



TRAINING REPORT

Socio Economic Survey Training for Collaborative Land Use Planning and Sustainable Institutional Arrangements (CoLUPSIA)

Central Moluccas District

Nining Liswanti

2011

Contents

1. Introduction	2
2. Data information for conducting the Socio Economic Survey	3
3. Methodology	4
4. Moluccas case study	5
5. Overview of training activities	6
<i>a. Class Training</i>	6
<i>b. Field training</i>	7
6. Some constraints and challenges	9
Annex 1. Study villages in Central Moluccas District, Seram Island	11
Annex 2. List of Trainees	12
Annex 3. The agenda for the two-day CoLUPSIA socio economic survey training.....	15
Annex 4. General aims, principle in training, and activities during the training on CoLUPSIA socio economic survey	17

1. Introduction

The Collaborative Land Use Planning and Sustainable Institutional Arrangements (CoLUPSIA) project is a research project for strengthening land tenure, forest and community rights in Indonesia. The project is being funded by the European Union for four years (2010 – 2013) and conducted by CIRAD in collaboration with the Center for International Forestry Research (CIFOR), Toma Lestari (ToMA), University Pattimura (UNPATTI), University of Gadjah Mada (UGM), HuMA, and TELAPAK. The CoLUPSIA project sites are located in three islands: Kapuas Hulu District (West Kalimantan), Central Moluccas District (Seram Island), and Klaten and Boyolali Districts (Central Java). The latter has been canceled due to the eruption of Mount Merapi in Central Java.

The overall objective of the project is to: Avoid deforestation and environmental degradation by supporting the development of sustainable institutional arrangements promoting land policies and instruments including the local community. While the specific objective to be achieved at the end of four years is: the establishment of collaborative and equitable Land Use Planning (LUP) and Natural Resource Management (NRM), leading to the design and testing of new institutional arrangements, environmental policies and pro-poor financing instruments based on more secure land tenure and community rights.

The socio-economic study was conducted in Central Moluccas and Kapuas Hulu with the general aim to improve institutional arrangements based on secure land tenure and community rights. To achieve the goals of the socio economic study at the end of project, we will be working with various stakeholders including local governments, business communities, local NGOs, traditional and customary leaders, women associations and other resource users.

This report will describe one of the expected results from the socio economic study in year one which is capacity building (training methodology for a socio economic survey). This training was part of the CoLUPSIA project activity in Moluccas. The purpose of this training was to design a socio economic survey which will be implemented in all study villages. The expected result was that all trainees would be able to implement the survey in order to document the socio economic component of the project in all study villages. The survey will cover the general overview of the village; livelihood strategies; local rules and practices in connection with natural

resource management, land use and land tenure; local institutions and decision making processes; enforcement and sanctions; and conflicts (internal and external).

The training was divided into two parts: first the theoretical training which was held on 18-19 October 2010 at the Pattimura University (UNPATTI) in Ambon and attended by 13 people, mostly staff and students from UNPATTI. The second was field training (12 days, from 23 October to 2 November 2010) in the three study villages on Seram Island, Central Moluccas. The field training was held after the CoLUPSIA workshop in Ambon (21-22 October 2010) (see report on CoLUPSIA Workshop in Ambon).

2. Data information for conducting the Socio Economic Survey

In this project, the socio economic survey methods were designed to achieve the objective of the training program. Several activities were planned in the study villages during the survey (see Table 1). The village activities included a household survey, Focus Group Discussions (FGD), and in-depth interviews with key informants. The trainees will conduct structured interviews with heads of households, the village head, the customary leader, as well as other key informants.

Table 1. Main activity and data information which has been collected in all study villages in Central Moluccas

ACTIVITY	INFORMATION	MATERIAL/ METHOD
Household survey Interviews	<ul style="list-style-type: none"> ▪ Demography ▪ agricultural (present and past); domestic animal & fisheries; and the problems ▪ program elucidation/clarification ▪ forest products ▪ perception of the 'change' and forest availability ▪ non-agricultural income ▪ household assets 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Household survey (30HH)
Interviews with key informants	<ul style="list-style-type: none"> ▪ village profil ▪ infrastructure ▪ village economics ▪ program development ▪ problems in the village and forest 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Interview with head of village, customary leader

ACTIVITY	INFORMATION	MATERIAL/ METHOD
In-depth interviews with key informants	<ul style="list-style-type: none"> ▪ forest related institutional arrangements (types of institutions, rules, pinalties) ▪ threats and conflicts (including the way to solve the conflist) 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Interview with head of village, customary leader, head of ethnic groups and clans
Focus Group Discussion (FGD)	<ul style="list-style-type: none"> ▪ rights to forest resources, enforcement and compliance ▪ forest management ▪ perception of land tenure rights ▪ village development projects 	<ul style="list-style-type: none"> ▪ Questionnaire ▪ Interview with head of village, customary leader, head of ethnic groups and clans

3. Methodology

The village based survey was designed at the household level. The administrative village is selected as a basis for determining which household is to be surveyed instead of the hamlet (*kampong/dusun*) level. The village is the lowest administrative level in this country and most government intervention will be at the village level. In this survey, we attempt to include communities who live in different areas of the hamlet that belong to a particular village administrative.

At each study site we selected 20 villages and at least 30 households per village using random sampling method. The number of study villages and households was decided by the project, taking into consideration time, cost and resources.

The village survey used two questionnaires adapted from De Brune and Santoso (FIMP, 1998). The first will be used for key informants such as village heads and traditional leaders to obtain global information about their villages and issues related to forest management, history of conflicts and the local point of view on their natural resources. The second questionnaire will be used for household interviews mainly to address demographic information, economic activities and perception regarding tenure security and resource use. For key informants, the project has developed two types of questionnaires which will be used for in-depth interviews and Focus Group Discussion (FGD).

4. Moluccas case study

Central Moluccas District in Seram Island was selected as one of project sites because forest cover is still intact but development activities have increased such as infrastructure, forest and land clearing by private companies for forestry and agriculture. In the context of land use planning, the challenge is how to use land use planning to provide better land use allocation on Seram Island for the future.

Taking into consideration time, budget, and resources, the project selected 20 villages using random sampling (Annex 1). The study villages are located in the North (12) and South (8) of Seram Island. The study villages include traditional villages, transmigration villages, and villages located in the mountain areas (Manusela National Park).

For the training we focused our work on only three villages, but we also managed to plan for the rest of the survey in the other study villages (see Table 2). The plan, based on the suggestion of one of the project partners (ToMA), had all the trainees acting as team members during this training session.

Table 2. Schedule plan survey for socio-economic in 19 villages and one hamlets in Central Moluccas District in Seram Island

Periods of survey	Timing	Name of village	Sub-district	No. of village
Period 1	23 Oct - 6 Nov'10	Sawai, Airbesar, Sari Putih	Seram Utara	3
Period 2	5 -15 Dec'10	Amahai, Tamilou, Watludan, Waraka, Sahulau	Amahai TNS Teluk Elpaputih	5
Period 3	8 – 28 Feb'11	Aketerbate, Seti, Wailoping, Horale, Tehoru, Saunulu, Moso	Seram Utara Timur Seti Seram Utara Barat Tehoru	7
Period 4	May – June'11	Kanikeh, Manusela, Selomena, Roho, Kaloa	Seram Utara	5

5. Overview of training activities

The theoretical training (18-19 October) was held at Pattimura University (UNPATTI) and attended by 13 people, mostly staff and students from UNPATTI (see Annex 2). After the class training, we provided field training (23 October - 2 November 2010) in the three study villages in Seram Island. The field training was held after the CoLUPSIA workshop in Ambon (21-22 October 2010).

The purpose of this training was to introduce socio-economic survey design which will be implemented in the study villages. The expected result was that all trainees would be able to implement the survey independently in order to document the socio economic component of the project in all study villages. The survey will cover the general overview of the village; livelihood strategies; local rules and practices in connection with natural resource management, land use and land tenure; local institutions and decision making processes; enforcement and sanctions; and conflicts (internal and external).

a. Class Training

On day one, the training was opened by ToMA as our main collaborator in Moluccas followed by an explanation of the agenda for the two day training (Annex 3) and general aims of the training, training principles and activities (Annex 4). The socio economy aspects in the context of CoLUPSIA project such as interviews and groups discussions were also introduced. Training materials were delivered using PPT presentations, Excel, and Word. The training was kept as short and informal as possible.



Introduction by ToMA, local NGO in Ambon



Participants explain their interest and expectations



Working in pairs during the interview session

During the training session, participants were encouraged to share their own experiences when discussing one particular topic, so that they might learn from one-another. Some simulations were applied to practice what had been learnt in class as well as to build the confidence of the participants (trainees). The trainees were also required to consider and discuss the importance of a scientist's attitude and behavior while working with local communities. Each participant also received a set of guidelines with instructions and detailed explanations (Liswanti et al in prep).

On day two, all participants worked together to check each question in all the questionnaires with the aim to build the same perceptions and understanding among the participants. Some questions were difficult to understand or not very clear for several trainees, but others were easy to understand but the trainees did not know how to ask the respondent the questions. The trainees suggested that the direct questions, as written in the questionnaires, might be difficult for the community to understand.. As a solution, we discussed the questions together to find the right solution. Here the trainees provided positive feedback to the questionnaires.

At the end of the day, I also explained to them how to conduct a survey independently. These included 'who to do what', logistics, equipment, survey agenda and activities, strategies how to work in each village and the number of informants needed during the survey. I encouraged them to prepare a daily activity plan to complete the survey in the study villages. When all methods, concepts and techniques were well understood we discussed the assignment of all trainees to specific assessment specialties.

During the training session, our preparation for the village survey focused on: a strategy for how to start collecting the data and to use time efficiently in order to collect all necessary data, who will be responsible for handling logistics, data collections, FGD, HH and key informant interviews, and who will be our respondents and how to get them.

b. Field training

Ten trainees were involved in the village survey. As planned, the field training took place in three villages (Air Besar, Sari Putih and Sawai). During the survey, I encouraged all participants to work on different activities so that they gained new

experience from each activity. Nevertheless, it seemed that all trainees still need to learn how to conduct the FGD and interviews with the key informants as their capacity for conducting these activities was low. Therefore, we suggested that for the time being they only focus on the household survey.



Meeting with the village leader in Sawai



FGD with old women



Interview with key informants

At each village, we spent about three days to complete all activities, but in order to maintain the good quality of the data the trainees were required to check all the data after they finished work. I then did a final check and asked them to revise the data before we moved to another village.



Checking data in the village



Household interview

In Sawai (first village), the trainees still needed a lot of instructions, attention, and supervision. We discussed all difficulties and problems including how to interpret the data more logical. In Air Besar (second village), they were getting better in collecting and checking data. The UNPATTI staff worked together with the trainees to check all the data. In Sari Putih (third village), I noticed that many trainees worked more efficiently and helped each other to complete all activities. In general, the survey

was a success and has given the trainees new experiences which will be useful for their future work in the field.



Sawai village



Coconut and banana garden



Collecting produce from the garden

6. Some constraints and challenges

All activities (FGD, interview with key informant and household survey) actually required more interpretation and precision. We often found that the information obtained from the interviews was inconsistent or illogical. Therefore, a briefing was given each day to avoid a repetition of the mistakes, though this is not a guarantee that all the data were accurate. This work requires better interpretation and experience which some of the trainees lacked. Clarification from the respondents is needed when the information given by the respondents is unclear. In addition, trainees still need more supervision to conduct a household survey.



Water for consumption at Sari Putih



Canoe used for fishing



Harvesting Cacao

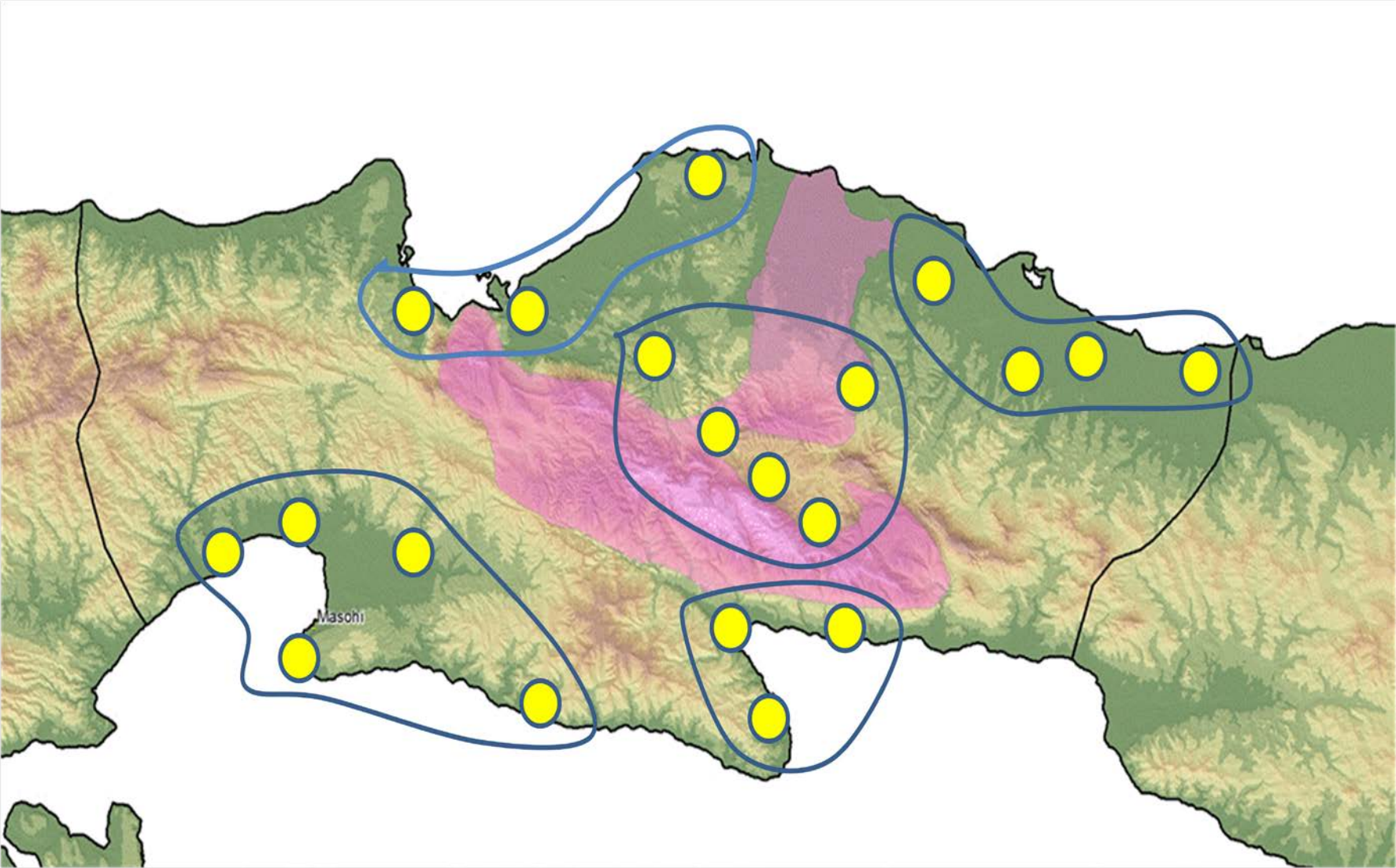
In terms of finding respondents, we didn't encounter any difficulties while working in Sawai and Air Besar Villages (traditional village). Both villages are led by a king or "raja", hence all communities respect and listen to the king. During our work in these villages, the king helped us to organize the meetings and asked the community

to support and to participate in our activities. Nevertheless, only few people in both villages were designated by the king to give information related to conflict and land tenure.

In Sari Putih, the head of the village supported our activities but we did not gain the full support of villagers. In this village, almost all households were dominated by people from Java and Sulawesi. They migrated to this village under the government 'Transmigration Program' which was intended to provide better livelihood options. They were not interested in participating in our activities as they could not see any direct benefit. However, we were finally able to complete our work with help from the village head and the elders.

Last but not least, we thought that all trainees still require time to adjust to the local conditions before the rest of survey is conducted. We cannot provide all facilities during our stay in villages, particularly those that do not have modern conveniences. Taking into consideration these constraints, we will now be in a better position to select the survey team from this group of trainees.

Annex 1. Study villages in Central Moluccas District, Seram Island



Annex 2. List of Trainees

No.	Name	Title	Institutions	Interests	Expectations
1	Tine Tjoa	MSc (Lecturer)	Forest Department, UNPATTI	To increase knowledge of Social Forestry Science	To develop joint collaboration with the project and to work together on methods and data collection
2	Iskar	MSc (Lecturer)	Management of Forest Product (Education Program), UNPATTI	To obtain the right information and methods when conducting a survey	To increase capacity in survey design and the results of this research can be used to support the community, especially land tenure as well as to develop good relations with all stakeholders
3	Thomas	MSc (Lecturer)	Head of Forest Department, UNPATTI	To be involved and to share experience in a socio economic study and also local community rights to forest and land	To build better collaboration between UNPATTI and the project
4	Fanny Soselisa	MSc (Lecturer)	Forest Department (KSDH), UNPATTI	Topic is interesting and to gain experience, concerning issues of land use and socio- economics in the community	Use this opportunity to understand more clearly about the existing conditions of lands and communities in the study sites

No.	Name	Title	Institutions	Interests	Expectations
5	Herlina Tomasoa	MSc (Lecturer)	Forest Management, UNPATTI	To understand the local people's condition and their dependence on the forest in the utilization of land use and forest resources	As a researcher, how we can work together responsibly in the implementation of this activity
6	Henny Lellotery	MSc (Lecturer)	Conservation on Natural Resources, UNPATTI	The project activity can give understanding as to better land use planning to maximize the potential of natural resources in land and forest use	To understand the conditions of the communities living around the forest and and to achieve better land use planning
7	Sofia Mustamu	BSc	Forestry Management, UNPATTI	To learn and to understand activities related to socio economic conditions as well as traditional land use	This activity is expected to give a benefit to the community in the future
8	Agustin Titaley	Student	Forest Management, UNPATTI	To understand the conditions of socio economy, culture, traditions, and land and forest use by the community	Use the information from this study for his thesis.

No.	Name	Title	Institutions	Interests	Expectations
9	Ricky F. Philippus	Student	Forest Conservation, UNPATTI	To learn and understand the socio economic survey	Use the information from this study for his thesis.
10	Obeth Latumaerissa	Student	Forest Management, UNPATTI	To know and to gain more experience in studying forestry	The project activities can provide benefits for the local community
11	Angelina Meisadalam	Student	Forest Management, UNPATTI	To gain experience and knowledge in socio economic study particularly on sustainable community forest management	To be involved in this survey in accordance with what is to be achieved
12	Selvy H Simatupang	Student	Forest Management, UNPATTI	To have new experience on land use planning by the community	The opportunity to use this data for a research study
13	Merlin Warere	Student	Forest Management, UNPATTI	Topic of this study is interesting and will be used for a research study	To obtain optimum results from the survey and the opportunity to gain new knowledge and field experience

Annex 3. The agenda for the two-day CoLUPSIA socio economic survey training

Day-1: Introduction to the CoLUPSIA Project and socio economic survey methods		
Time	Description	Notes
09:00	Opening and explanation about the CoLUPSIA project activities in Indonesia	Presentation by ToMA Lestari
09:15	Foreword from trainees	Each trainee to introduce themselves and explain their interests, purpose, and what they expect to gain from the training
09:30	Foreword from trainer	Trainer will explain the purpose of the training as well as the general overview/ understanding/ informal situation/attitude during the training
09:45	<i>Socio economic survey in the context of the CoLUPSIA project</i>	Presentation (with discussion during and after)
10:00	Coffee break	
10:15	Technique sampling	Presentation on random sampling, creating random numbers, and sample size.
10:30	Technique for interviews	Presentation and simulation
11:00	Technique for FGD	Presentation and simulation
12:00	<i>Lunch break</i>	
13:00 – 17:00	Modification of questionnaires	Working on the questionnaires to simplify and to make it clearer for the trainees and communities
17:00	Reflection and closing for Day 1	TOMA
Day- 2: FGD, Interviews, and survey preparation		
Time	Description	Notes
09:00	Modification of questionnaires	Working on the questionnaires to simplify and to make it clearer for the trainees and communities
10.30	Coffee break	
11:00	Input Data	How to fill in and to understand the data sheet

Day- 2: FGD, Interviews, and survey preparation		
11:30	Survey preparation	What needs to be prepared for the first survey?
12:00	Lunch break	
13.30	Dividing task activities	Important for the survey to define who's doing what as well as to select one person as field coordinator to lead all activities during the survey
	Logistics and equipment	Prepare list of logistics and equipment needed for the survey
	Schedule activities	Preparing a daily agenda for each activity and strategy on how to complete the activity
	Informants and organization of data	Number of informants needed and how to organize the data during the survey (including data verification and storage).
17:00	Closing	Certificate of training will be distributed to all trainees

Annex 4. General aims, principle in training, and activities during the training on CoLUPSIA socio economic survey

Presentation	Explanation
General aims of the training	<ul style="list-style-type: none"> ▪ All trainees understand the general concept of socio survey methods ▪ All trainees have better overview of the entire survey activities (even though they were only involved in one particular activity). ▪ All trainees understand the importance of “attitude” for themselves and for the community, and understand that this is the type of survey where the community is the “expert”, hence, listening and asking is better than talking during the interviews ▪ Willing to build team work; who can balance both experience and expertise
Training principles	<ul style="list-style-type: none"> ▪ Trainees are “team members” not “students” ▪ Always check and use experience and knowledge from the trainees (see if they know or have better ideas) and then discuss together ▪ Ask for <i>feed-back</i> from trainees for both training materials and approach ▪ Be responsive and flexible ▪ Build an informal situation to make all trainees feel comfortable to comments, to critique, and to ask during the training sessions ▪ Provide an alternative schedule for training activities to keep all trainees interested with the training ▪ Use simple examples and exercises if possible, so that trainees can gain experience in each activity
Training activities	<ul style="list-style-type: none"> ▪ Presentation (with or without visual tools such as Power Point) ▪ Session Questions and Discussions on each activity ▪ Divide all trainees into small groups to do exercises and to discuss data sheets. Discuss the result together with the others ▪ Role plays for each activity (how to solve problems, how attitude can influence a survey). Let the trainees get the experience of doing the activity such as interview or FGD. After that, discuss together what they observed and learned ▪ Study by themselves from the survey guidelines module ▪ Simulation/practice (interview and FGD) ▪ Training evaluation is needed both for trainees and trainer to get positive and constructive feedback about the implementation of this training