) of the household who will respond.

Make certain that you get women's perspectives during the interview. If you find that the male household head is dominating the questioning, you may need to divide up the questions and take him outside of the house to look at the animals or land.

Be as informal and conversational as possible; look for visual signs of people getting bored or looking uncomfortable and add some humor or appropriate conversation to put them at ease. Make it clear to them that you respect and value their knowledge about forests, pastures, the farm etc.

Don't pressure people to answer a question if they say they cannot or do not want to answer. Just record that reply.

The recorder should make brief notes on the interview if there were any problems, who in the household participated in the interview etc.

The recorder should review the interview form before leaving the household to make certain that no information has been missed and that the household code number is recorded.

Thank the household at the end of the interview and give them a poster and a pamphlet on the project and tell them that the project is interested in continuing to hear their ideas and suggestions.

Pilot Testing the Questionnaire

The interviewer should explain to the household that we are testing the interview and we want them to tell us if any questions are unclear or inappropriate and if we left out anything important.

During the interview the recorder should keep track of how long the interview took (keeping separate track of the map portion and how long it took. The recorder should also make marginal notes about the interview, keeping in mind the following questions:

1. Are the questions clear: were people confused by any of the questions?

2. Are the questions appropriate: did people appear to be uncomfortable about any of the questions?

3. Were some questions difficult for the interviewer to ask? (Confusing, embarrassing? Or they do not know the answers, etc.) Mark all questions that caused difficulty.

4. Did the questions miss important themes that people raised during their answers?

5. Did the questions flow smoothly from one to the next? Were there confusing shifts from one topic to the next?

6. Was the interview to long? Did people start getting restless and/or suggest that the interviewers finish the questions another day?

7. At the end of the interview, the interviewer should ask the household members how they liked the interview. Was it interesting or boring? Was it too long, the right length?

The recorder should go back over the questions that people had difficulty answering and, if it was not stated during the interview, ask them what was difficult and confusing and how we can state the question differently or if we should eliminate it.

Focus Group Discussion Guide

Definition: A focus group discussion is a facilitated small group discussion of a specific topic. *It is not a group interview. It is not a question and answer session. If the group members direct their comments only to the facilitator, it is not a focus group discussion.* The aim of a focus group discussion is to gain in-depth information by creating a group atmosphere where people can share experiences and concerns on a specific topic.

Discussion guide: A list of the subtopics to be covered in the focus group discussion. There should be no more than six subtopics on the list to make certain there is time for participants to explore all sub-topics in detail; raise issues, questions and ideas).

The focus group discussion should not be limited to or constrained by the items on the interview guide. It is very important to allow participants to propose ideas and suggestions to be examined by the group.

Group size: 6-10 people is optimal. This is large enough for participants to feel that they are not pressured to comment continually but not so large that participants cannot all comment.

Group composition: To the extent possible the participants in the group should share common backgrounds and experiences. This may be based on gender, marital status/ age, and/or activity interest (e.g., forest protection, goat breeding, pig breeding, willow production, fruit trees, chestnut tree problems).

Introductions

Emphasize that this is *not* a question and answer session. It is a group discussion. If one person makes a point, others can comment, sharing their own views about the point.

- As an “icebreaker,” to get participants into the spirit of discussion, ask each person in the group to say something about a noncontroversial subject of general interest.

NOTE: This also give the facilitator an opportunity to identify people who are reluctant to talk and those likely to dominate the conversation so he/she can be prepared to facilitate to ensure that everyone has an opportunity to talk.

Ground rules: Explain to the group that the purpose of the discussion to give the Forestry Project staff a better understanding of the local situation, views and concerns of people about the management of the forest and pastures as it affects their family livelihood and what realistically can done to improve the situation. Stress that:

- There is no one “right” answer.
- People should feel free to share information and opinions.
- It is important for everyone to be brief to allow others to have time to talk.
- In addition to problems, it is important to focus on practical local level solutions.

Facilitation Techniques

Probing: Encouraging participants to share ideas, feelings, insights with the group and to elaborate their ideas in more detail.

NOTE: it is very important to stress and demonstrate the desire to listen and learn from the group rather than intimidating the group by appearing to be an outside expert interrogating the group or individuals within the group.

Eliciting more details. NOTE: it is very important to ask questions casually, following up on comments made to get more specifics about events, activities, problems, suggestions (what, where, when, which, and how). This can encourage participants to begin to ask specific questions of each other.

Examples: You said that women farmers also attended the community meeting. How many women were there? Do you recall if women asked any questions at the meeting? What impressed you most about the meeting?

Role playing: The facilitator can ask participants to think about what they would do if they were in a specific role related to the discussion topic. For example, if you were the *Kryplak* working with the village to develop a practical plan for protecting the forest, what would you do first?

Visual aids: Pictures, slides, and flannel boards can be used to stimulate discussions on specific subtopics. For example: a Story With a Gap is a technique using pictures showing the beginning and the end of a story and asking participants to tell the story. A picture of a forest and a picture of an eroded landscape with stones clogging irrigation channels could be used to elicit discussion.

Pacing the discussion: it is important for the facilitator to allow time for each of the subtopics on the interview guide. If the discussion goes on too long on one subtopic, the facilitator can suggest that this topic is worth a longer discussion another time and suggest that he/she would also like to learn about the next subtopics. *NOTE: it is important to do this very carefully to avoid appearing to dominate or dictate the discussion.*

Managing Discussions

People who try to dominate the discussion: Often in group discussions there are one or two individuals who try to dominate the discussion, expressing long-winded views on every topic. The facilitator needs to be very careful and politely intervene to steer the discussion to allow others to talk. Some options include: polite interruption and summary of the point being made, saying that he/she wants to make sure they understand the point. The facilitator can then redirect the discussion by saying he/she wants to also hear about another topic or hear from other people. The facilitator can also take advance of a pause during the participants comments to tank the person for an interesting idea and suggest that the idea could be discussed in detail at a separate session, then suggest moving on to another item on the list of topics.

Group pressure: Group pressure can discourage people from expressing their own views. The reasons behind such group pressure are often complex. If an idea is being generally accepted or adopted without first exploring other alternatives, the facilitator should try to probe for other views by comments such as: “we had an interesting discussion but let’s explore some other alternatives.” The facilitator can also encourage comments by people whose facial expressions and body language suggest possible disagreement with the general view. The facilitator can suggest

other alternatives but this runs the risk of suggesting to the participants that the facilitator wants them to adopt those alternative.

Brainstorming: If the facilitator anticipates a group pressure problem at the beginning of the discussion, he/she may want to begin by introducing the concept of brainstorming: where everyone suggests ideas very quickly without any priority order or pressure to come up the right answer. The items are listed on a flip chart. Then facilitator can lead the group into a discussion the brainstorming list, which is a step removed from the individuals who introduced the ideas on the list.

Recording the Focus Group Discussion

It is very important to have one or, ideally, two people recording the discussion as it takes place. Otherwise important details will be lost. Written notes should be a detailed as possible because the significance of many statements may not become clear until several focus group discussions have been conducted. This should include:

1. The content of the discussion (who made what comments).

2. Nonverbal communication (facial expressions, gestures, conveying silent reactions to the discussion).

3. Facilitator and recorder impressions and reactions to the discussions. For example, the facilitator might observe that older women appear to be responding very differently than younger women to the idea of protecting the forest and children may not be interested at all.

Resource Materials Provided to Baseline Study Interviewers

APFDP Project Description

Excerpts from APFDP Rapid Appraisals in Lezhë, Pogradec and Shëngjergji.

Excerpts from *A Field Guide for Project Design and Implementation: Women in Community Forestry.* FAO, Rome, 1989.

Excerpts from *Integrating Gender into Environmental Research and Policy*, Joeckes, Green and Leach.

"Conducting Focus Group Interviews," *In Conducting Group Interviews in Developing Countries*, Krishna Kumar. USAID. 1987.

Qualitative Data Analysis Guidelines from: *Qualitative Data Analysis*, Matthew Miles and A. Michael Huberman, Sage Publications.

Chapter 4, "Early Steps in Analysis"

Chapter 10, "Making Good Sense: Drawing and Verifying Conclusions"

ANNEX F

Guidelines for Data Analysis

Steps in Quantitative Analysis

Step 1: Summary and analysis of findings by village
Step 2: Assessment of data trends and decision-making about aggregation of regional and overall survey data.
Step 3: Aggregation of data as is relevant based on assessment of village data

Note: the quantitative data will be combined with the qualitative data to prepare descriptive profiles of forest and pasture use, the gender division of labor, interests, problems etc. of the villages

Quantitative data

1. Awareness of the project (I.10): *Analysis:* Total positive and negative responses by village.

2. Household composition; (II.1) code male/female by age and education; wage labor

   a. *Summarize the age/sex data.* Analysis: create an population pyramid for people interviewed in each community. (Age categories: 0-5, 6-10, 11-15, 16-20,21-55, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75. 76-80. 81 and older). We will examine these data and decide if it makes sense to aggregate by region and/or total survey.

   b. *Summarize the village male/female education by age data. Analysis*: Produce a bar chart (average years of education of males compared with females by age group (6-10, 11-15, 16-20, 21-55, 26-30, 31-35, 36-40, 41-45, 51-55, 56-60,61-65, 66-70, 71-75, 76-80, 81 and older) See example. Include.

   c. *Summarize # of people with wage labor for each household in each village sample. Analysis:* Calculate average number wage labor/household for each village sample. Also indicate range (largest number per household) and number of households with wage labor.

   d. *Summarize # of people doing migrant labor for each household in each village sample. Analysis:* Calculate average number doing migrant labor/household for each village; Also indicate range (largest number per household) and number of households with migrant labor.

3. *Migration (II.2)*

Summarize number of males and number of females leaving each household. Analysis: Calculate average. Also indicate range (largest number per household) and number of households with migrant labor.

4. *Land holdings and use (III.1)*

   a. *Parcels:* Summarize total number of pieces of land for each household, summarize for

village sample; *Analysis*: Calculate average number of parcels for household. Also indicate range (largest number per household and smallest number per household).

b. *Land holdings:* Summarize total dunums per household. *Analysis*: Calculate average for village sample. Also indicate range (largest number per household and smallest number per household).

c. *Land use (III.1):* Summarize dunums land in food crops and dunums land in fodder crops. *Analysis*: Calculate the proportion of land in food crops and fodder for each village sample and create a pie diagram for each (see example).

d. *Trees (III.1 and III.4.1):*

Total trees: Summarize number of trees/household (on chart III.1). *Analysis*: calculate average number for village sample. Also indicate range (largest number per household and smallest number per household). Use the summary of the number of trees per household in chart III.4.1 to cross check the accuracy of the estimate of tree numbers in chart III.1). If many households stated different total numbers of trees in these two questions, we need to discuss validity of answers.

Trees by land type (Summarize trees near house, in flat fields, on hillsides for village).

(III.4.1). *Calculate average in each area.*

- Trees planted to prevent erosion (III.4.2) Summarize total yes and no for village sample
- Summarize total trees planted to prevent erosion for each village sample (III.4.2.1).

5. *Livestock (II.2):* Summarize numbers of each type of animal per household. *Analysis:* calculate the average number of each type of animal for the village sample. Also indicate range (largest number per household and smallest number per household).

6. *Grazing land*

a. *Area grazed (III.3.1):* Summarize total grazing land used (in hectares) by household on their own land, on village or state land. *Analysis*: calculate average area used for village sample. Also indicate range (largest area per household and smallest area per household). Also indicate number of households, if any, using no grazing.

b. *Seasonal pastures (III.3.2.2).* Summarize number of households changing and not changing grazing pasture in summer and winter. Do not include any households that do not use grazing land. *Analysis*: calculate the proportion of households with seasonal changes.

c. *Adequacy of grazing (III.3.7).* Summarize yes and no. *Analysis*: calculate the proportion of yes and no for households that use grazing land.

d. *Potential to expand herd size (III.3.8.).* Calculate number of animals they think they can increase per household and still have enough grazing. Calculate the (average number animals) increase for each village sample. Include only households with animals in calculating the average.

7. *Firewood*

a. *Amount collected:* Summarize amount (cubic meters chart III.5) of wood collected in each area (with title etc.). *Analysis:* calculate the average amount of wood collected in each area for the village sample. Note the range (largest and smallest amounts collected in each area).

Amount of wood used that was collected (IV.1.5) Calculate average proportion for sample villages.

Sale of firewood (IV.1.5.2): total yes and no for village

Amount of firewood (IV.1.5.3)sold (in cubic meters); Give total for each village sample and average.

b. *Distance (Chart III.5):* Calculate average distance traveled per household to get firewood per village sample. Note range (greatest and least distance traveled).

c. *Time (Chart III.5):* Calculate average time/hh spent collecting firewood in each village sample (hours per week)

7. *Household production:* Calculate averages for villages and range.

a. *Food crops:* Proportion of food eaten that was produced by family (IV.1.1.1).

b. *Meat:* Proportion of food eaten that was produced by family (IV.1.2.1)

c. *Dairy:* Proportion of food eaten that was produced by family (IV.1.3.1)

d. *Fodder:* Proportion of food eaten that was produced by family (IV.1.4.1)

8. *Small Enterprise (IV.3):* Total Yes and No for each village.

9. *Division of Labor (V):* Calculate the proportion of sub-tasks performed by women and men.

a. Field Crops (V.1)

b. Vegetables (V.2)

c. Fodder (V.3)

d. Fruit and other trees (V.4)

e. Livestock (V.5)

f. Housework (V.6)

10. *Media use by men and women* (VI.1.2, VI.2.2)

a. TV total minutes use by women and calculate average; summarize use by men and calculate average for each village sample.

b. Radio: total for women; total for men

c. Print: total minutes for women total; minutes for men

d. Construct a bar chart comparing media use by women and men for each village.

11. *Community Activities (IX)*

a. Activities (IX.1): Total Yes and No for village.

b. Participation (IX.2). Total Yeas and no for village.

12. *Problems:* Total Yes and No for each problem.

a. Flooding (XI.2.3.1).

b. Land slides (XI.2.3.2).

c. Forest fires (XI.2.3.3).

d. Inadequate grazing (XI.2.3.4).

Steps in Qualitative Analysis

Step 1. Synthesis of Data: Summarize qualitative questionnaire data (see attached list), by village. List responses and cluster those that are the same or very similar. Note responses that fall outside the cluster of most common responses. List the numbers of each.

Step 2: Analysis of Village Data: Develop partial village profiles describing the most common responses and a sense of the range of responses where there are significant differences.

Note: this analysis will be combined with the analysis of quantitative questionnaire data by village to complete the profile of each village.

Next Steps

Step 3: Comparative Analysis: Donika and I will compare the results of the village analyses in each region to look for similar and contrasting results for each type of qualitative data.

Note: we will be doing the same for the quantitative village data, to determine which variables are of interest for statistical comparison across villages and which can be aggregated for an overall picture of the areas in which the project is working.

Step 4: Comparison of survey findings with other project data. I will be doing this comparison to assess the extent to which the survey confirms or raises questions about PRA findings and other project data. I will also examine and refer to lessons learned from gender and forestry work in other countries that appears to be relevant. Based on this analysis, I will:

- Suggest recommendations for action or changes in activities and approaches of project to better involve women

- Suggest types of data that should be collected on an ongoing basis to assess how effectively and appropriately women are being included in project activities and benefits.

Step 5: Comparison of project data with other gender-related studies. I will be doing this comparison to develop suggestions (essentially hypotheses) about the potential to encourage project involvement of women (and families more broadly) in forest activities in other parts of the country. Again, I will also examine and refer to lessons learned from gender and forestry work in other countries that appears to be relevant.

Qualitative Data from Household Questionnaire

Grazing:
Types of animals grazed on own, refused, village/state land
Grazing for specific animals (type plant, slope)
Organization of grazing land access by village families
Settlement of grazing disputes
Changes in the quality and/or quantity of grazing
Perceived reasons for changes in grazing

Erosion prevention
Interest in learning more about tree planting to prevent erosion

Firewood
Who collects (on fields, in refused land, village/state forest) firewood
What were the rules about cutting firewood before socialism
What were the rules about cutting firewood during socialism

Herbs and other forest products
What herbs are collected? Uses? Sales?

Household Production
Changes in production/sale and purchase of food, fodder, livestock and wood.
Perceived reasons for changes
Impact of changes on family.

Small Enterprise
What produced, sold
Who runs business
Who helps
Interest in establishing a small enterprise

Women's and Men's Use of Time (daily schedules)

Household Expenditures Decision making (trying to get a sense of internal household decision making from the check list)

Who makes decisions on:
- Major expenses (house improvements, Refrigerator)
- Routine household expenses (flour, oil)
- Children's education
- Wood
- Various farm inputs (seeds, tractor, fertilizer, pesticides)

Household Cooperation
Trying to get a sense of traditions of cooperation with other families and willingness to cooperate.

Community Activities
To get a sense of existing social groups that could work on forestry activities as well as attitudes about participating in community activities (willingness to participate; obstacles to participation;

perception of potential impact of community activities on village and family).

Community Services
To get a sense of perception of existing services and services needed for trees and livestock.

Community Problems
Perceived important problems
Willingness to participate in solving problem (what can be done)

Family Problems
Perceived important problems
Willingness to participate in solving problem (what can be done)

Women's Problems
Women's perceptions of their problems

Hopes for Future
To give a sense of what people value and consider most important to invest their energy, resources in for the future, and their expectations for the future
Parents' hopes for children (male and female separately)
Children's hopes (male and female)
Hoped changes in family economy in 5 years
Expected changes in village economy in 10 years
Expected changes in forest in 10 years.

ANNEX G

Selected Data Tables

ANNEX H

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