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# From Input to Impact: Participatory Rural Appraisal for ActionAid The Gambia



CRITERIA	CROP TYPE											
	SMOKED MELON	PEPPER	WATERMELON	BEAN	PEAS	MAIZE	EGGPLANT	EGGPLANT	EGGPLANT	EGGPLANT	EGGPLANT	EGGPLANT
FOOD VALUE	●●	●●	●●	●	●	●●●	●●●	●	●●	●●	●●	●●
CASH INCOME	●●●	●●●	●●●	●	●	●●●	●●●	●	●●	●●	●●	●●
HOW MANY WE GROW	●●●	●	●	●●●	●●●	●	●●●	●	●●	●●	●●	●●
PALATABILITY	●	●●●	●	●●●	●●●	●●●	●●●	●	●●	●●	●●	●●
EASY COOKING TALKERS	●●	●●	●●	●●	●●	●●●	●●●	●	●●●	●●	●●	●●
HOW MANY CATEGORIES	●	●●	●	●●	●●	●●	●●	●	●●●	●●	●●	●●

CROP PREFERENCES OF OLDER WOMEN  
 DOBANJ KUMBA, THE GAMBIA

March 1992

ActionAid  
 The Gambia

**IIED**  
 INTERNATIONAL  
 INSTITUTE FOR  
 ENVIRONMENT AND  
 DEVELOPMENT

PA-AEQ-14.

**FROM INPUT TO IMPACT:  
PARTICIPATORY RURAL APPRAISAL FOR ACTIONAID THE GAMBIA**

**Report of a Training and Village Studies**

**held in Bansang, The Gambia  
from December 3 - 14, 1991**

**March 1992**

## ACKNOWLEDGEMENTS

There were many people working with us and behind the scenes to help make the training held in and around Bansang a success. We would like to thank the following people in particular:

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- o Amadou Cham, Yankuba Njie, Karamo Sanyang and Lamin Sanyang for driving the teams to and from Bansang and coping with the daily lunch drives.

## GLOSSARY

AAUK	ActionAid United Kingdom
AATG	ActionAid The Gambia
CHN	community health nurse
CHW	community health worker
DCD	Department of Community Development
FAO	Food and Agriculture Organisation of the United Nations
GAFNA	Gambia Food and Nutrition Association
GCU	Gambia Cooperative Union
GPMB	Gambia Produce Marketing Board
IIED	International Institute for Environment and Development
ITC	International Trypanosomiasis Centre
IUCD	interuterine contraceptive device
MCH	mother and child health
NGO	non-government organisation
PHC	Primary Health Care
RDA	Rural Development Area (geographic area of AATG)
SSI	semi-structured interview
TBA	traditional birth attendant
VHW	village health worker
Alikalo	village leader
alkunot	talisman
bantaba	central sitting and meeting place
butut	currency unit: 100 bututs to 1 Dalassi
dabo	long curved stick with metal at end used in rice fields
dabada	social unit organised around communal farming activity
Dalassi	Gambian currency
findo	Digitaria Spp.
kafo	communal farm
kabilo	clan
karanta	informal classes, a lower type of institution than Magili
kunda	tribe
marabout	Islamic spiritual and health
nianis/ nucaninas	nearby riverside areas used for grazing in dry season
pencha	a wooden platform usually built under a tree
sankilo	local weight measurement
sinkiro	social unit organised around communal cooking activity
sonike	pagan
tesito	community service, eg village cleaning or well construction
Fula, Mandinka, Wollof	three ethnic groups in The Gambia

## TABLE OF CONTENTS

### Acknowledgements

### Glossary

<b>1</b>	<b>REFLECTIONS ON THE TRAINING: PROCESS AND PROSPECTS</b> by Irene Guijt, Karafa Manneh, Mary Martin and Terri Sarch	
1	Introduction	1
2	ActionAid The Gambia: Background to the Training	1
3	The Training Process	2
4	Evaluation of the PRA Training	8
5	Suggested Follow-up	14
<b>2</b>	<b>A VILLAGE STUDY OF DOBANG KUNDA</b> by the PRA team	
1	Introduction	23
2	Agriculture	36
3	Livestock	48
4	Income Generation	54
5	Education	61
6	Health	63
7	Problems, Opportunities and Impact	70
8	Village Feedback of the PRA Exercise	30
<b>3</b>	<b>A VILLAGE STUDY OF MISERA</b> by the PRA team	
1	Introduction	85
2	Socio-economic Status	88
3	Income Generation in Misera	99
4	Land and Water Availability and Use	107
5	Health and Education	109

6	The Community Feedback Meeting, Misera December 13	110
7	Problems and Opportunities	112
8	The PRA Process	115
<b>4</b>	<b>A VILLAGE STUDY OF NJOREN</b> by the PRA team	
1	Introduction	119
2	Socio-economic Set Up	126
3	Village Institutions and Contact with Outside Agencies	131
4	Infrastructure	133
5	Communication	134
6	Agriculture and Livestock	135
7	Income and Expenditure	141
8	Health	145
9	Education	147
10	Problems and Possible Opportunities	149
11	Procedures in Interviews and Diagramming	150

#### **APPENDICES**

1.	List of Participants	157
2.	Notes on the Bansang Workshop Days 1-4	158
3.	List of Key PRA terms in Wollof and Mandinka	169
4.	Summary of PRA and RRA Methods	171
5.	PRA Process and Attitudes; Notes on Wealth Ranking	177

## LIST OF FIGURES

### Dobang Kunda

- Figure 1 Time line calendar of Dobang Kunda
- Figure 2 Pie chart showing distribution of castes in Dobang Kunda (old women)
- Figure 3 Historical transect of Dobang Kunda (young men)
- Figure 4 Map of Dobang Kunda (old men)
- Figure 5 Map of Dobang Kunda (old women)
- Figure 6 Map of Dobang Kunda (young woman)
- Figure 7 Map of Dobang Kunda (young men)
- Figure 8 Seasonal calendar of social activities (old women)
- Figure 9 Seasonal calendar of youth migration (young men)
- Figure 10 Matrix scoring of agencies' intervention (young men)
- Figure 11 Calendar of rainfall pattern and bar chart of number of heavy rains (old women)
- Figure 12 Calendar of rainfall patterns (1985 and 1991) (young women)
- Figure 13 Transect of Dobang Kunda (young men)
- Figure 14 Matrix scoring (A) and ranking (B) of crops grown (old women)
- Figure 15 Matrix scoring of crops grown (old men)
- Figure 16 Matrix scoring of crops grown (young men)
- Figure 17 Calendar of agricultural activities for 9 main crops (old men)
- Figure 18 Calendar of labour intensive activities (young men)
- Figure 19 Matrix scoring of post harvest problems
- Figure 20 Matrix scoring of post harvest losses
- Figure 21 Pie chart of types and quantities of livestock
- Figure 22 Seasonal calendar of fodder availability
- Figure 23 Transect of Dobang Kunda's vegetable garden and orchard (young women)
- Figure 24 Matrix scoring (and ranking) of vegetables (young women)
- Figure 25 a. Pie chart of use of garden for different vegetables  
b. Pie chart of use of garden produce
- Figure 26 Matrix scoring of preferences for seed supply sources
- Figure 27 Calendar of activities and concentration of labour (young women)
- Figure 28 Wealth ranking and literacy (young men)
- Figure 29 Seasonal calendar of 12 common diseases (old men)
- Figure 30 Prevalence of diseases in 1990 (from secondary data)
- Figure 31 Prevalence of malaria 1991 (from secondary data)
- Figure 32 Prevalence of diseases (by village PHC worker)
- Figure 33 Pie chart of PHC attendance
- Figure 34 Summary of wealth ranking (old women) (chart and table)
- Figure 35 Calendar of food availability
- Figure 36 Transect of Dobang Kunda (young women)
- Figure 37 Matrix scoring of income generation opportunities
- Figure 38 Wealth ranking (old men)
- Figure 39 Wealth ranking (young women)

## Misera

- Figure 1 Historical map of Misera in the 1960's (young men)
- Figure 2 Map of Misera (young men)
- Figure 3 Village map of Misera (women)
- Figure 4 Village map of Misera (old men)
- Figure 5 Pie charts of sources of income and expenditure (women)
- Figure 6 Pie charts of income expenditure (four old men)
- Figure 7 a. Pie chart of overall income expenditure (old men)  
b. Table of overall income expenditure (old men)
- Figure 8 Seasonal calendar (old men, women, young men)
- Figure 9 Wealth ranking of compounds in Misera (overall score)
- Figure 10 Transect and historical transect of Misera (old men)
- Figure 11 Transect of Misera (women)
- Figure 12 Transect of Misera (young men)
- Figure 13 Pie chart of income sources (young men)
- Figure 14 Matrix scoring of vegetables (young men)
- Figure 15 Matrix scoring of vegetables (women)
- Figure 16 Seasonal calendar on income sources (old men)

## Njoren

- Figure 1 Map of Njoren - general (young men)
- Figure 2 Map of Njoren - facilities and possible changes (women)
- Figure 3 Map of Njoren - demography (men)
- Figure 4 Time-line of village history (men)
- Figure 5 Transect of natural resources (women)
- Figure 6 Transect of natural resources (young men)
- Figure 7 Well-being (am am) ranking with three individual men
- Figure 8 Well-being (am am) ranking with three individual women
- Figure 9 Well-being (am am) ranking with three individual young men
- Figure 10 Venn diagram of village institutions and NGO involvement (young men)
- Figure 11 Seasonal calendar of activities and health (men)
- Figure 12 Pie charts of land tenure and land use (men)
- Figure 13 Seasonal calendar of activities, income and expenditure (young men)
- Figure 14 Matrix of preferences for using credit (young men)
- Figure 15 Seasonal calendar of women's work (women)
- Figure 16 Matrix of problems and possible opportunities (women)
- Figure 17 Matrix of preference for new facilities (men)

**REFLECTIONS ON THE TRAINING: PROCESS AND PROSPECTS**

**BY**

**Irene Guijt  
IIED**

**and**

**Karafa Manneh  
Mary Martin  
Terri Sarch  
AATG**

## 1 INTRODUCTION

This report provides an overview of the training on Participatory Rural Appraisal (PRA) methods conducted for ActionAid The Gambia (AATG), by the Sustainable Agriculture Programme of the International Institute for Environment and Development (IIED). The report is divided into four parts. Part 1, **Reflections on the Training: Process and Prospects**, covers the actual training procedure, giving details of the daily workshop sessions and concludes with suggestions for follow-up. Parts 2, 3 and 4 are the findings from three villages, Dobang Kunda, Misera and Njoren, where PRA was applied as part of the field-based training. The details on the training process, together with the results from the fieldwork, shows the strengths and limitations of the approach followed. Incorporating PRA in an institution clearly requires more than a single training and the mere application of methods. Appropriate and adequate analytical and managerial capacity are essential components that must be addressed in the follow-up. This document can be used as a reference for AATG future activities and by other organisations also interested in applying and institutionalising PRA.

## 2 ACTIONAID THE GAMBIA: BACKGROUND TO THE TRAINING

ActionAid The Gambia started in 1979 and is the third oldest programme of ActionAid. ActionAid The Gambia (AATG) is the largest NGO operating in The Gambia, with over 320 employees working in health, education, water, agriculture and other income generation initiatives, such as beekeeping and fisheries. To date, most of the agricultural work has been oriented towards providing credit arrangements for inputs in the four RDAs (Rural Development Areas) (ActionAid The Gambia: Abridged Annual Report, June 1990-June 1991).

Recently changes have been initiated to decentralize the work and to move away from the input-delivery focus towards an impact orientation, as the provision of inputs was considered to have a limited impact within the rural communities served. This institutional shift was strengthened in November 1991 by the Tendaba Declaration, the outcome of an assessment by management staff of AATG's purpose and strategies. In the Declaration, AATG identified five inter-linked critical constraints: food deficit, low household income, low literacy, environmental degradation, and poor health. It stresses that none of these problems can be tackled in isolation, as progress in one area is lost if another problem is aggravated. Besides an impact-orientation, other key elements of the Declaration are a continued commitment to long-term programming and the need for a dynamic approach in the face of changing needs by working through Village Development Groups (Tendaba Declaration, AATG).

To implement these principles, the immediate priorities identified

were: increased staff training, new organisational working methods, and upgrading and accelerating the work with Village Development Groups. In practice this means an overall slowing down of project implementation and more staff training in integrated community-based planning. To this end and to encourage the anticipated shift amongst fieldworkers, a field-based training in Participatory Rural Appraisal was planned. AATG sees the fieldworkers as the catalysts of community-based planning and the backbone of AATG's development work.

The objectives of the AATG training were:

- 1 to present and practice the principles and methods of PRA as a basis for community-based needs assessment and community-based planning;
- 2 to apply PRA in several local communities to reach a preliminary local needs assessment and planning phase; analysis of key problems, analysis of activities, investigating social and economic differences, and exploration and formulation of development opportunities;
- 3 explore next steps needed for community-based needs assessment and community-based planning.

The PRA training took place in Bansang, Rural Development Area 3, from December 4 to December 14, 1991. The training was coordinated by Irene Guijt of the Sustainable Agriculture Programme of IIED. Facilitators were Karafa Manneh of AATG, Mary Martin of AAJK, and Terri Sarch, an independent consultant. The training was attended by forty AATG staff members, mainly agricultural assistants from the four RDAs (see Appendix 1: List of Participants).

The onus of the training was on encouraging an attitude shift towards local participation, over that of information collection from the three villages. The PRA training is clearly seen by AATG as a first step in the gradual institutional shift towards an integrated community-based planning, and therefore recognises that follow-up will be necessary to reinforce and extend the ideas of the initial training. In the long term, the impact of PRA approach is expected to reflect in the development of different AATG activities, more appropriate timing of activities and the integration of separate activities within the same community.

### 3 THE TRAINING PROCESS

These notes are a summary of the training programme and process, focusing on the main lessons learnt during the fieldwork. In Appendix 2, notes on the exact programme followed on Days 1 to 4 can be found, briefly discussing the successes and problems encountered.

## **GENERAL PROGRAMME**

### **Day 1 Tuesday**

Introduction of IIED and training, evaluation tools, participants' expectations, discussion of key concepts of AATG. Participants' ways of collecting information and the problems they encounter with these.

Introduction to PRA, MYRADA video and discussion on the video and its possible application to AATG working situation.

Introduction to Semi-Structured Interviewing (SSI) - theory and exercises.

### **Day 2 Wednesday**

Introduction to Mapping and modelling

Different perceptions using memory maps exercise

Slides on Mapping and Transects

Participatory Mapping and Transects of Bansang

### **Day 3 Thursday**

PRA and the role of the AATG fieldworker

Summary of differences between maps and transects

Poverty discussion

Well-being ranking

Demonstration of well-being ranking interview

Matrix scoring

Seasonal calendars

### **Day 4 Friday**

Historical Diagrams

Review of PRA process

Case study of PRA in the Gambia

Postcard Puzzle

Planning the Fieldwork

Free afternoon

### **Day 5 Saturday**

Community introduction.

Start of fieldwork: mapping and modelling, transects, interviewing, feedback and refining checklist

### **Day 6 Sunday**

Fieldwork continued: seasonal calendars, wealth ranking, matrix scoring, feedback and refining checklist

### **Day 7 Monday**

Continue with fieldwork

### **Day 8 Tuesday**

Rest day

### **Day 9 Wednesday**

Two groups finalised the fieldwork

Other group started finalising the diagrams, analyzing the information and report writing

**Day 10 Thursday**

One group finalised the fieldwork  
Two groups started finalising the diagrams, analyzing the information and report writing

**Day 11 Friday**

Preparation for community meeting  
Community meeting

**Day 12 Saturday**

Feedback of community meeting  
Preparation for presentation and final writing of report  
Evaluation of PRA for their own work  
Presentation of three village studies  
Closing ceremony

**LESSONS FROM THE FIELD**

During the days of fieldwork and write-up, each team followed a different schedule and went through a different learning process. Much of the learning occurs at this stage, in the shift from individuals in a classroom to teamwork in the field. Below are summaries of some important experiences and key learning moments for the teams. These comments show what possible situations a PRA team can experience during the transition. As these are only three cases, it should be clear that each PRA team will have a unique experience, guaranteed to include moments of chaos, insight, frustration, great fun and sharing.

**First contacts in the village**

This can be one of the most awkward and uncertain moments and is crucial to get right as it influences much of the following work. In all the villages the process went very well. Before the training started, AATG staff had already visited the areas to explain the purpose of our visit. Each teams also agreed on a community introduction, emphasising the training purpose. The introductory village meetings were well attended. We were able to discuss the work in sub-groups with the villagers to avoid confusion and the villagers split themselves into the sub-groups ready for the first exercises. The village entrance had been prepared well, most villagers were aware of what was happening, tasks had been divided in the sub-groups and the exercises started straight away. Getting some energetic diagramming (mainly mapping) done on the first day was the key to giving the team members the confidence to try the more difficult exercises later on.

**Handing over the stick**

Getting the PRA team members to let the villagers make the diagrams required regular reminders. In one case, a PRA team member was holding the stick, pointing out various sites to another member who

was copying the map. The facilitator suggested he handed it to the young villager beside him, which he did and the copying of the map resumed with the villager pointing out the sites. Some groups reminded each other. Elsewhere, after waiting for the women to return from watering their gardens, the team spent three hours facilitating the women's map, consciously being very careful not to 'hold the stick'.

As facilitators there is nothing easier than 'holding the stick' in group work, suggesting how it should be organised and sequenced so that the report will turn out well. During the report writing, one of the facilitators felt she was holding the stick too much, pushing to complete the report on time - and she simply handed it over to them. She referred to the list of chapters they had suggested the previous day and asked them to discuss how to get the report written, which they did. In this way, the team became more aware of the deadline themselves and of the need to organise each other than if she had remained the focus. They needed to complete the report in the best way they could - it had to stay theirs.

### **Matrix scoring crisis**

There were some good tangles with matrix scoring in all three villages. In one case, although the old men's group had decided to do a matrix on different sources of food, they ended up looking at expenditure patterns. Although their approach provided relevant information, the group had forgotten about the criteria and thought they were making a matrix, probably because they recorded the information in a matrix in their note books. After some tips from the facilitator, they went on to a food sources matrix and the old men were persuaded to symbolise the sources and criteria, for which they re-used the income expenditure symbols. The old men, by now confused on the process and topic being discussed, were asked to allocate stones to each criteria for each crop. The sequence had taken a long time and was not going smoothly. The team chose to stop the exercise and the villagers were thanked.

The afternoon brainstorm focused on what went wrong with this matrix. The PRA team identified nine problems including: there were too many variables; they did not understand matrix-scoring enough to explain it to the community; the criteria were too vague and symbols used confusing; and everybody was bored and tired. The group then turned these problems into a list of 'Do's' for matrix scoring such as: rehearse procedure with the sub-group beforehand; team cohesion and understanding is vital; be patient and explain carefully; postpone or stop an interview if the informant is bored. The session had turned the frustrating experience of the old men's matrix into an opportunity for the whole group to absorb many learning points.

### **Whose symbols?**

There is a strong tendency for literate fieldworkers to initially forget that symbols are the way to allow the community in, with

representations that make sense to them. This was stressed regularly during the fieldwork. In one exercise, a matrix on problems and opportunities, the team had drawn the matrix, labelling each column with written headings and forgetting the symbols. They realised the omission when the women started using stones to score and, of course, couldn't remember easily which column represented what. The facilitator pointed out to the team that there was nothing on the matrix that the women could understand. So the team asked the women to find things to symbolise what each column was about - which they did quickly and with imagination. It was one of those moments when the penny really dropped - the women couldn't have participated in the same way without those symbols and the team realised this.

During the diagram preparation, reminders on being careful of proportions and converting symbols faithfully, holding to what people actually drew. In this way, the diagrams would be shared better in the community feedback meeting.

### **Looking for informants**

The groups got comfortable quickly with informants they met on the first day. In the two smaller villages it proved especially difficult to encourage the teams to find new informants. One sub-group stuck with the same informants as they said the rest of the young men were busy threshing the groundnuts. The facilitator suggested being a bit less rigid about the age groups and linking with the other men's group. They did change informants a bit and later found with the wealth ranking they had been working in the richest compound, biasing the results. What also worked well was reminding the groups of the need to see for themselves and that walking around the village would lead them to new compounds and informants. Completing the wealth ranking on the first or second day of the fieldwork would have helped to target informants for the later work. Also a daily feedback on whether the team had spoken to rich or poor, literate or illiterate, etc would have enforced the need for a range of informants.

### **Flexible planning**

The more sub-groups there are and the larger the area they are spread over, the more difficult it is to coordinate team feedback sessions or plan lunch breaks. In the larger village on the first day, the young women's group had a very successful sequence of exercises focusing on vegetable production. Starting with some observation in the garden, a matrix on vegetables was made, followed by a pie diagram on garden use. This led into a discussion on seed sources and a matrix. By this time lunchtime was nearing and the women were asked if they would be able to meet after lunch again. However, they were keen to continue with the seasonal calendar on labour they had started so the sub-group decided to delay lunch. Although this was not appreciated by the others, the team had agreed beforehand that everybody would adopt the villagers' pace.

Later on in the same village, a mapping exercise was done with the young women. The team tried for over two hours to encourage the group of women to draw their village and many attempts were made. However, they could not decide on the correct location of compounds or the correct orientation of the map. Finally the team decided to them gently move onto a wealth ranking exercise, starting with some of the identified compounds. While this was developing, one of the young women who had made one of the first attempts, turned her back on the others and started again. One of the PRA team members went to encourage her, probing about the items she drew. When the wealth ranking finished, the young women was able to proudly show the others her completed map. The team had been patient, pursued a different exercise and been flexible enough to split up when it was necessary.

### **Facilitation or manipulation?**

Guiding the groups without imposing or steering too much is not easy. The fieldwork is a transition period of practice, trial, error and correction. The facilitators' were mainly watchdogs on the process and methods. Basic technical information on the methods was given, such as what to do with that first card in wealth ranking or eliciting criteria for matrices. Another key role was as the reminder of interviewing skills, especially encouraging probing. In group feedback sessions, the facilitators continued to ask the teams why they were asking certain questions, which the groups seemed to find helpful. For example, one young men's focus group wanted to do credit facilities. The facilitator suggested that, as they did not know yet why credit might be important, it might be better to start with household income and expenditure to then link into a credit discussion if appropriate. Information should be seen as bricks to build a house, not just placing of bricks here and there.

### **Organising regular feedback**

The daily feedback sessions were usually carried out to avoid over collection of information, to think of lessons learnt and to plan the next day. These were essential moments of reflection but were also frustrating experiences, as it was generally hard for them to concentrate on each other's explanation, especially of the findings. One group took time-keeping on themselves, keeping the presentations short. The larger team had more feedback to present. On the first day it was not possible for them to end the four sub-group interviews at the same time and no feedback was held. The next morning they started with it but everybody got restless before the checklist was revised. They decided to do some fieldwork and have a long session in the afternoon, which went well. But not revising the checklist only made the sub-groups more determined to do each item whether it was relevant or not.

Part of the difficulty was the fixed sub-groups which narrowed their interest and encouraged a strong sense of sub-group identity above that of a village PRA team. This also initially led to some

competition and strong criticism of each other's work during the feedback. With the dual objectives of learning PRA and collecting relevant information, feedback sessions need to be structured well. The temptation was to let the teams get on with the fieldwork, with the danger of neglecting reflection on the PRA process.

### **Village meeting surprises**

In all three villages, the fieldwork ended with well-attended community meetings. The teams had prepared the diagrams for feedback, selected which to include and to omit, allocated tasks and rehearsed. Despite the good preparation, there were some surprises. In one meeting, the name of an informant was mentioned and the historical information she gave was doubted. A long discussion on the validity of her knowledge followed which made the team realise the importance of treating information sources carefully. Later on, while the historical information was being presented, one of the old villagers was clearly moved, to the surprise of the team. They had felt that information was less interesting and relevant. At the end, the team was keen to ask the many women who were present what they thought, but they remained reluctant to express their opinions. Finally one woman spoke up, saying what the women really wanted was for them to be allowed to present the Kankurang dancing and finish with the talking, which then followed. The team had obviously carried on too long and this was a lesson to leave enough time for the villagers to respond.

### **Analysis and Report writing**

Pulling the information together for the report was difficult. The analysis of the information obtained by PRA methods was not as thorough as it could have been. After extensive feedback on the process and findings, the facilitators helped the groups with a structure for the report and the team members then divided the writing tasks. The focus on the report and the tight schedule, overemphasised the writing-up at the expense of a good discussion on PRA and analysis of the findings. Much information remained hidden in notebooks and memories, and those with less experience in report-writing and group analysis were clearly at a disadvantage. Analytical skills are essential and participants of PRA trainings are often incorrectly assumed to have them. Likewise writing skills are needed for accurate and complete reporting. Although the PRA training should not focus unduly on the presentation of findings nor be evaluated on that basis, the report will be an important resource for follow-up.

## **4 EVALUATION OF THE PRA TRAINING**

The PRA process was monitored in group discussions within the village teams during the fieldwork. Following the fieldwork, the

PRA training was evaluated by both the participants regarding focusing on skills and relevance for work, and by the facilitators on AATG's original objectives.

## **PARTICIPANTS' EVALUATION**

When, on the last day, the participants were asked to evaluate the training, one participant commented:

"Until we work with PRA in the field we won't be able to say how it is."

This is certainly true for assessing the impact of the training on AATG's working approach. However, the participants' first impressions provide insights on the follow-up required. Three questions were briefly discussed in small groups:

Q1: Which of your assumptions about the community proved correct or incorrect?

Q2: Were your expectations of the PRA training met?

Q3: What problems do you anticipate in applying PRA in your work?

### **Assumptions**

The participants were surprised about the following they encountered:

- o the villagers can draw maps
- o the villagers were very willing to cooperate and spend time on discussions and exercises
- o the villagers could remember village history well
- o villagers will discuss relative wealth
- o villagers give reliable information.

The assumptions that proved correct during the fieldwork were:

- o villagers are a good source of information on their villages
- o villagers were willing and able to mention specific problems they face.

### **Expectations**

The discussion on expectations was difficult as they had not examined each expectation separately. Also several expectations relate to broader, long-term goals of empowerment of the community and community involvement in planning and evaluation which are impossible to evaluate on the short-term. Overall they did feel that they now had a good appreciation of what PRA was able and not able to do.

### **Anticipated problems**

The main problems they were expecting to face were either practical or institutional. They felt that the methods were time-consuming

and sometimes boring if carried on too long. The methods need patience and sometimes a demonstration, and thought translating some of the key terms would continue to be difficult. There was some discussion on whether the information was reliable or not as it did not produce many exact figures, but almost everybody felt positive about the quality of the information they got. They did not feel confident that they would get support from AATG management to carry on with PRA and were very keen to make them more aware of what it all means. They said it would be expensive to apply this type of PRA team approach in their own areas and did not feel comfortable about applying the methods on their own. Some participants remained unclear about the specific application of each method, especially for impact monitoring.

Then the participants were asked to answer six questions individually (and anonymously) and display the answers on flip charts for everybody to see.

### **1. What is the most important lesson of the PRA training for you?**

Ten answers related to general attitudes in working with communities, and three to the PRA process in general, which these quotes reflect:

"That people can be involved in planning for their future development."

"That most people belittle the role of illiterates."

"That I should not make a lot of assumptions on the side of the villagers."

"The ability to get reliable information from the villagers own point of view about their current situation which could be used to develop strategies for viable intervention projects."

"That farmers were involved in all [PRA] activities."

The majority of responses indicated specific methods, mainly wealth ranking (9), mapping (6), matrix scoring and historical diagrams (4 each), seasonal calendars (3) and transects (2).

### **2. What PRA methods will be useful in your work?**

Maps (21) and matrix scoring (18) were expected to be most useful, followed by seasonal calendars (15) and wealth ranking (13). Transects (9), pie diagrams (8) and general SSI skills (7) were all mentioned, while four felt all would be useful.

### **3. What PRA methods will be less useful in your work?**

Slightly more people had doubts about transects (11) than those who felt they would be useful. Wealth ranking and historical diagrams (8 each) were considered less useful than mapping (5), matrix scoring and pie diagrams (2 each). Five people felt all would be useful.

**4. Which PRA techniques/concept would you need more practice in?**

As expected wealth ranking (13) was considered the most difficult, followed by matrix scoring (10). The confusion on transects (7) was still apparent as was some uncertainty on mapping (4). Seasonal calendars (2) and SSI (1) were mentioned by only a few. Four people felt comfortable about all techniques, while one person felt an overall revision would be helpful.

**5. What three things would you suggest the trainers do differently next time?**

The majority of comments related to logistics such as providing allowances (9), better venue and seating (8), and better food (4). A number of suggestions focused on timing and planning of the course, indicating there was too much presented in the two weeks of the training. Reactions included planning the fieldwork when farmers are less busy (6), and making the course both shorter (3) and longer (4). The participants would have appreciated hand-outs for each session (5), more repetition of techniques/theory (3), and having it more village-based (4). There were 34 other suggestions mentioned once, such as more explanation on wealth ranking, presenting more techniques and planning more rest periods.

**6. Give a concrete example of how you will use PRA in your work in the next 2-3 months.**

The answers were a mix of functional use of PRA (13), simply stating a particular technique (6), or linking purpose to techniques (5). Most often mentioned was the use of PRA for needs assessment with about 5 stating they were interested in using PRA to evaluate the impact of AATG interventions.

"Seasonal calendars to know what projects to be implemented in what time."

"In gathering reliable statistics of demography by the use of participatory maps with the communities."

"Use of maps to show compounds benefitting from input distribution, use of wealth ranking to check the relationship between inputs given and the well-being of the beneficiaries. Use of transect/SSI/matrix, to determine the felt needs of the people."

A few participants indicated that they were expecting follow-up to the PRA from the management: "The manager to arrange a team work" and "Managers should also be made aware of the needs for a PRA exercise to be made possible".

**FACILITATORS' EVALUATION**

The evaluation of the PRA training undertaken by the facilitators

focused on the initial objectives, including the participants' understanding of the PRA principles and their familiarity with the PRA methods. Some comments on logistics have been included.

### **Logistics**

Overall, the arrangements made were fine, given that we wanted to be close to the villages. The venue was not ideal as we did not have continuous access to it and all flip charts had to be removed each evening. The flip charts could not accumulate on the walls which would normally serve as daily reminders of the key learning points. The seating was poor and the lack of electricity made use of the various visual aids difficult. The limited space made comfortable sub-group discussions difficult. However, we appreciated the intention of decentralising activities from Kanifing and felt it was a realistic setting and very close to the villages. Nevertheless, for future trainings we would suggest another venue, with exclusive and unrestricted access for the PRA training over a two week period.

### **Objectives**

The first objective (see Section 2 above) of presenting and practising the principles and methods of PRA was generally felt to have been reached. In particular, the following principles were felt to have been absorbed well by the participants:

- o PRA as an ongoing, structured learning process
- o starting with local knowledge
- o need for a mix of disciplines
- o local people providing the information they think is important.

However, the flexible use of PRA and offsetting biases will need further emphasis in follow-up activities. Although all the methods were applied, flexible use of the checklist and innovative use and sequencing of the PRA methods remained weak. Despite daily reminders to actively look for different informants, the sub-groups were reluctant to part with the informants from the first day of fieldwork. Stressing the use of wealth ranking to identify informants from different social groups could redress this tendency.

Due to the size of the group and lengthy classroom discussions, not all the main PRA methods were practised before the fieldwork. Nevertheless, the majority of the participants tried all the methods presented and so at least know what is possible.

**Semi-structured interviewing** was practised by everyone, and throughout the fieldwork, the participants reminded each other of 'leading' versus 'probing' questions and of 'Fact-Opinion-Rumour'. In follow-up trainings, choosing informants and the physical location of interviews should be repeated as many sub-groups tended to wait for informants to pass by a fixed location.

**Mapping** went well in all three villages. This was seen as an especially valuable method to encourage attitude changes, as many

of the participants were initially sceptical about the ability of villagers to do this. The use of focus maps rather than general maps for investigating a particular issue should be emphasised in follow-up. Once the participants are clearer about the difference between probing and leading questions, the use of focus maps will be easier to explain.

**Transects** turned out to be the least appreciated technique (see Evaluation). There seemed to be a sense of "it has to be done" rather than a realisation of the value and the additional information it provided. In two villages, the participants followed the examples in the training notes too closely and did not undertake lengthy walks. Using focused transects and stressing the need to walk around the village and the importance of observation should be part of follow-up training.

**Matrix scoring** proved the hardest and most tiring technique for both the participants and the villagers in two of the villages and a lot of time went into gathering symbols. Some confusion remained about which way round the scoring should take place, per criteria or per option. Nevertheless there was great appreciation for the information that matrices can provide (see Evaluation). In follow-up, more practice and discussion on what can go wrong with matrices would be useful. One suggestion is a type of trouble-shooting exercise whereby participants discuss problems that could arise during a matrix exercise and how to deal with this.

**Seasonal calendars** in general went well, with fewer problems about the lunar months than anticipated. However, it was not always clear whether the informant was referring to this particular year or to a previous year. There was a strong tendency to compare month 1 to month 2 to month 3 rather than identifying the month with most occurrence, then least occurrence, etc. Follow-up would be helpful in stressing:

1. the need to be specific if asking for a specific year;
2. using composite calendars to investigate linkages and periods of stress;
3. reminding that the calendars should be filled in by villagers, although they can be helped initially.

**Wealth ranking** was another difficult technique but much more so for the PRA team than for the villagers. It seemed to rely more than the others on consistently good interviewing skills. All the sub-groups required assistance during the first wealth ranking interview to understand the various stages of the procedure, especially regarding the probing about the different criteria for each wealth group. There was definitely an attitude change about wealth as a sensitive issue, as many of the PRA teams were initially reluctant but not so at the end. The use of overlays, ie linking wealth groups to particular issues such as distribution of inputs, was not developed well and would need more follow-up. Nor did the groups appreciate using it to identify different informants. In a follow-up session, the entire procedure would need to be explained again, repeating how wealth ranking can be useful and the importance of probing on the difference between the piles.

**Historical diagrams** were surprisingly useful especially to understand land stress, considering the minimal amount of time spent on this during the workshop. In one village there was some reluctance by the participants to use them but afterwards there was appreciation of the information it provided, also by the villagers. This was valuable as a "role reversal" technique as the villagers learned about their own environment and showed how much they knew to the PRA teams.

**Pie charts** were another surprise as they were only mentioned in the passing during the workshop. They did require careful and repeated explanation to the villagers and were generally not drawn as circles, but as piles of stones or as boxes.

**Other methods** that were unfortunately left out, included the Venn diagrams. There was some investigation of institutional presence through matrix scoring but the use of Venns should be included in follow-up.

The second objective of application of PRA in several communities worked well, with a very positive interaction with the villagers of Dobang Kunda, Misera and Njoren. Investigating social and economic differences was partially forced through the use of sub-groups (young and old men and women). This was followed up in one of the villages through wealth ranking, but less so in the others. Despite a reasonable analysis of key problems and good look at activities, this did not lead to the clear formulation of development opportunities. There are several possible reasons for this.

First, the size of the groups limited discussion. Secondly, the emphasis on applying the PRA methods in a community, although exposing all the participants to each method, took a lot of time. As a result, there was less analysis of the information collected. Another possible reason was the emphasis on sub-groups from the first day. Participants felt their task was first and foremost to look at issues relevant to their sub-group rather than to the village as a whole. It then proved difficult to bring the sub-group findings together during the analysis. Finally of course, there was a limited amount of time of such a training, which would need to be extended if a more thorough formulation of development opportunities is to be reached.

The next steps needed for more community-based planning as mentioned in the third objective are briefly discussed below.

## 5 SUGGESTED FOLLOW-UP

To continue with the development of a participatory approach to planning, follow-up is needed to strengthen the initial ideas and techniques presented in the Bansang training. Follow-up is needed

at two levels: in Dobang Kunda, Misera and Njoren and within AATG. For the villages, the next step is for AATG to pull the identified problems and opportunities together with villagers into realistic development plans. This stage would require special input from AATG's managers. The Bansang training could not include managerial staff due to limited space and their expected partial attendance, so they must be involved in the next stage. Without support from management, the use of PRA by field staff will soon run out of steam and PRA-based findings will not be fed upwards into the AATG planning procedure.

From the evaluation by the participants and the facilitators, it is clear that a two-week field-based PRA training is not enough to ensure all the participants are well-versed in the principles and thoroughly confident about the PRA methods. It is also unrealistic to expect managers to know how to manage PRA-based fieldwork without fully understanding it and identifying how management procedures would be affected by this type of interaction with villagers. Additional training should be directed at two levels within AATG's organisational structure: follow-up support for the fieldworkers and PRA training for the managers. Further thought is required about training to build a local cadre of PRA trainers.

#### **FIELDWORKERS**

In the evaluation, specific recommendations were made to fill the remaining gaps on PRA as articulated by the participants. Follow-up on those issues should focus on them, most of whom are fieldworkers, and could include the suggestions below. Any next step should be aimed to give the participants more confidence in using PRA alone, flexibly and in planning PRA into their working procedure.

#### **Refresher workshop**

Within the next three months, ask all the Bansang participants to apply one or more of the PRA methods to investigate a specific problem encountered in their fieldwork. This would encourage the participants to use the PRA methods outside the group context of the training, besides providing useful information. It would also support their understanding that PRA methods should be selected according to the purpose of the investigation. The findings of this assignment could be the basis of a one-day refresher workshop for the Bansang participants, focusing on problems and successes encountered in applying the methods and any support they need to continue using PRA. It would be useful to then have a brainstorm session during which the participants identify how each method can be applied, based on their experiences and new ideas. This would provide a basis for further focused use of PRA.

#### **RDA exercises**

Organise small PRA exercises within each RDA with the participants,

including other RDA staff that did not attend the Bansang training. These could take place in new villages or to investigate a specific issue in several villages. This would encourage the PRA approach and methods to be passed on, also adding momentum to the process started in the training. Such PRA exercises should be initiated by management and planned together with those who attended the Bansang training.

### **Community-based planning**

Provide further practical training in participatory planning, elaborating on community development, community cooperation and community planning meetings, to develop the use of PRA within a planning framework, as this was not highlighted during the Bansang workshop.

### **MANAGEMENT**

Management staff will play a crucial role in ensuring PRA is incorporated into and modifies the existing working procedure. However, on several occasions, the participants voiced concerns over how AATG management would be made aware of PRA, without which they said the training would probably have little impact. Although the PRA training strategy followed started with the fieldworkers, it must now be extended to include the managers. To become fully aware of the potential and implications of using PRA, the managers should be given the opportunity to attend a field-based training, with a special focus on managing PRA-based information and planning procedures.

To ensure the momentum created by the Bansang training is not lost, further training should be planned to take place within the next six months. The managers' role in encouraging and planning PRA activities with the fieldworkers and researchers should become clear during such a training. Specific issues to be highlighted by AATG management in this should include:

- o assessing which of the PRA methods fit in with AATG's needs for information at different stages of its activities
- o assessing what financial implications this entails for AATG generally and each RDA specifically, such as:
  - flexible micro-project funding
  - the need to plan PRA fieldwork for the same period of year, so resulting community-based plans can inform the budget preparation
- o identifying ways to encourage field staff to make a habit of using PRA methods rather than leaving it as a one-off training effort, possibly through positive incentives and supporting literature.

One possibility to formalise PRA within AATG and build RDA resources is to identify one focus person to accept responsibility specifically for PRA back-stopping in each RDA, possibly the

research assistants who participated in the Bansang training. These people could then coordinate field staff's use of PRA methods, handle any questions they have, organise regular discussions or presentations by field staff of applications of PRA and any problems, successes and innovations that arose, pass on relevant literature, etc.

## **TRAINING OF TRAINERS**

Knowing how to use PRA in the field does not automatically mean you are able to conduct a successful PRA training. If AATG is to continue with PRA training, it would be logical to continue building staff capacity in training. This was started in Bansang where an unofficial objective arose: the training by the IIED trainer of the other facilitators on training PRA. Our collaboration was excellent, great fun and mutually very beneficial, but required considerable time and very specific support. We learnt important lessons from the ad hoc process of training and being trained.

### **Shared expectations**

After the workshop we felt more time should have been spent on agreeing what the role should have been of the main trainer and of the facilitators. The trainer considered it a more official objective than the others, and wanted the others to have as much practice as possible so expected them to take on many tasks. The other facilitators had expected to learn by observing and at times felt apprehensive about some of the tasks they took on. Clarifying expectations and agreeing on each other's responsibilities is important to avoid confusion during the planning and division of tasks.

### **Phased training of trainers**

The AATG facilitators took on more tasks than they had originally expected to do, some of which they felt inadequately prepared for. We agreed that, just as PRA is learnt by doing, training PRA can only be learnt on-the-job. Nevertheless, we recommend phasing the training so that the first time the "trainees" would carry out the less responsible tasks and could observe the main trainer's approach. The main trainer would have to anticipate the more difficult tasks and to take these on her/himself the first time. In subsequent trainings, the "trainees" could gradually take on the more demanding tasks. The phasing of training tasks obviously depends on the participants' prior experience with training and would have to be considered individually.

### **Preparation**

We had less than a day for planning and discussing the training approach, which was not enough. There was too little time to review each day because of the need to plan and prepare for the next day.

We recommend two or three days before the workshop should be scheduled to talk through the training approach in detail, divide the tasks, to prepare the required overheads and practice games and exercises, and to revise the programme before starting. This would increase the confidence of the "trainees" and leave more time in the evenings to review the day's work.

A PRA training has two distinct phases: a workshop-based introduction and the fieldwork. The preparation for the workshop, although short, was accompanied fairly intensively. However, this was considerably less during the fieldwork when group dynamics, feedback and analysis in the village teams became more important. As much of the learning takes place then, it is important for the main trainer to brief the others about the aims and process of the fieldwork, and what type of situations to expect.

### **A trainer's tasks**

The AATG facilitators realised that training requires special skills and felt they would have benefitted from more guidance on how to train. We discussed some key tasks of a trainer which include:

- be aware of the mood of the group during each session and throughout the day, and react to it flexibly;
- keep to time and purpose of each session - don't be distracted too much by one person's specific question unless it reflects the group's needs;
- try to base each session on the participants' experience and needs - buzzes or brainstorms are good ways to start a new topic;
- find a good balance in each session between providing new information and asking for response from the group;
- link learning points and examples from one session to other sessions;
- say what you are going to say, say it and tell them what you have just said - repetition is necessary;
- take time to explain the purpose of each exercise or game well;
- be aware of volume of voice and body language (limiting distracting movements) - make sure everybody can hear and see you.

With hindsight, the AATG facilitators would have welcomed specific tips on the following:

- how to introduce and lead a brainstorm session;
- how to manage the timing of each session flexibly;
- how to write short and clear flip charts during discussions;
- a strategy for flexible training - over-planning each day allows you to shift and change depending on the group's mood and time left and is not the same as unrealistic planning.

We felt it would be worthwhile to revise the main lessons for each session and exercise together and rehearse the sessions, and especially exercises, beforehand.

## Daily evaluation

The first four days we discussed each session of each day, what had gone well and what could have been better. During the fieldwork the discussion was less as the groups moved in different directions. Field notes were kept by the facilitators and discussed, which formed the basis of **Lessons from the Field** (see section 3). It would have been better to continue with this, for the main trainer to pick up on problem areas and to identify solutions together.

The process of institutionalising PRA, weaving it into a programme planning and implementation cycle that is already in place, is a slow process. The first stage has been completed with a thorough introduction of AATG field staff to the PRA approach and methods at Bansang. Follow-up is already under way, with some training of the RDA managers and spreading of PRA within the RDAs. The group of Bansang-trained resource people will need further encouragement to pass their experience on to other AATG staff and to extend the use of participatory methods into community plans for development.

**A VILLAGE STUDY OF DOBANG KUNDA**

BY

Working with young women

Amie Nyang	Agricultural Assistant
Keba Sima	Research Assistant
Omar Jammeh	Agricultural Assistant
Abdoulie Jawo	Agricultural Assistant

Working with young men

Mama Manneh	Agricultural Assistant
Ebrima Taal	Agricultural Assistant
Biram Jallow	Agricultural Assistant
Lamin Jatta	Health Motivator

Working with old men

Ebrima Konteh	Agricultural Assistant
Pa Ebrima Jammeh	Health Motivator
Kantong Mareena	Agricultural Assistant
Sherif Jallow	Agricultural Assistant

Working with old women

Matar Gaye	Agricultural Assistant
Lamin Jobarteh	Research Assistant
Adi Cole	Sponsorship Assistant
Baboucarr Cham	Agricultural Assistant

and

Karafa Manneh	PRA facilitator, AATG
Irene Guijt	PRA facilitator, IIED

## 1 INTRODUCTION

This report was written by 16 AATG staff members as part of a PRA training exercise, following four days in Dobang Kunda. As AATG had worked in the village since 1989, the team wanted to look at the impact of its work besides finding out general information by using the PRA process and techniques. These objectives were chosen after a discussion between team members before the field work.

The PRA team in Dobang Kunda had four instead of three focus groups in Misera and Njoren because the village is larger and the PRA team was therefore also larger. The team divided into four sub-groups to include all villagers in the PRA: old women, old men, young women, young men. As part of the training, all of the teams aimed to use all the PRA techniques and to find different informants. For the last day of field work new sub-groups were formed to investigate specific topics.

To prepare for the field work, checklists of topics were made by each sub-group. These checklists changed during the field work as new information became known and other topics became important. Below is a schedule of the topics covered by the sub-groups during the field work.

Day	Topic	Method	No of informants/age
<b>Old Men's Group</b>			
1	Sources of water Health facilities AATG credit distribution Crops grown Farm lands	Mapping  Matrix scoring	12 of 50-75 yrs  9 of 45-70 yrs
2	Well being	Wealth rank.	3 men of 50-65 yrs
3	Common diseases Labour forces (men & women)	Seasonal cal. "	5 men of 50-70 yrs 5 men of 45-65 yrs
<b>Young Women's Group</b>			
1	Vegetable production seed source	SSI, matrix scoring, pie chart, transect seasonal cal.	29 women, 15-35 yrs
2	Agriculture Rainfall Pattern	Transect, SSI Seasonal cal.	1 of 26 yrs 7 of 15-30 yrs
3	Physical Mapping Wealth Ranking Wealth Ranking		8 of 15-30 yrs 8 of 15-30 yrs 1 of 26 yrs

4 Wealth Ranking 1 of 25 yrs

**Old Women's Group**

1	General village setting Village caste set up Socio-cultural activities	Mapping Pie chart Seasonal cal.	20 of over 40 yrs (same) (same)
2	Rainfall Pattern Types of crops grown	Seasonal cal. Matrix scoring	14 women (same)
3	Well-being of the villagers	Wealth ranking	3 individuals of over 40

**Young Men's Group**

1	Social set-up and interventions Literacy	Mapping/SSI, matrix scoring SSI	20 men of 30-45 yrs
2	Migration Labour act./pattern Types of crops grown	Seasonal cal. Matrix scoring Matrix scoring	9 men of 30-45 yrs
3	Land use and changes in the environment	Transect, SSI	11 men of 30-45 yrs

**Day 4**

Nutrition Most common diseases & prevalence Environmental sanitation Family planning	Pie chart Secondary sources & SSI SSI, obser- vation SSI	9 women of 23-35 yrs CHN (25), VHW (50) & TBA (45) VHW, AATG group leader (45-50) VHW (50), TBA (45) old woman 64 years
Post harvest problems	Matrices	groups of young/old men
Impact of AATG, possi- ble opportunities Livestock issues	SSI, matrix Seasonal cal., young men pie diagram	old man (villager)

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**History**

The village was founded in 1856 (135 years old) (see Figure 1) with a population of 994 with 48 compounds and 56 sinkiros (cooking units). The village is predominantly a Muslim Community with people depending on subsistence farming as a source of living.

Dobang Kunda was first occupied by 2 sonikes (pagans) a man and woman with Fulas. The name of the male sonike was Dobang Sania with his fort situated at the northern part of the village while the woman was situated at the centre of the village. Dobang Kunda got her name from the first settler Dobang Sania. As the first settlers were non-Muslims, they were invaded by a Muslim warrior called Foday Kaaba Dumbuya who at that time waged a holy war against non-muslims. The sonikes were conquered by Foday Kaaba and they migrated to another settlement.

The village was later founded by a man called Malang Maku Saama who came from Guinea Bissau from a village called Bigini Kaabou. From Bigini he went to Barajally where he stayed for sometime and later moved to Bakadagi. His reason for leaving Barajally was due to the death of his slave, Alhamoudou, who was beaten to death by the youths of Barajally. Malang was a profound Muslim as well as a warrior.

From Bakadagi, Malang made a visit to Dobang Kuria clearing a place for settlement. On his final visit, he came with a Marabou to advise him about the settlement. He was told by the Marabou to name the village Danisalameh but he said the name will fade out and Dobang Kunda will remain as the name. He was also told by the Marabou that no settlement should be made on the two forts of the man and woman sonikes. The big Taaboo Tree in the centre of the village was founded with the village.

### **Settlement**

The following tribes are found in the village: Mandinka, Jahanka, Sarahullah, Fula, and Jalunka who migrated from Conakry about 9 years now. Among these tribes, Mandinka constitute the highest percentage followed by Jahauka, Sarahullah, Fula and Jalunka.

### **Caste System (see Figure 2)**

The following families are known to be free-borns: Saama, Sise, Sillah, Jaiteh, Manneh, Jatta, Jabbi, Nyabally, Gimbarah, Tambajang and Keita. The low castes and slaves are: Ture, Sisawo, Janko, Danjo, Yafa, Drammeh, Kambayi, Fatty, Jafuneh, Saburu, Dampha and Jobarteh. These families are the cobblers, blacksmiths, slaves and griots. Despite the two categories of families and trades, there is no clear boundary of the classes. The village is divided into two Kundas (tribes) thus Mandinka laa and Jahankalaa, and also into two clans, Dumasu and Santosu indicating Jumasu as the western part of the village which has slopes and Santosu the eastern part.

### **Leadership**

As Malang was the founding father of the village, the descendants became the administrative rulers of the village. The line of rule is as follows:

Figure 1

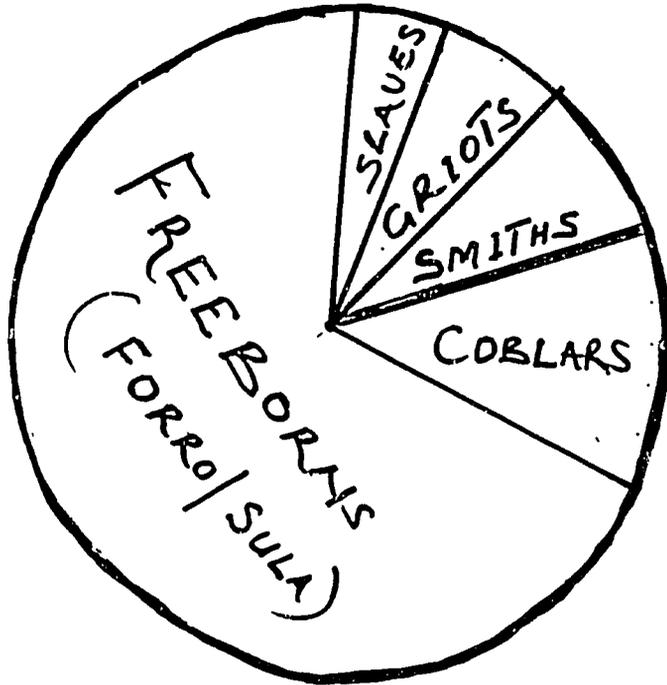
Time line calendar of Dobang Kunda

TIME LINE CALENDER

PERIOD	EVENTS / ALIKALISHIP
1856	The village found by Malang Saama
1896	Malang Saama died Succeeded by Saana Saama
1951	Saana died Succeeded by Jola Saama
1953	Jola died Succeeded by kebba Saama
1970	kebba died Succeeded by Malafi Saama
1988	Malafi died Succeeded by kaaba Saama.
1856	The 1st mosque built by Malang Saama
1931	1 <sup>st</sup> big flood in the village
1940	Measles outbreak.
1941	Big medicinal tree fall down (Gunalengo)
1941	1 <sup>st</sup> big Circumcision ♀ and ♂
1942	Scabies outbreak
1935	Small pox outbreak
1942	Tubabo disease.
1943	2 <sup>nd</sup> flood (taking away almost stacks + buildings)
1949	Meningitis outbreak.
1951	2 <sup>nd</sup> big Circumcision of ♀
1951	Migration of the big Marabou kang faajara Jaitel
1956	3 <sup>rd</sup> big Circumcision of ♀
1960	Return of kang Faajara Jaitel from Jendeh
1967	Central Mosque build.
1967	Imam kang Faajara Jaitel died.
1967	Fire disaster kang Faajara house got burnt + himself.
1956	Fire disaster affecting 3 compounds Sise kunda.
1970	Fire disaster affecting 2 compounds Saama kunda.

Figure 2

Pie chart showing distribution of castes in Dobang Kunda (old women)



KEY

- FREE BORN — 32 COMPOUNDS
- COBLARS — 6 COMPOUNDS
- SMITHS — 4 COMPOUNDS
- GRIOTS — 3 COMPOUNDS
- SLAVES — 2 COMPOUNDS

Malang Maku Saama --- the first Alikalo of the village, later succeeded by his sons after his death

2nd Saana Saama --- son to Malang

3rd Jola Saama --- son to Malang

4th Kebba Saama --- son to Malang

Kalilu Saama should have succeeded Jola but because he was a civil servant working for the Marine Department, he authorised his younger brother Kebba to become the Alikalo. Kebba was succeeded by the following grandsons:

5th Malafi Saama --- grandson to Malang

6th Kaaba Saama --- grandson to Malang and the present Alikalo.

### Religion

Dobang Kunda is said to be a Muslim community and it has a big central mosque located in the centre of the village. The Imams are as follows:

1st Imam -- Foday Kemo Sise

2nd Imam -- Sireh Saihou Sise

3rd Imam -- Morikebba Faajara Jaiteh

4th Imam -- Mmanding Sise

5th Imam -- Alhagie Foday Jatta, the present Imam.

There are 2 big Maqilis in the village with 5 Karantas, informal classes.

### Environmental Transition

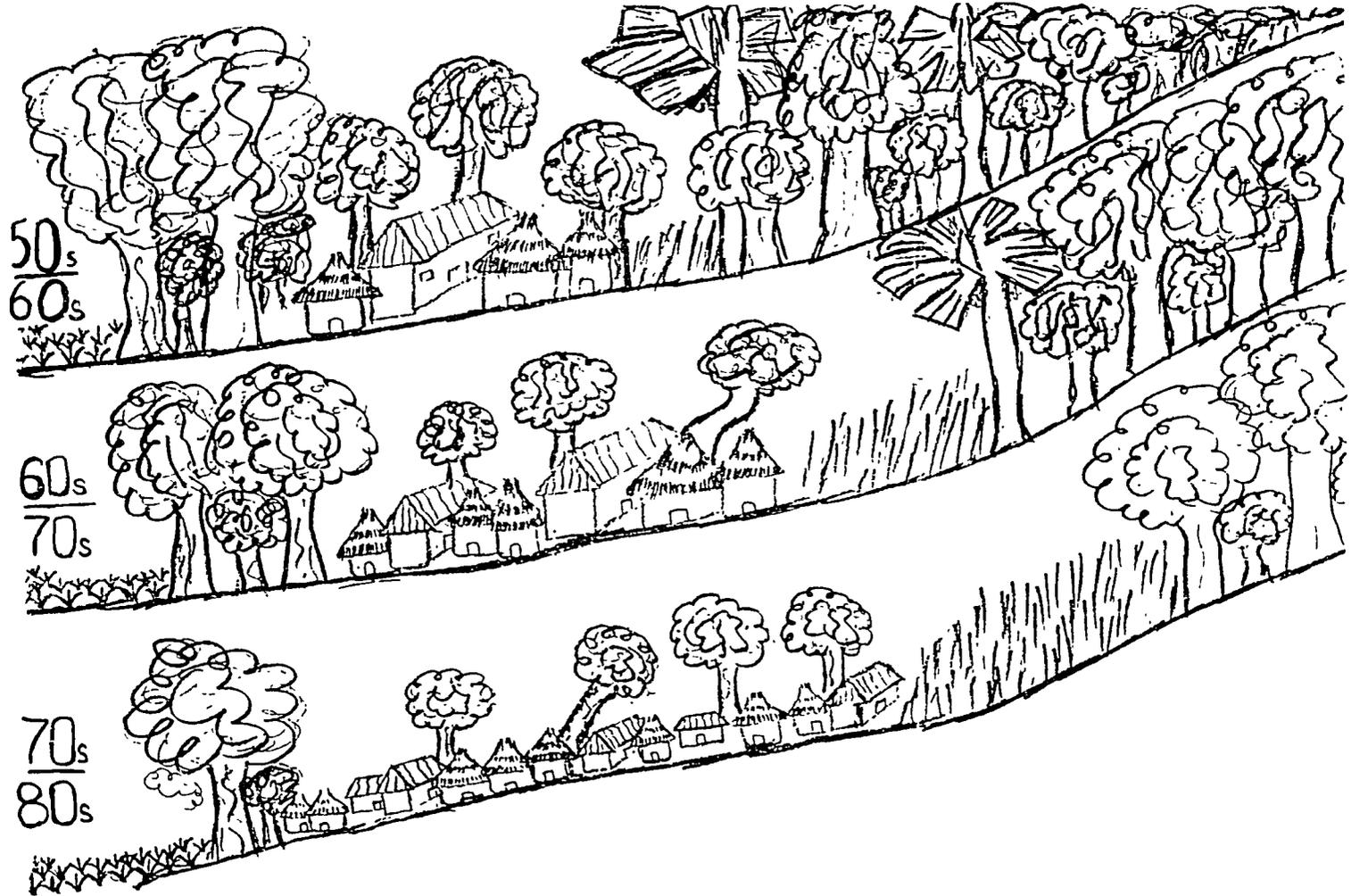
The village was surrounded by a highly dense forest from the period 1956-1970 (see Figure 3). During the period, the influx of migrants to the village has put a high demand of farm land which has resulted to the destroying of the environment. Degradation of the forest was attributed to the following factors: as more people coming for settlement, more land is required for production, and setting of bush fire which has also resulted in the migration of wildlife as their habitat was being interfered with. The following wildlife species were then found in the habitat: deer, daakoyo, baloo, hyenas, crocodiles and tigers. Now there is more livestock than in earlier days.

As the people are mainly depending on subsistence farming, a new dimension was taken in farming. The western part of the village has a very rich soil which is put to use for the production of fruit trees and vegetables (see Figures 4, 5, 6 and 7).

### Land Ownership and Uses

Land is owned by families inherited from their grandparents. Land

Figure 3 Historical transect of Dobang Kunda (Young men)



# MAP ON DOOBANG KUNDA.

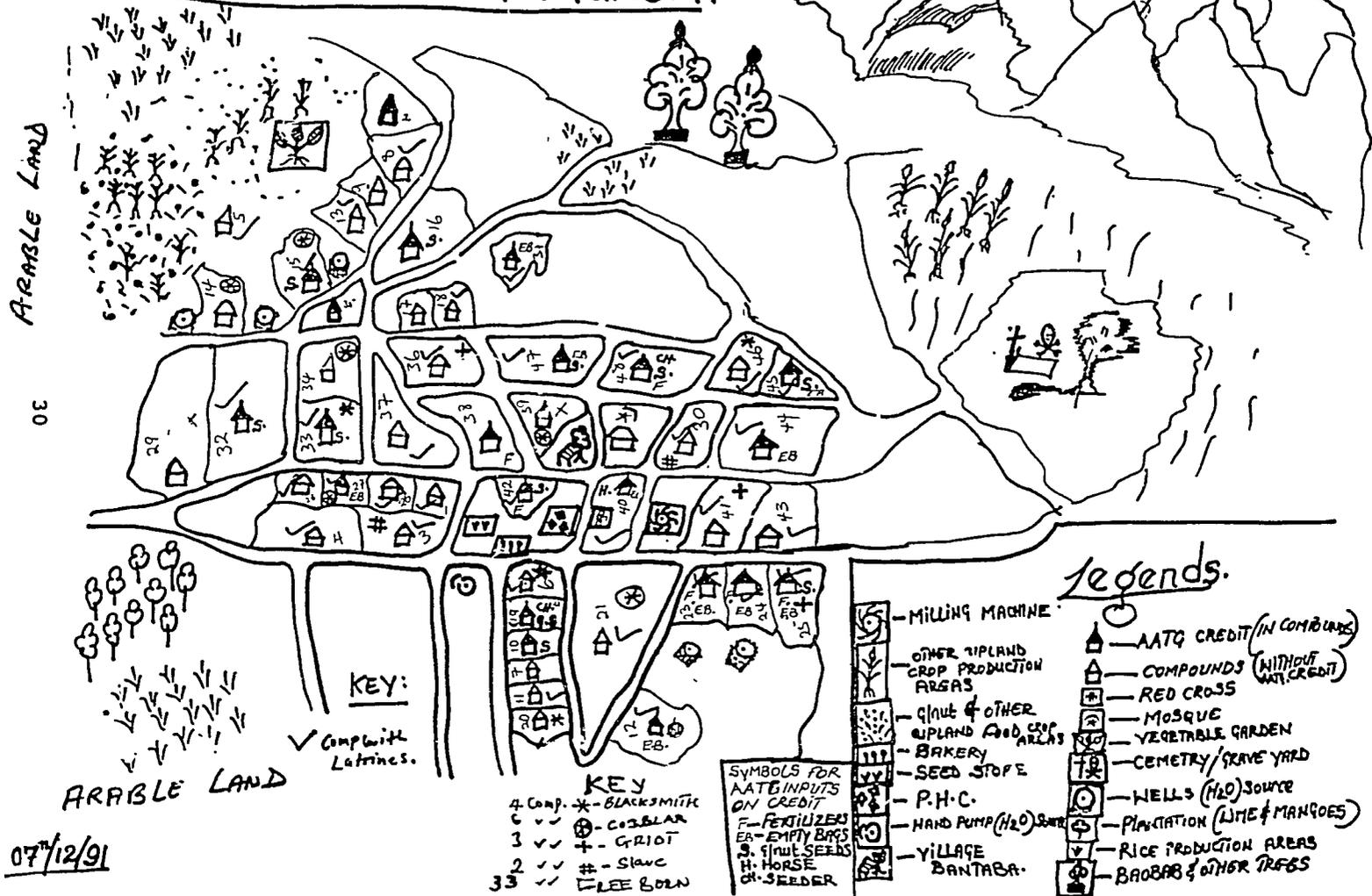


Figure 4 Map of Dobang Kunda (old men)

# DOBANG KUNDA

MAP DRAWN BY  
OLD WOMEN 45 yrs & Above

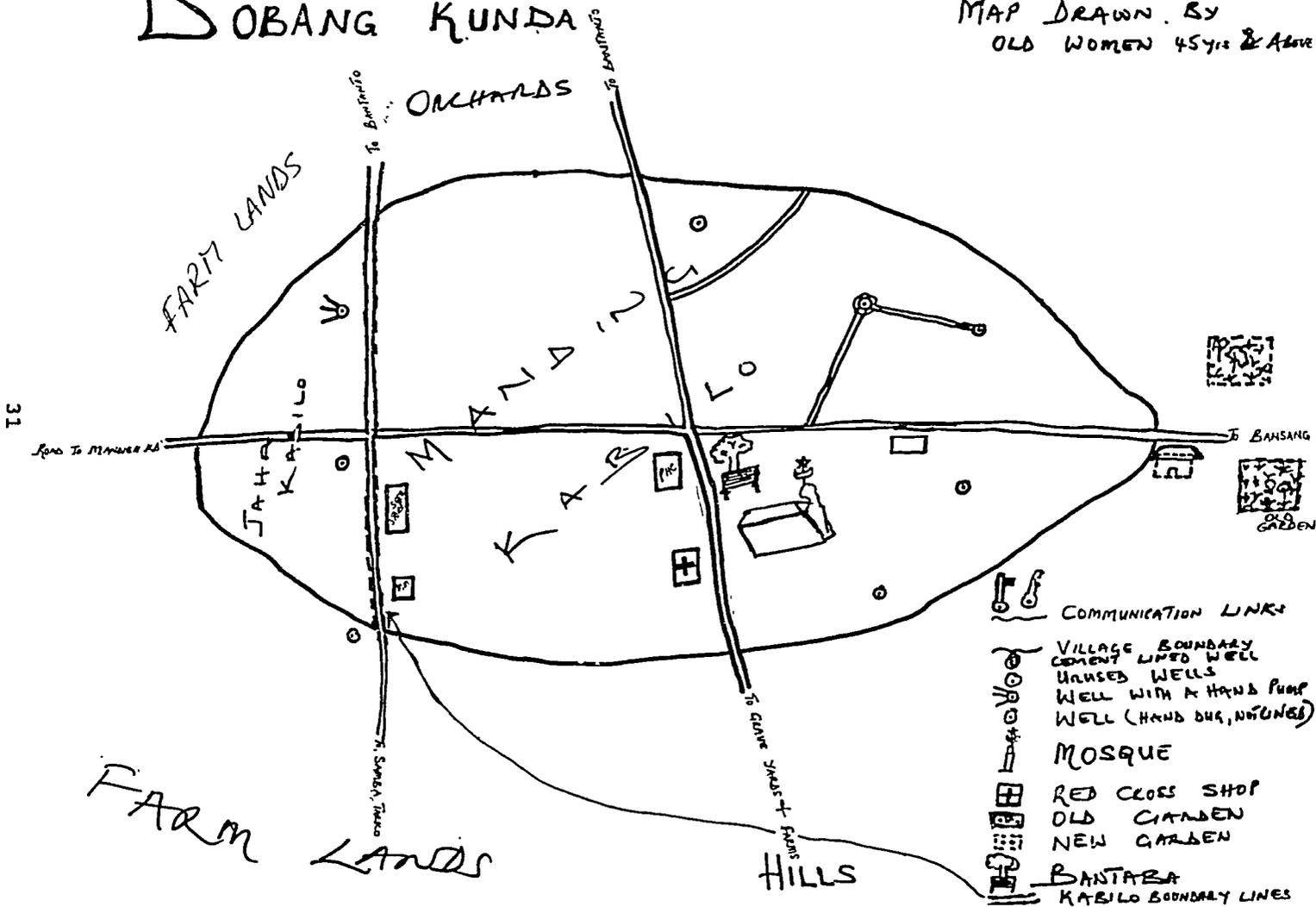


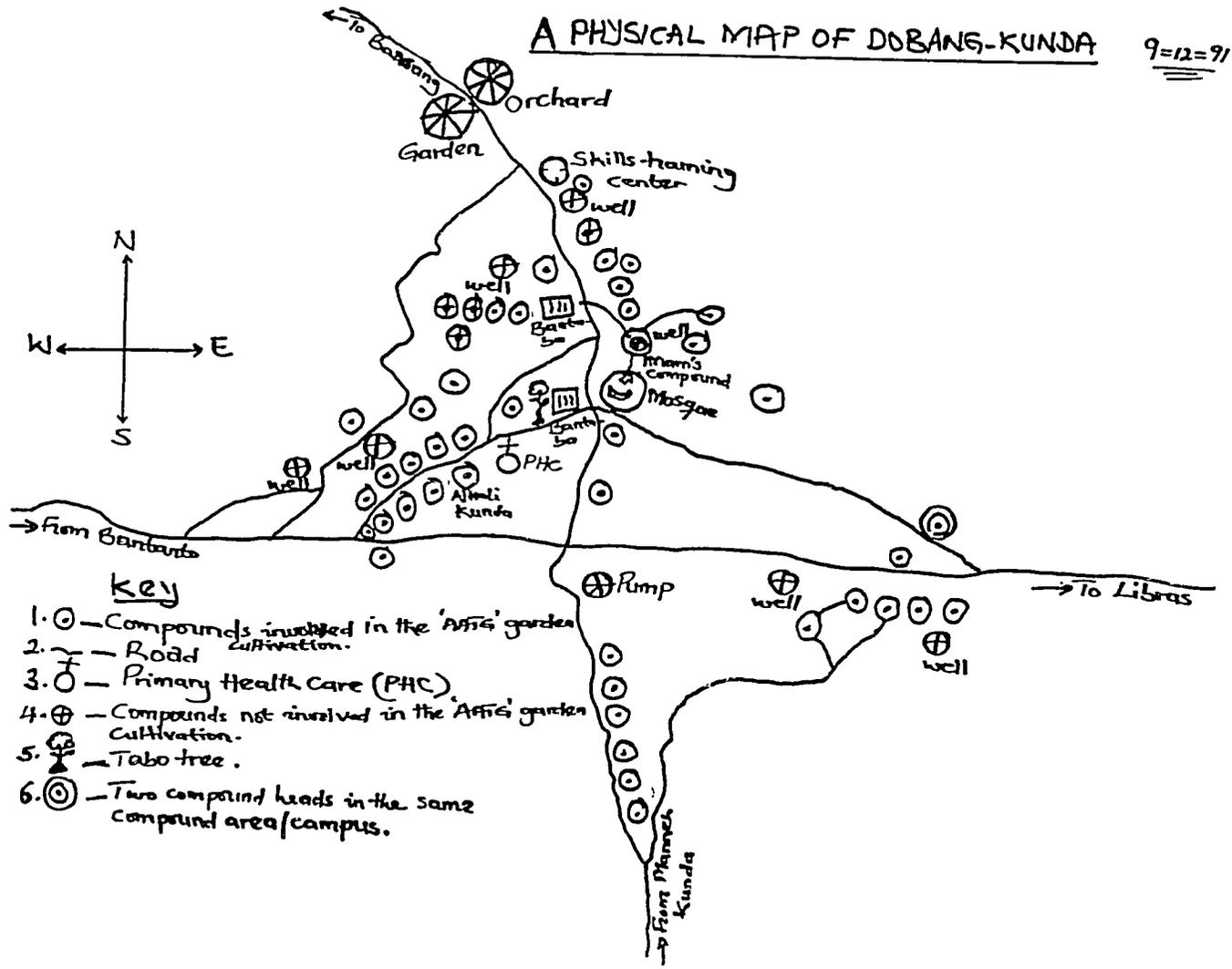
Figure 5

Map of Dobang Kunda (old women)

31

Figure 6

Map of Dobang Kunda (Young woman)



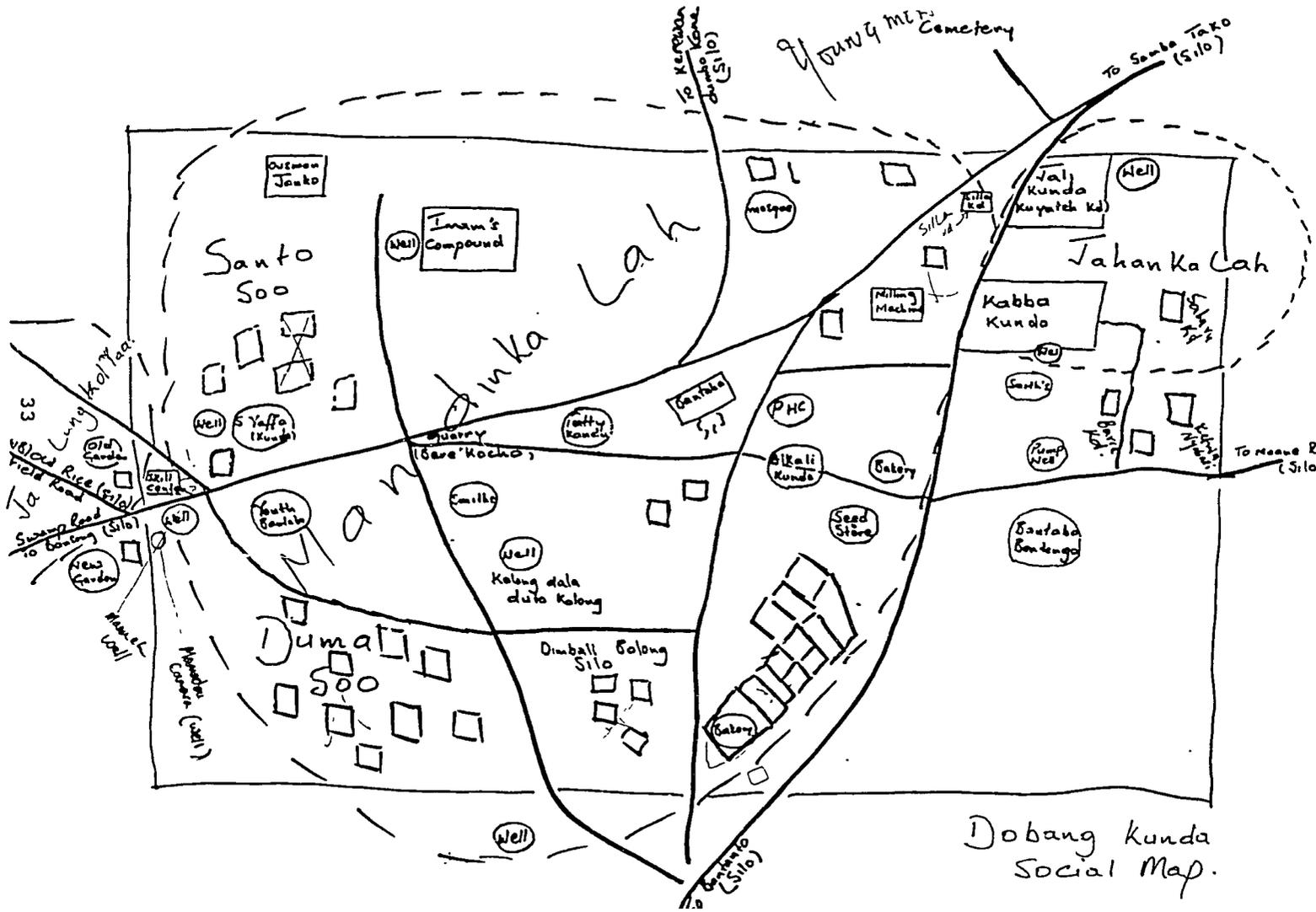


Figure 7

Map of Dobang Kunda (Young men)

Dobang Kunda Social Map.

for settlement is issued by the Alikalo of the village who as the head of the village automatically owns the lands. There is always a consultation between the Alikalo and head of various families whenever land is to be issued for settlement or any other development project.

### **Socio-cultural Practices**

The old women and men told us that In the old days, the following activities were practised in the village: Sijoa, Kombo, Watago (gymnastics and somersaulting), Kankurang (flying), Hunter's festival, Senkho, Bolong bata danang, local golfing and night games. Other activities are marriage ceremonies, circumcisions, wrestling contests, fishing festivals, Kanyelang dances, tattooing and the following:

- o Fele Baayo: Local hunting using bush fire
- o Koong baayo/lando: hunting of monkeys at night with fire
- o Selema baayo: fishing in the ponds during night heavy rains.

### **Norms and Values**

Boys and girls play but have no sexual contact. Boys and girls can make love without experiencing any sexual contact. There is prohibition of alcohol drinking. No cultural activities are allowed in the month of Anabisukuwo (see Figure 8).

### **Health and Education**

There exist special local practitioners on herbs, leaves and roots of medicinal trees. In the past, diseases were not as rampant as today. Death did not occur as often today, with sometimes one year between deaths in the village. Some causes of the prevailing diseases are higher population and more frequent movement of people. Only Arabic studies (Koran) are available in the village and restricted to only two houses.

### **Family Planning**

As the village is 100% Muslim, family planning is not practised in the village. But the team was told by a very old woman aged 80 years that in the old days, when a mother is lactating, she would stay away from the husband for 2 years without having any sexual contact with him. She said this was why the children of those days are immune to diseases unlike present ones who are prone to diseases.

### **Standard of Living**

The level of income depended on the size of farm labour force, hunting of animals and skins of crocodiles. They used locally woven

# SOCIAL ACTIVITIES

## MONTHS OF OCCURENCE

SOCIAL ACTIVITIES	1 DEC	2 JAN	3 FEB	4 MAR	5 APRIL	6 MAY	7 JUN	8 JUL	9 AUG	10 SEP	11 OCT	12 NOV.
MARRIAGE CEREMONIES		///								■		
NAMING CEREMONIES		///								■		
CIRCUMCISION		///		■						■		
DRUMMING		///		■						■		
'DAA-SOO'												

- ≡ NO SPECIAL ACTIVITIES
- /// ACTIVITIES (MORE THAN OTHER MONTHS)
- NO ACTIVITIES

Figure 8 Seasonal calendar of social activities (old women)

materials for their dresses and used leather of wild animals for their shoes.

### **Migration**

This affects the young ones as they leave the village in search of economic opportunities in urban centres. This has caused a serious impact on the labour force during the production period. The youths said migration is tempting due to the economic imbalance between villages and urban centres, where all economic infrastructure and skill development are located. They also said that when a youth leaves the village for an urban centre, he may get some material possessions and upgrade his status there, which encourages others to take the same chance. Some travel to foreign countries in Europe and other economically-sound African states for better economic opportunities (see Figure 9).

### **Communication**

The team was informed that in old days, walking on foot was the only means of communication in Dobang Kunda with very few exceptions for the big Marabous and some other well off people, who used horses. The team was told by a 95 year old man that the first car to appear in the area was 90 years ago when people came from various surrounding villages and even from Jimmara R.R.D and Sami Naini district in the North of the river to see it.

### **The Intervention of Agencies**

The following agencies and government institutions are now operating in the village. ActionAid The Gambia (AATG), Department of Agricultural Services, FAO, Red Cross, Medical and Health, Women Bureau, GAFNA and ITC which have contributed to the development of the village and living standard of the people, and increased their level of awareness (see Figure 10).

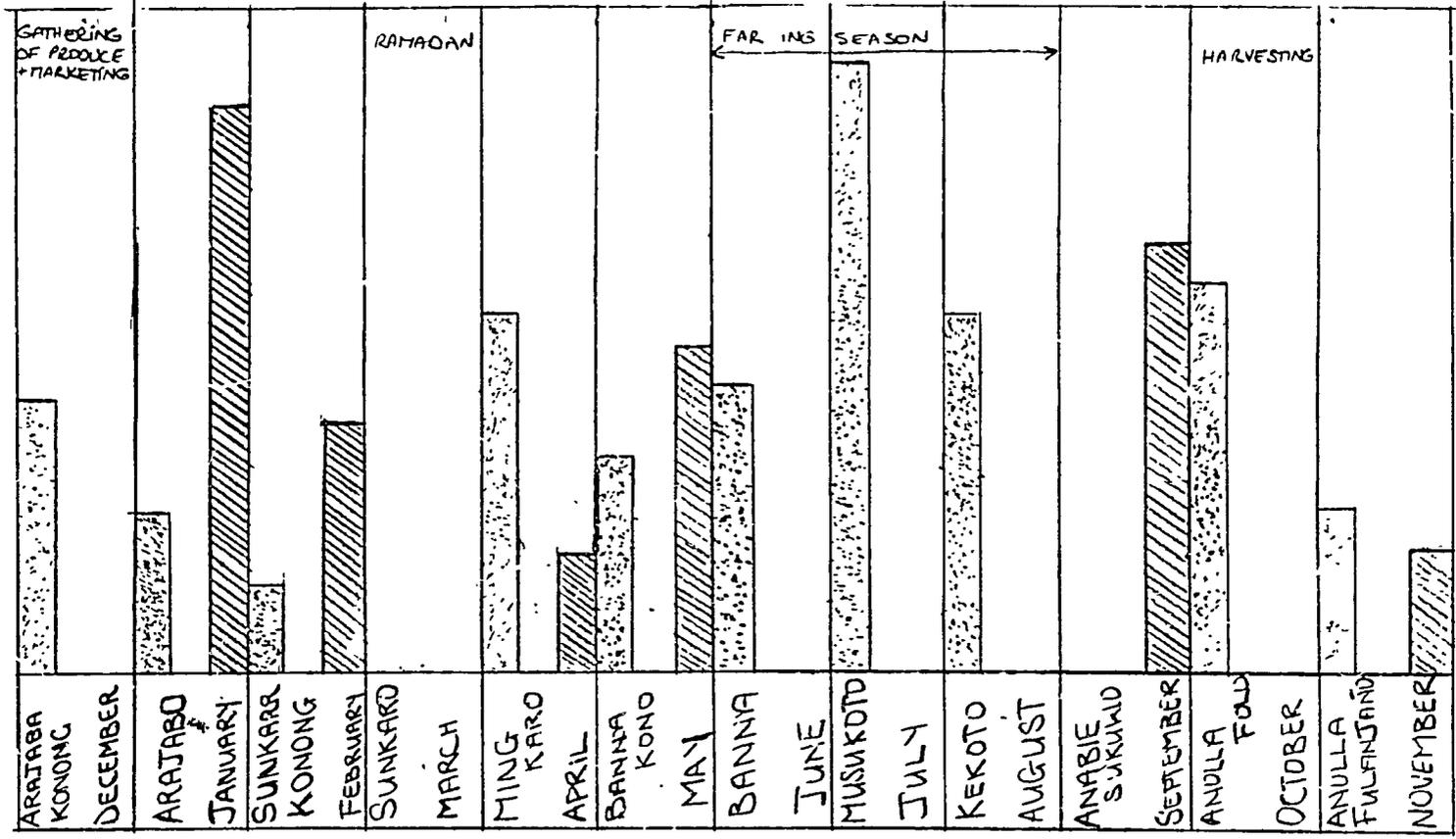
## **2 AGRICULTURE**

### **Land Tenure**

Dobang Kunda lies between Bansang and Samba Tako going towards the river. The inhabitants of this village are farmers, where land belongs to the village head (Alikalo). Land is obtained from the Alikalo on grant. The size depends on the request and the availability of the land in question.

### **Rainfall (Figures 11 and 12)**

According to the young women's group, a fall in rains has occurred



KEY RURAL-URBAN DRIFT LABOUR ON FARM

Figure 9 Seasonal calendar of youth migration (young men)

Figure 10

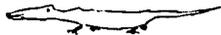
# AGENCIES INTERVENTION

MAXIMUM SCORE: FIVE (5) (NUMBERS ARE THE OVERALL RANK)

CRITERIA	AGRIC	D.C.D.	FAO	AATG	RED CROSS	DEPT. HEALTH	N.I.D	GAFNA
FOOD	●●●●● 1	●● 5	— 6	●●●●● 2	— 6	●●● 4	— 6	●●●●● 2
CREDIT	— 3	— 3	●● 2	●●●●● 1	— 3	— 3	— 3	— 3
VEG PRODTN	●●● 2	●● 3	— 4	●●●●● 1	— 4	— 4	— 4	— 4
SKILL	●●●●● 3	●●●●● 1	— 4	●●●●● 1	— 4	— 4	— 4	— 4
LITERACY	●●● 3	●●●●● 2	— 5	●●●●● 1	— 5	●● 4	— 5	— 5
HEALTH FACULTIES	●● 4	● 6	— 7	●●●●● 1	●●● 3	●●●●● 1	— 7	●● 4

38

Matrix scoring of agencies' intervention (young men)

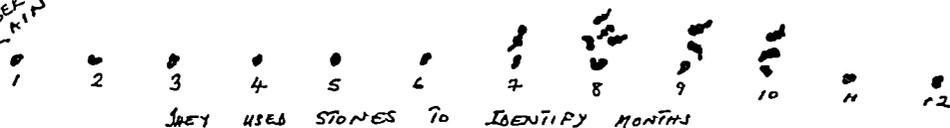


DRAWN BY THE  
OLD WOMEN

USED GRABINGWIS  
EACH REPRESENT  
NUMBER OF HEAVY  
RAINS.

# RAIN FALL PATTERN - 1990

Figure 11

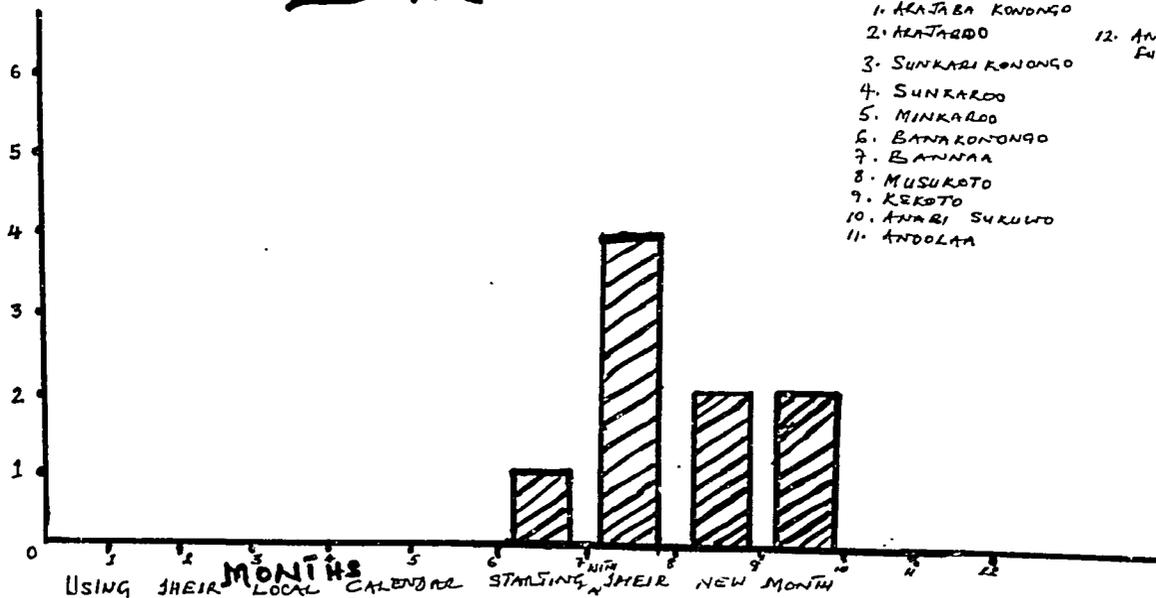


Calendar of rainfall pattern and bar chart of number of heavy rains (old women)

## BAR CHART

NAMES OF LOCAL MONTHS

1. AKATABA KONONGO
2. AKATARDU
3. SUNKARI KONONGO
4. SUNKAROO
5. MINKAROO
6. BANAKONONGO
7. BANNA
8. MUSUKATO
9. KSKOTO
10. ANARI SUKULO
11. ANDOLTA
12. ANDOLA  
FILLANTAKI

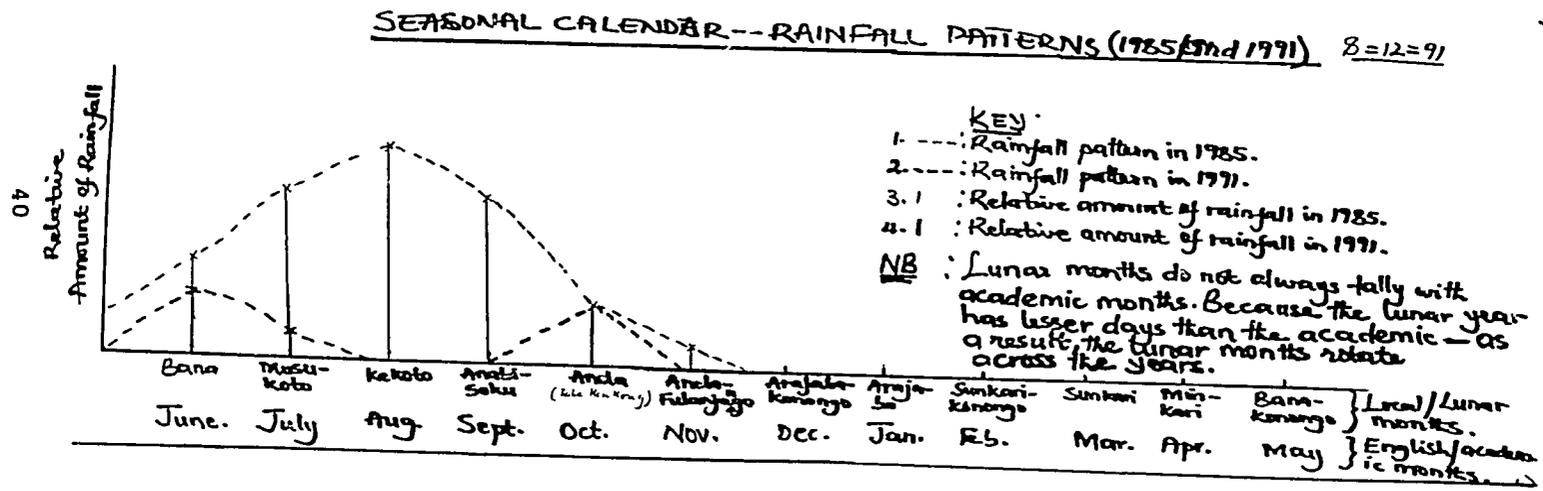


39

# OF HEAVY RAINS

Figure 12

Calendar of rainfall patterns (1985 and 1991) (young women)



in the village compared to six years ago (see Figure 12). As a result, this has significantly reduced crop yield in terms of quantity and quality. Now the villagers have begun giving up long duration varieties for short duration or medium varieties to overcome the lower rainfall condition.

### **Soil Type**

The village has different soils: sandy, loamy, laterite, clayey, and sandy loam. Different soil types influence different types of crops grown. The land slopes from the hill to the rice fields thus causing gullies and rills owing to the rate of water erosion from a higher level to a lower level. A transect through the village from the hill gives the sketch of the village location, different soil zones, trees (per zone), and different interventions within and outside the village (see Figure 13).

### **Crops Grown**

Common crops grown are groundnut, maize, millet, rice, sorghum, sesame, cowpea and findo (though in small quantities). For some crops different varieties exist due to certain conditions such as rainfall, duration, palatability, ease of cultivation, easy marketing and storage. See Figures 14, 15 and 16, matrices of crop preference by the old women, old men and young men.

### **Farming System**

Land fallow is a common land management practice which intends to allow land to regain its fertility. According to our informant, crop rotation, which is an old method, is still continued. Intercropping on upland conditions is also being practised.

Cultivation in this community is done either by hand using local hand hoes, and local women use Dabos (a long curved stick with a metal at the end, used in rice fields) and sinehoes. Seeders and ploughs are normally used by the male community for different farming activities. Among men the local Dabos are forgotten.

Several seasonal calendars were made with different sub-groups to understand what agricultural activities take place during the year (see Figures 17, 18 and 27).

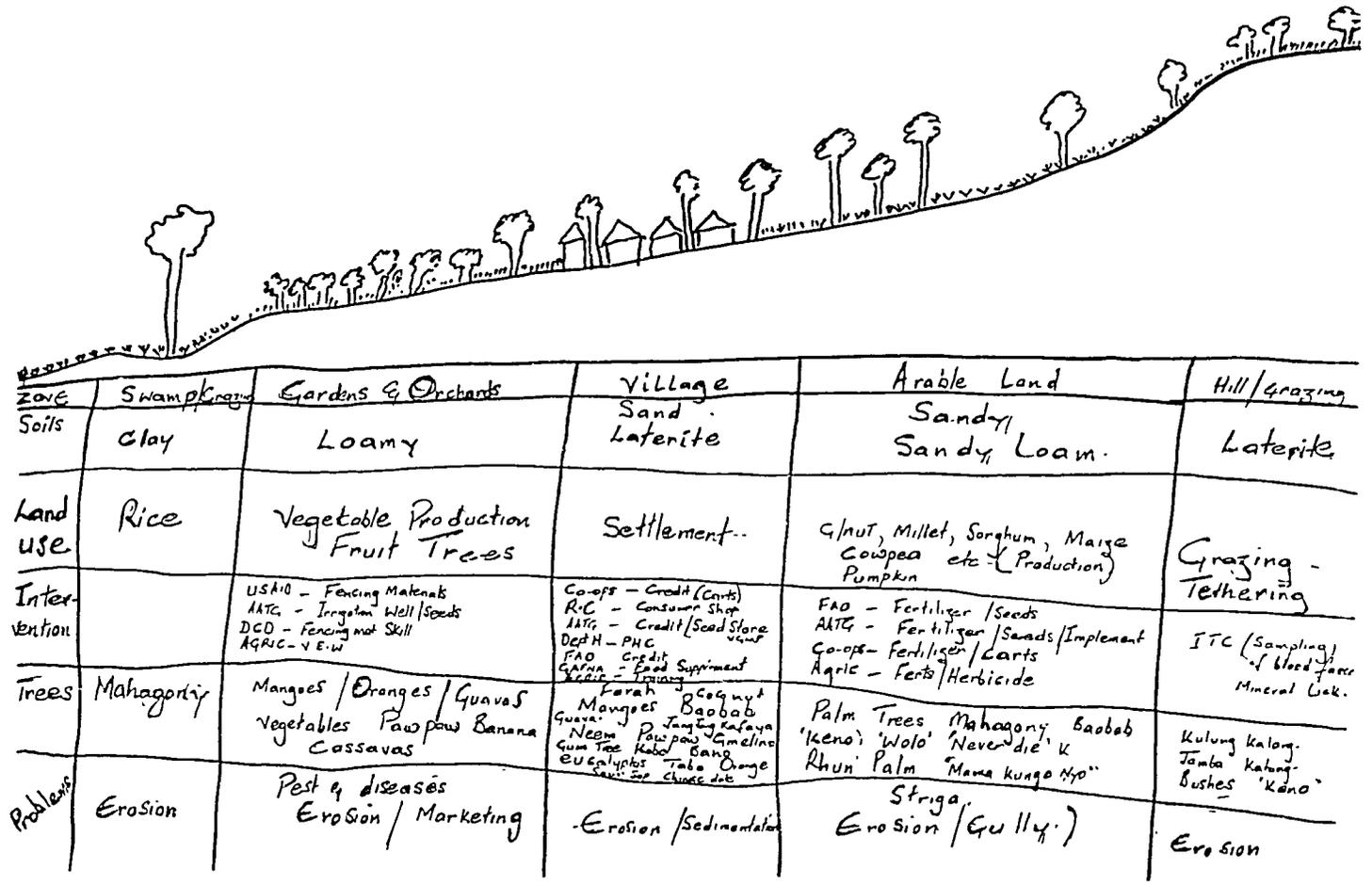
### **Constraints**

#### **Pest and diseases**

Common pests like wild animals, birds and insects were mentioned as follows: bush pigs, bush fowl, monkeys, blister beetles, termites and rodents. These pests and insects cause a considerable yield reduction. Striga on the other hand has proved to be a threat to

Figure 13

Transect of Dobang Kunda (young men)



42

Figure 14

Matrix scoring (A) and ranking (B) of crops grown (old women)

MAX. SCORING: 7  
MIN. ✓ / 1

CROP TYPE (NUMBER IN BOX REFERS TO OVERALL RANK PER CROP)

CRITERIA	MAIZE	E/SORGHUM	RICE (PENH)	FINBO	RICE (BOL)	CAOONNUTS	TEYA KOLONS	BEANS	L/SORGHUM	L/MILLET	SESAME (GENE)
FOOD	2	2	5	1	6	6	1	1	4	3	2
INCOME (CASH)	2	2	3	1	4	6	1	1	3	3	7
LOW LABOUR REQ.	3	2	1	6	1	1	5	5	1	1	7
PALATABILITY	2	2	5	3	5	3	3	3	2	3	2
EASY COOKING PROCESS	2	2	7	1	3	4	2	2	2	2	2
HARVESTING CATEGORIES	6	4	4	5	3	2	2	2	2	2	1

43

Figure 15

Matrix scoring of crops grown (old men)

CRITERIA \ CROPS	MAIZE	L/MILLET	SORGHUM	G/NUT	RICE	COWPEA	SESAME	FINDO	CASSAVA
STORAGE	00 00 3 <sup>3</sup>	00 00 2 <sup>5</sup>	00 00 2 <sup>5</sup>	00 00 2 <sup>5</sup>	00 00 4 <sup>2</sup>	0 0 1 <sup>8</sup>	00 0 3 <sup>3</sup>	00 00 5 <sup>1</sup>	0 0 1 <sup>8</sup>
MARKET	00 00 4 <sup>3</sup>	00 0 3 <sup>4</sup>	00 00 2 <sup>6</sup>	00 00 5 <sup>1</sup>	00 00 5 <sup>1</sup>	00 00 2 <sup>6</sup>	0 0 1 <sup>9</sup>	00 00 2 <sup>6</sup>	00 0 3 <sup>4</sup>
EASE OF CULTIVATION	00 00 4 <sup>2</sup>	00 0 3 <sup>4</sup>	00 00 2 <sup>6</sup>	0 0 1 <sup>9</sup>	00 00 2 <sup>6</sup>	00 0 3 <sup>4</sup>	00 00 4 <sup>2</sup>	00 00 5 <sup>1</sup>	00 00 2 <sup>6</sup>
PEST & DISEASES	00 00 5 <sup>1</sup>	00 00 5 <sup>1</sup>	00 00 4 <sup>5</sup>	00 00 5 <sup>1</sup>	00 00 5 <sup>1</sup>	00 0 3 <sup>6</sup>	0 0 1 <sup>9</sup>	00 00 2 <sup>7</sup>	00 00 2 <sup>7</sup>
AVAILABILITY	00 0 3 <sup>3</sup>	00 0 3 <sup>3</sup>	0 0 1 <sup>8</sup>	00 00 4 <sup>2</sup>	00 00 5 <sup>1</sup>	00 0 3 <sup>3</sup>	0 0 1 <sup>8</sup>	00 00 2 <sup>7</sup>	00 00 3 <sup>3</sup>
	NB	SMALL NUMBERS INDICATE THE RANKING							

Figure 16

Matrix scoring of crops grown (young men)

MAX SCORE  
5

CRITERIAS	C/NUŪ	L/MILLET	COW-PEA	RICE	MAIZE	PUMKIN	SORGHUM
FOOD	●●●●● 5	●●●●●●● 1	●●● 6	●●●●●●● 1	●●●●●●● 1	●●●● 6	●●●●●●● 1
CASH	●●●●● 1	— 6	●●●● 2	● 4	— 6	●●●● 2	● 4
FOMER	●●● 3	●●● 3	●●●● 2	●●●●●● 1	●●● 3	— 7	●●● 3
GIFT & SAKAT	●●● 3	● 6	● 6	●●● 3	●●●● 1	●●● 3	●●●● 1
STORAGE DURABILITY	●●● 6	●●●●●● 1	● 7	●●●●●●● 1	●●●●●●● 1	●●●●● 5	●●●●●●● 1
SEEDS (AMOUNT)	●●● 2	●●● 2	● 6	●●● 1	●●● 2	● 6	●●● 2
LABOUR INTENSIVE	●●●●●● 1	●●●●● 3	● 6	●●●●●● 1	●●● 5	● 6	●●●●● 3

45

Figure 17

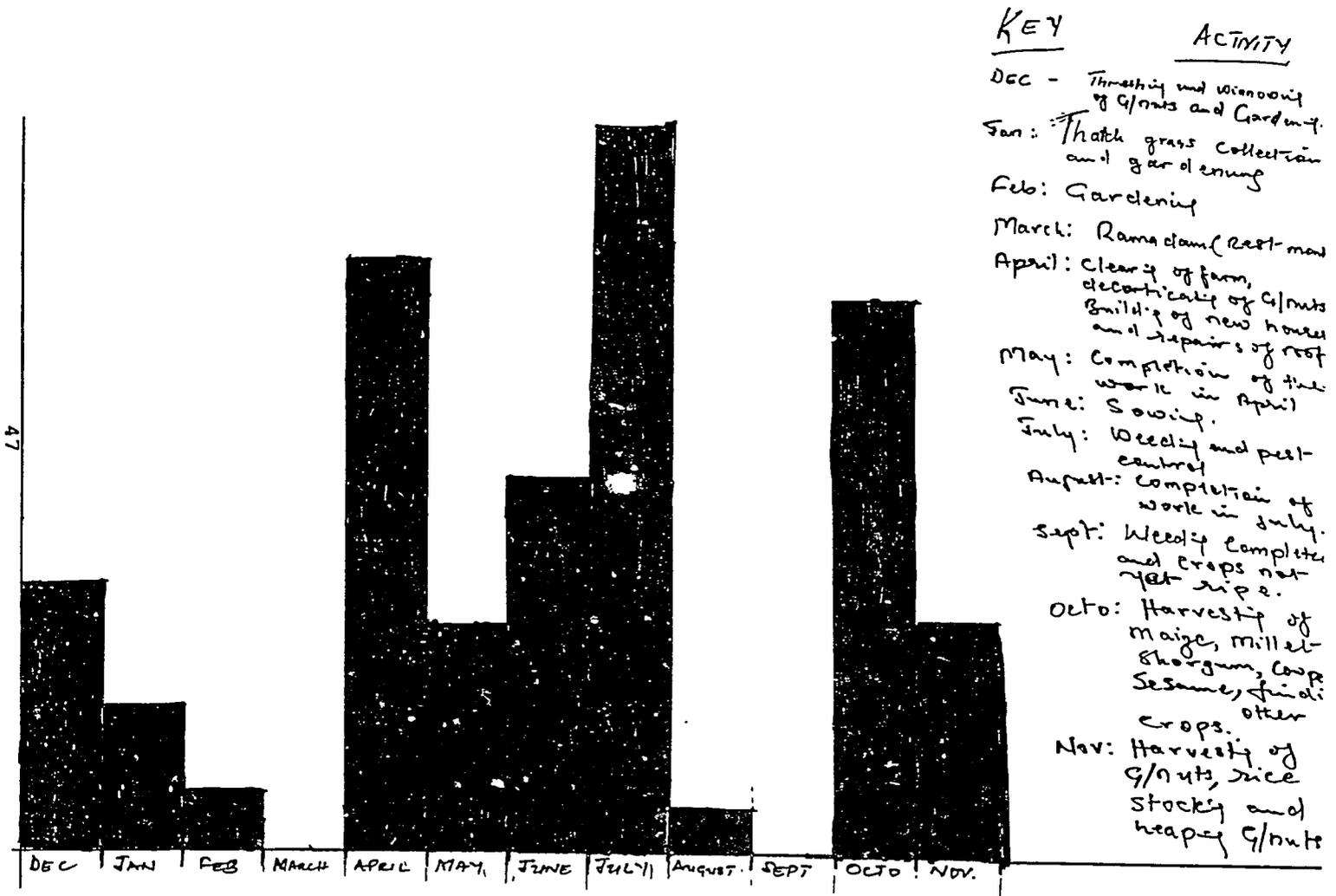
Calendar of agricultural activities for 9 main crops (old men)

10-12-91

LABOUR FORCE FROM CLEARING TO HARVESTING

	ARAJA-BASIN-SE	ARAJA-BA	SUNKAR-KONING	SUN-KARI	NIN-KARI	BANA-KONING	BANAM	MUSU-KOTO	KERO-TO	ARAJA-SUKUNO	AROLL-A	ANG-LARI-KAWAN
	DEC	JAN	FEB	MAR	APR	MAY	JUN	JULY	AUG	SEPT	OCT	NOV
MAIZE							=====	=====	=====			
L/MILLET					=====	=====	=====	=====	=====	=====		
SORGHUM					=====	=====	=====	=====	=====	=====		
RICE					=====	=====	=====	=====	=====	=====	=====	
FINDO							=====	=====	=====			
SESSAME									=====	=====	=====	
CASSAVA			=====	=====	=====	=====	=====	=====	=====	=====	=====	
COWPEA								=====	=====	=====		
G/NUT							=====	=====	=====	=====		

Figure 18 Calendar of labour intensive activities (young men)



47

cereal crops, such as millet, maize and sorghum.

#### **Post harvest loss**

Crop loss after harvest has been estimated from 20%-25%. According to our informants, the loss at different locations is due to several reasons. Matrices were done with the extent of damages per crop for each particular reason, which were the criteria (see Figures 19 and 20).

#### **Erosion**

Both water and wind erosion have also caused considerable damage (though gradual) to soil structure and texture.

#### **Opportunities in Agriculture**

The farmers see the following as important opportunities to increase crop production:

- more farming inputs
- new crop varieties
- reforestation

More farming inputs will help increase the land under cultivation and will make work easier for a higher yield. Crop varieties will help to overcome the rainfall distribution problems and will provide resistance to diseases. Reforestation would help cover the land as a check against water and wind erosion.

### **3 LIVESTOCK**

#### **Types of Livestock**

Informants identified six types of livestock, namely sheep, goats, cattle, donkeys, horses and fowl. See Figure 21 for more information.

#### **Sources of Water**

Six sources of water were identified within the village for cattle drinking points. Added to these are streams, ponds and rivers as other sources of water. A special area has been allocated at the river for cattle drinking. Big stones were placed at site to prevent cattle from being stuck in thick mud. During the rainy season, very little water is needed for the cattle owing to the moisture content of the grasses. Cattle may go for 2-3 days without drinking. Water demand is greater during the dry season. Cattle are normally driven to drinking points three times a day, mainly in the morning, afternoon and in the evening.

Figure 19 Matrix scoring of post harvest problems

CRITERIA	CROPS								
	VEG.	RICE	G/NUT	LATE MILLET	SORGH	MAIZE	SESAME	FRUITS	CON-DEA
MARKETING	••••	••	••••	•••	•••	••	••	•	NO IDEA
STORAGE	•••	•	••••	••	•••	••	•••	••••	••••
TRANSPORTATION	••••	••	••••	•••	••••	•	•••	•••	•
PESTS	•••	••	••••	•	•	••••	•••	••••	••••

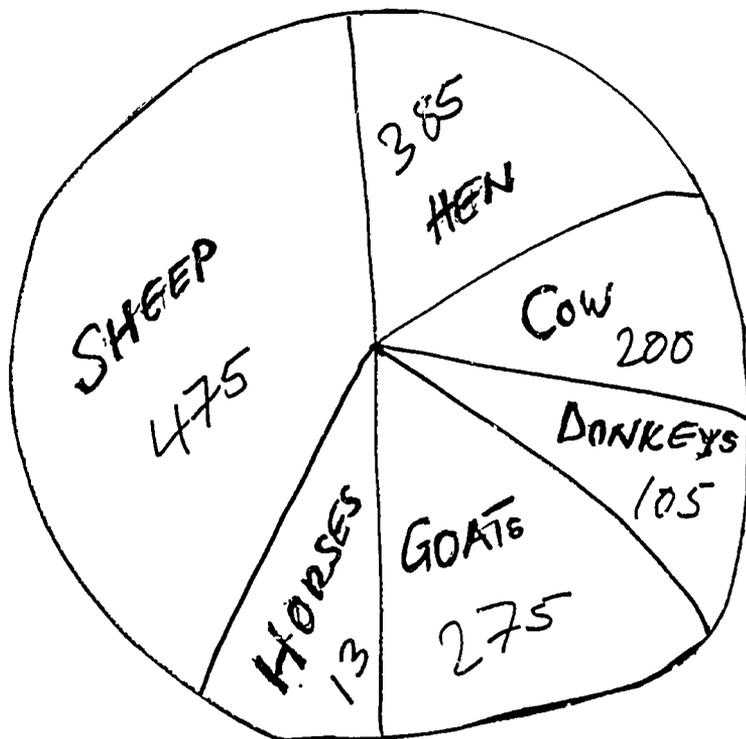
Figure 20 Matrix scoring of post harvest losses

LOSS CAUSES	CROPS				
	GROUNDNUTS	RICE	LATE MILLET	MAIZE	SORGHUM
WILD ANIMALS	1 (7)	5 (1)	3 (2)	3 (2)	2 (3)
INSECTS	1 (4)	1 (4)	4 (2)	5 (1)	1 (4)
LIVESTOCK	3 (2)	1 (5)	5 (1)	3 (2)	1 (5)
MOISTURE (RAINS)	1 (3)	1 (3)	1 (3)	1 (3)	1 (3)
POOR MANAGEMENT	3 (3)	2 (4)	5 (1)	4 (2)	1 (5)

50

(NUMBER IN BRACKETS REFERS TO OVERALL RANK PER CRITERIA)

Figure 21 Pie chart of types and quantities of livestock



## Availability of Grazing Land

According to the informants, cattle are normally taken to the groundnut and rice fields for grazing. Other than that, an area of 40 ha has been allocated for grazing throughout the year. In case of bush fires, cattle are normally migrated to the nianis and nucaninas for grazing.

Problems normally encountered while moving the cattle has had a considerable impact on the number of livestock, ie cattle loss and thefts which are imminent at the end of each season.

Animals such as donkeys and horses are given fodder from within the locality of the owner, for example at the end of groundnut harvest when owners will collect hay and store for feeding. See Figure 22 which shows a seasonal calendar of fodder availability year round.

Sheep and goats are normally kept within the surrounding of the village and shrubs where there is fodder. There is no specific feeding procedure for fowl, which normally feed on left-over food within the surroundings of the village.

## Livestock Diseases

According to the informants, the following livestock diseases were identified as follows:

Fayoo - known to be Anthrax (Pasteurellosis or black leg)

Dasso - known to be Trypanosomiasis

Kaliya - known as worms or Heamucus contortus in small ruminants

Jaiso - known to be Epizootic lymphangitis, common in donkeys and horses.

Animals affected with anthrax are not edible. The signs of this disease include bleeding from the mouth, nose and other external canals. According to the informants, it can be treated locally but can kill the animal in three to four days.

## Treatment

The Department of Animal Health and the International Trypanosomiasis Centre (ITC) are the main sources of treatment. Blood samples and animal dung are taken for experiment by ITC, and in return drugs are given free of charge. The Department of Animal Health also sell drugs to the farmers ranging from 25 bututs to 100 Dalassi according to the health condition of the animal.

Local treatments such as herbs and shrubs are given for the treatment of Kaliya and Anthrax. Jaiso is also treated locally. The treatment procedure is as follows - heating a sharp iron rod, which is used to cut the abscess, then all the pus is drained out. A thick black substance from batteries is mixed with palm oil and applied to the affected area.



According to the informants, marketing of livestock is not very pronounced in Dobang Kunda. Livestock is only marketed if there is a problem. Only a few people market sheep and goats during Tobiski feast but this is very little. Exchanges of small ruminants for cows is also common within the community.

#### 4 INCOME GENERATION

##### Vegetable Gardening

Dobang Kunda has two vegetable garden sites. The old site was assisted by the Department of Community Development and it has five wells. The new site is assisted by AATG with 2 wells with an area of one hectare (see Figure 23). According to the young women the old site is now used as an orchard mainly with fruit trees (mangoes, oranges etc). Due to the development of the fruit trees, the site is now abandoned for vegetable production. Most of the village gardening has now shifted to the new site with a total participation of 260 women. Varieties grown include among others are onions (most grown) and cabbages of course. Local varieties (sorrel, green etc) are also grown although to a limited scale only for food (see Figures 24 and 25a). The women obtained seed supplies from FAO, AATG and local sources (see Figure 26). Most of the garden products are taken to nearby villages and some to Bansang to be marketed. Part of the produce also serves the family as food and improves their diets. Income gained from gardening also helps the family so they can pay for clothes, school bills, medical fees etc (see Figure 25b). Figure 27 shows how much time women invest in the garden during the year and the different activities they do.

Inadequate water supply, pest and disease prevalence, storage and preservation problems, coupled with marketing constraints, are major problems faced by the growers.

##### Orchards

The garden which was sponsored by the Department of Community Development was later changed to an orchard. The reason why they did that was because the mango trees grown in the garden later developed to a level whereby it almost occupied most of the site. Various other fruit trees were later grown there ie oranges and limes. Very few individual orchards exist in the village.

Products are sold in Bansang and the surrounding villages and the rest consumed by the family. The money obtained is used for food, clothing, medical treatment and other purposes.

According to our informants marketing of orchard products is not seen as a major problem. Since the market is seasonal most of the products are sold to passers by, in surrounding villages and other interested buyers who come to the village such as from the neighbouring Cassamance.

Figure 23

Transect of Dobang Kunda's vegetable garden and Orchard (young women)

	GARDEN			ORCHARD			
SOIL TYPES	Sandy-clay	Loamy-clay	clay-sandy	Loamy	clay-sand	Sandy-clay	Sandy-loamy
TYPES OF TREES	Mahogany	Mango, Rauopau	Mango	Banana, Mango, Orange, Cashew, guava.	Mango, cashew, Orange, guava	Banana, Mango, cashew, Orange, guava	Mahogany, tabo,
WATER SUPPLY SOURCES	—	one well	one well	4 wells - two of which are dry	3 wells - one of which is dry	4 wells - two of which are dry	—
VEGETABLES GROWN	—	Green, small, tomato, nano, Keren-Kereng, lettuce, E/plant, s/pepper, h/pepper.	Cassava, Cabbage, tomato, s/pepper, h/pepper, n/pepper, E/plant, bitter tomato, lettuce	Banana, s/pepper, tomato, h/pepper, bitter tomato, Lettuce	s/pepper, h/pepper, E/plant, Cabbage	Banana, s/pepper, E/plant, cabbage, lettuce, bitter, tomato	—

Figure 24

Matrix scoring (and ranking) of vegetables (young women)

	Egg Plant	Lettuce	Tomato	Sorrel	Boron's Green	Napa	Bitter Melon	Koron-Koron	Cassava	Okra	Onions	Cabbage	Hot Pepper	Mango	Sweet Pepper
More durable in terms of storage	3	1	2	1	2	2	3	1	2	4	5	2	6	2	3
More cash yielding	3	4	3	3	4	4	3	4	5	4	5	4	5	4	4
More blood giving	4	5	2		4				4		2				
More energy giving	4	4	3	1	5	4	4	3	4	3	3		2		
Consumed most	4	4	3		5		3	1	4	2	2	3		4	
More marketable	4	3	4	3	4	3	3	3	4	3	3	3	4	4	3
Less water requirement			4		4				4		4	3	3		



Figure 26

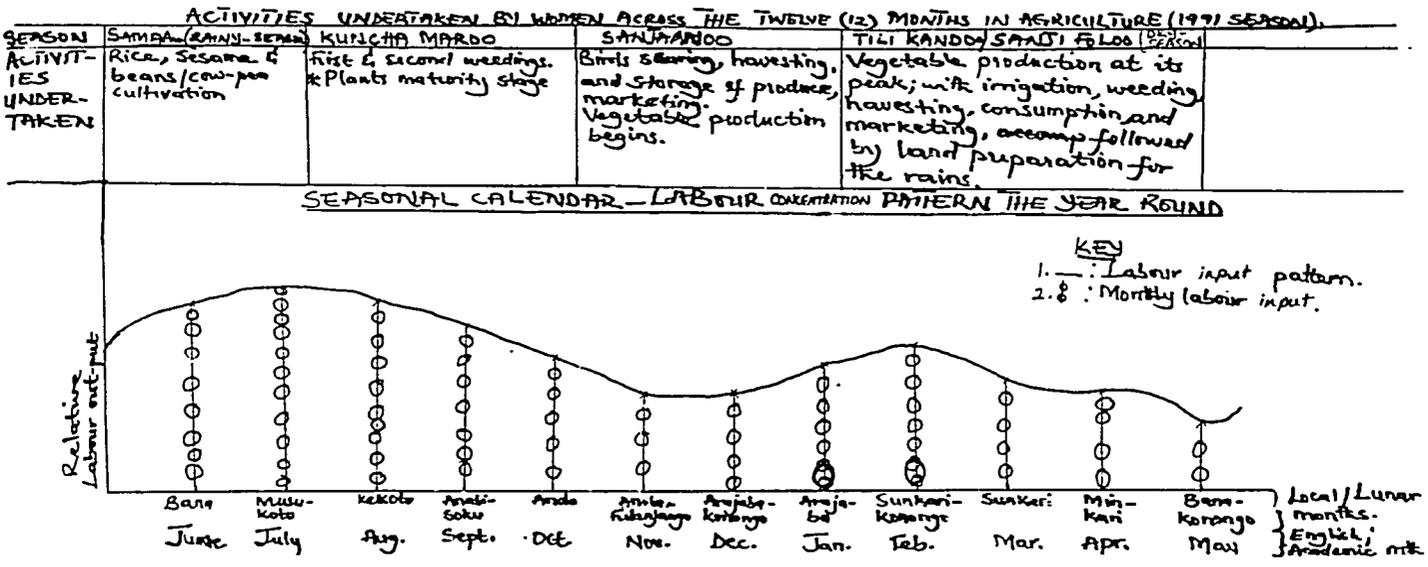
Matrix scoring of preferences for seed supply sources

SEED SUPPLY SOURCES  
AND THEIR PREFERENCES

PREFERENCES	Local	Action Aid	FAO
No money involved in access to seed types.	●●●● ●●●● ●●●●	NIL	NIL
Consumed most	●●●● ●●●● ●●●●	●●●●	●●●●
Access to those not locally available	NIL	●●●● ●●●●	●●●● ●●●●
Access to fertilizer and pesticides	NIL	●●●● ●●●● ●●●●	●●●● ●●●● ●●●●
Assistance in marketing	NIL	NIL	●●●● ●●●● ●●●●

Figure 27

Calendar of activities and concentration of labour (young women)



## **Credit**

At agency level, three sources of credit were identified, FAO, AATG and Cooperative.

**FAO** assists villagers in terms of inputs such as fertilizers, herbicides, ground seeds and other forms of seed dressing chemical for very little interest.

**AATG** also assists with credit facilities such as fertilizers, groundnut seeds, animal traction and inputs (seeders etc) with no interest asked.

**Cooperatives** assisted as mentioned above but only to members and with interest. Local credit lenders are also available in the village (shopkeepers) but they ask high interest rates (100%). According to informants these sources of credit at agency level have brought improved farming techniques, thus raising yields.

There are some constraints regarding sources of credit:

1. Due to the nature of credit policies ie. ability to pay, poorer members of the society have little or no access to such facilities.
2. Payment is also related to the nature of the season, ie. when a farmer had a bad season (poor harvest) repayment capacity is considered low.
3. Local money lenders also have the tendency of charging high interest, especially during critical periods, for example the rainy season when the family runs out of food.

## **Marketing**

The following marketing problems were identified for the vegetable gardens and the orchards. Market was defined by one of our informants as: "a place (common) to where products are taken either for exchange for cash or services".

### **Vegetable Gardening**

Informants emphasised that too much time and energy is usually spent searching for ready markets for their garden products. By the time they return home, unsold items most of which are perishable, get spoilt or damaged. Distant marketing outlets (ie Bansang and surrounding villages) are not easily reached owing to transportation difficulties.

### **Orchards**

Very little difficulty is experienced with the marketing of orchard products. Since the harvest is seasonal, customers are used to buying products on site and most of the buying takes place in the field.

## 5 EDUCATION

There are two types of education systems in Dobang Kunda: formal schools and informal schools.

**Formal Education** is the type of education acquired within the four walls of the classroom. Although there is no physical school structure at Dobang Kunda, most of the children attend schools in Bansang, either the primary school or the secondary school which is two kilometres from the village. During the PRA team exercise, the young men told us 38 pupils were attending the formal system of education in Bansang.

**Informal Education** is the type of education acquired outside the four walls of the classroom. There are five karantas in the village, of which two are Magilis - a much higher institution than the karanta -using the Arabic script. These five karantas have a total attendance of about 250 students. The institutions are headed by the Imam, who is a prominent Marabout (Alh. Foday-O Jatta).

### Literacy

There is an adult literacy class conducted in the village sponsored and assisted by AATG. There is a literacy facilitator trained and employed by AATG. The class has twenty participants of both men and women. The average attendance per day is 15.

There is also a Skills Training Centre built by the Department of Community Development. They basically train women in soap making, tie-die, sewing and weaving. The centre was constructed five years ago.

During a discussion with the youths of the village, they told us that 45% of the village population are literate in either of the following - English, Arabic and Mandinka. The wealth ranking with the young men shows the number of compounds with at least one literate household member (see Figure 28).

### Constraints in Education

1. The Skills Training Centre is no more functional because of lack of funds, manpower, technical resources.
2. Small school-going children find it difficult to travel from Dobang Kunda to Bansang every day.
3. The curriculum of the 'literacy class' is limited to reading and writing, without the involvement of other skills training, eg. carpentry, sewing.
4. The literacy class is limited to only 20 participants, while many more are interested.

WEALTH RANKING IN NOBANG KUNDA				
	RELATIVE WEALTHY GROUP	CRITERIA	COMPOUNDS NUMBERS	COMPOUNDS WITHOUT AT LEAST ONE LITERATE
RICHEST	1	High man power labour, enough food, plenty of lifestock and farming implements	32, 1, 4	
	2	Man power is less food shortage less life stock less farming implements	25, 43, 5, 35, 3, 27, 42, 2 (35), (44), 15, 7.	(35) (44)
	3	Man power Less, More food shortages and few farming tool	8, 13, 20, 29, 30, (45) 10, 18, 25, (35) 9, 23, (7) 12, (14) (16) (19), 31, (41) (40), 28, 34, 11.	(45) (38) (7) (14) (16) (19) (41) (40)
	4	Man power very less. Experience Serious food shortages	24, 43, (39), (17)	(39) (17)
	5	Man power labour is very less. No life stock or farming implements.	46, (21), 22, (48) (47)	(21) (48) (47)
POOREST	6	No Man power labour. No life stocks No food, No farming implements	(37)	(37)
		The compound depends on gifts		

The interviewees, from both the old men's group and the young women's group, defined health as "physical fitness and the absence of disease". The following topics were highlighted by the focus sub-groups, the Traditional Birth Attendant (TBA) and the Village Health Worker (VHW):

1. Sources of water and sanitation
2. Environmental sanitation
3. Nutrition
4. Family planning
5. Common diseases and their prevalence
6. Sources of medical treatment.

### **Sources of Water and Sanitation**

From all the maps of Dobang Kunda, we found that there are eight wells in the village, one of which has a hand pump and one also with a cement lining. The remaining six are open wells and were locally dug, two of which are unused. They have no fences around them and are therefore liable to contamination by wind, animals and people. The villagers use small buckets to draw water and carry this in uncovered pans to their homes. This is emptied in locally made jars for storage and use. One of the women said that people using the same cup for drinking may be a potential means of transferring diseases, tuberculosis in particular.

The PRA team visited the sites of the wells with the informants to observe the areas.

### **Environmental Sanitation**

For this topic, a SSI was conducted with old men's and young women's groups, the TBA and the VHW. The TBA and VHW, as people concerned with health affairs, were able to tell us the number of latrines in the village. According to them, 35 compounds out of 48 have latrines. The compounds are cleaned every day while the village is cleaned every Sunday. The refuse is collected and dumped in the backyard or in old pits, which were dug as a result of house construction. The domestic animals have no special pens but are kept overnight in any empty area within the compound. One of the refuse disposal areas is located between four compounds and is less than ten metres from one of the wells. The women's president said there was already action taken by the villagers to clean this up but they lack sanitation tools: wheelbarrows, rakes, spades. They were keen to have an incinerator.

### **Nutrition**

Almost all the women are engaged in vegetable gardening. A semi-structured interview and several other exercises were carried out

to know the types of vegetables grown and the percentage consumed (see Figures 24 and 25b). A group of about 9 young and old women said that 60% of their produce from the garden is consumed, thus making the community attain a better nutritional standard. They further said that these vegetables give more appetite and make blood and stronger muscles, and prevent malnutrition (defending diseases) while giving more energy. The pie chart made by the women shows the percentage consumed. Twenty-five percent of the produce is wasted due to lack of market and storage facilities and 15% of the produce is sold.

### **Family Planning**

According to different informants there are two methods of family planning practices - traditional and modern. The traditional practice as described by the old and young women constitutes the use of Alkunot (a talisman written by Marabouts from a verse of the Koran), and it is tied by the waist of the woman. There is also abstinence for two years while the woman is breast feeding. The modern methods as described by the VHW and TBA are the use of condoms, pills, depoprovera, and the IUCD. Five men were receiving condom supplies and fifteen women were receiving the rest of the methods. Some come for supplies when their wives are breast feeding. According to the different informants, family planning is a sensitive issue which some people hate being discussed. One woman said her husband would divorce her if she used modern family planning methods.

### **Diseases and Their Prevalence**

In this exercise, a seasonal calendar was drawn by group of old men to show the common diseases and their prevalence (see Figure 29). This was followed by an SSI and we also used secondary data from the Community Health Nurse records of the VHW's monthly returns (see Figures 30 and 31). The diseases mentioned were: abdominal pain, headache, worms, conjunctivitis, jaundice, tuberculosis, scabies/rashes, high blood pressure and boils. There is a chart showing the most common diseases, and their prevalence across the local months, as drawn by the VHW (see Figure 32).

In 1991, there was a bed-net dipping exercise in the village, which according to the young and old women was very effective. But by looking at the chart on malaria prevalence in 1991 compared to 1990, amongst the children, pregnant women and adults, you can see that malaria is more prevalent in 1991. The VHW explained that this is because most cases came from the outside feeder villages that also use the local health clinic - Bantoto, Mabalikuta, Misira, Sare Jibel, Sare Bojo, Sare Tamacho, Manneh Lunda, Sare Jiddeh, Sara Mango, Sare Yerro Eggeh and Sare Bakary Demba (see Figure 33). These villages did not realise the importance of the PHC programme in 1990, until there was a thorough health education campaign on bed-net dipping by the community health nurse.

Diseases are caused by germs, ignorance and malnutrition according

Figure 29

Seasonal calendar of 12 common diseases (old men)

DISEASES	ARAJABA	ARAJA	SUNKAR	SUNKA	MINKA	BANA	BANNA	MUSU	KEKOTO	ANABI	ANNO	ANILARU
	KONONG	BA	LONDOK	RI	RI	KONONG		KOTO		SUKAWO	LLA	LANJA
	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
CHEST INF.	••••• ① 11	••••• ② 12	••••• ③ 9	••••• ④ 7	••••• ⑤ 2	••••• ⑥ 1	••••• ⑦	••••• ⑦	••••• ⑦	••••• ⑦	••••• ⑦	••••• ⑦
MALARIA AND FEVER	••••• ① 15	••••• ② 9	••••• ③ 8	••••• ④ 2	••••• ④ 7	••••• ⑤ 3	••••• ⑩	••••• ⑩	••••• ⑤ 3	••••• ⑦ 2	••••• ⑨ 1	••••• ⑩
HEADACHE (Konoofaa Kruaya)	••••• ① 7	••••• ⑫ 2	••••• ⑤ 4	••••• ⑤ 4	••••• ② 5	••••• ② 5	••••• ⑩ 3	••••• ⑤ 4	••••• ⑩ 3	••••• ② 5	••••• ⑤ 4	••••• ⑤ 4
JAUNDICE	••••• ① 8	••••• ② 7	••••• ③ 6	••••• ④ 5	••••• ⑫ 1	••••• ④ 5	••••• ⑦ 3	••••• ④ 5	••••• ⑪ 2	••••• ⑦ 3	••••• ⑦ 3	••••• ⑦ 3
H/B/P (HIGH BLOOD PRESSURE)	••••• ① 9	••••• ⑥ 3	••••• ② 5	••••• ⑪ 2	••••• ② 5	••••• ② 5	••••• ⑥ 3	••••• ② 5	••••• ⑪ 2	••••• ⑥ 3	••••• ⑥ 3	••••• ⑥ 3
CONJUNCTIVITIS	••••• ① 6	••••• ⑩ 2	••••• ⑧ 3	••••• ④ 4	••••• ④ 4	••••• ② 5	••••• ④ 4	••••• ② 5	••••• ④ 4	••••• ⑩ 2	••••• ⑧ 3	••••• ⑫
ABDOMINAL P.	••••• ① 9	••••• ⑧ 3	••••• ⑩ 2	••••• ② 7	••••• ② 7	••••• ⑤ 4	••••• ⑤ 4	••••• ④ 5	••••• ⑤ 4	••••• ⑩ 2	••••• ⑧ 3	••••• ⑫
T.B	••••• ① 8	••••• ⑤ 4	••••• ⑨ 3	••••• ③ 5	••••• ⑪ 2	••••• ⑤ 4	••••• ⑨ 3	••••• ⑤ 4	••••• ② 6	••••• ③ 5	••••• ⑤ 4	••••• ⑪ 2
WORMS	••••• ③ 5	••••• ③ 5	••••• ⑦ 4	••••• ① 6	••••• ③ 5	••••• ⑪ 2	••••• ⑦ 4	••••• ⑨ 3	••••• ③ 5	••••• ① 6	••••• ⑨ 3	••••• ⑪ 2
TOOTHACHE	••••• ① 8	••••• ⑥ 4	••••• ③ 5	••••• ⑩ 2	••••• ③ 5	••••• ⑧ 3	••••• ⑥ 4	••••• ② 7	••••• ③ 5	••••• ⑩ 2	••••• ⑩ 2	••••• ⑧ 3
SCABIS/ RASHES	••••• ① 8	••••• ② 7	••••• ⑨ 3	••••• ⑪ 1	••••• ③ 5	••••• ⑦ 4	••••• ⑨ 3	••••• ⑦ 4	••••• ③ 5	••••• ③ 5	••••• ③ 5	••••• ⑫
BOILS	••••• ① 11	••••• ③ 5	••••• ③ 5	••••• ⑫ 1	••••• ⑨ 2	••••• ⑦ 6	••••• ⑧ 3	••••• ③ 5	••••• ⑨ 2	••••• ⑥ 4	••••• ⑨ 2	••••• ⑥ 4

NB: CIRCLED NUMBERS INDICATE THE RANKING

SECONDARY SOURCE:

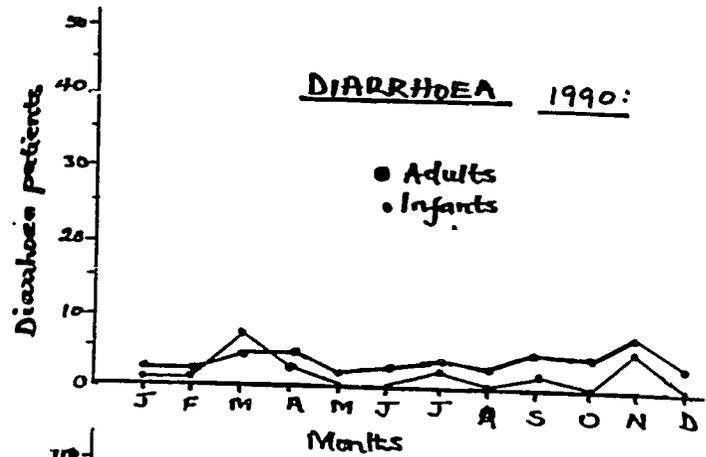
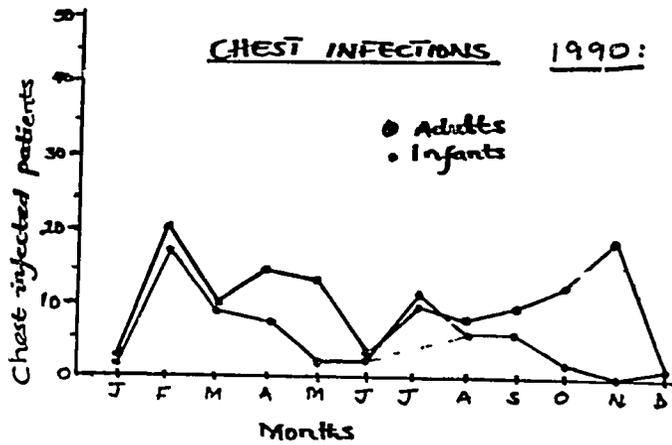


Figure 30 Prevalence of diseases in 1990 (from secondary data)

99

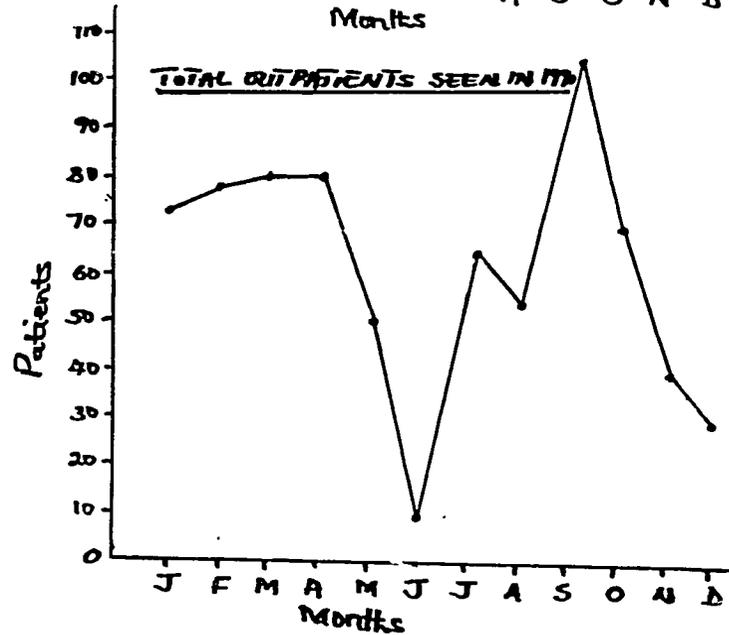
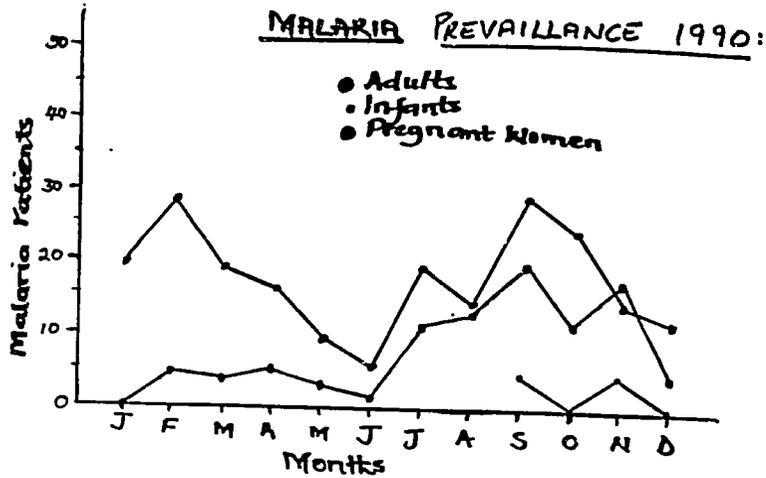


Figure 31

Prevalence of malaria 1991 (from secondary data)

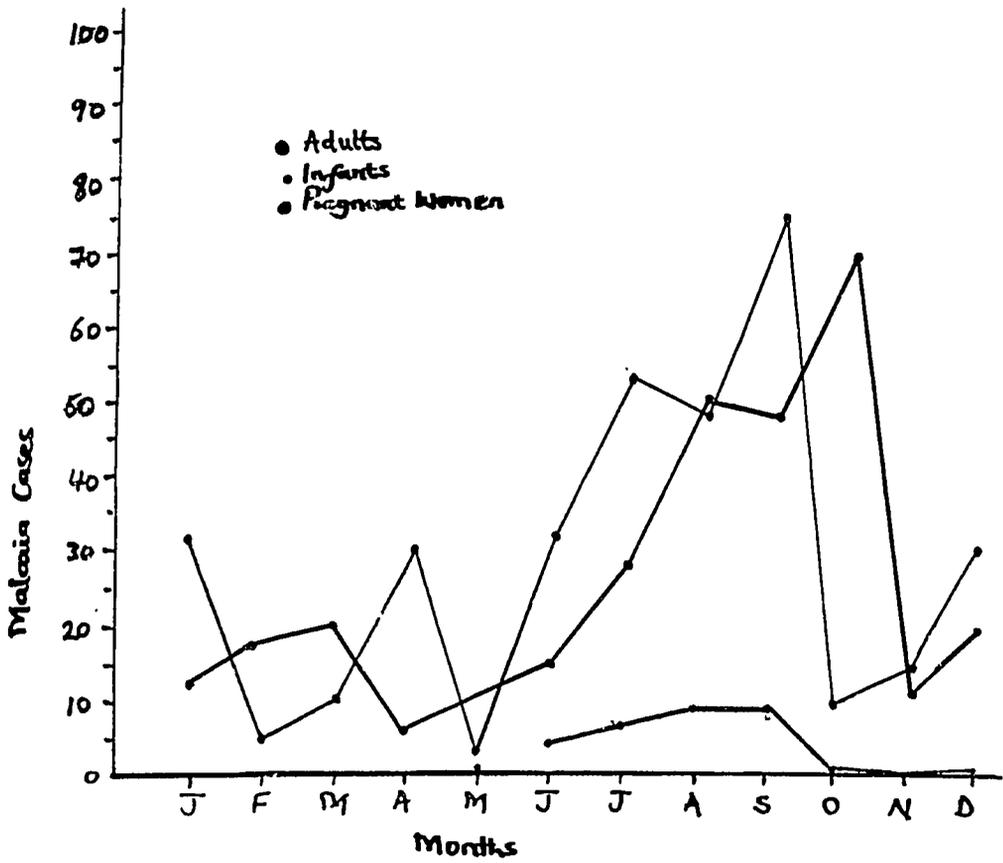


Figure 32

Prevalence of diseases (by village PHC worker)

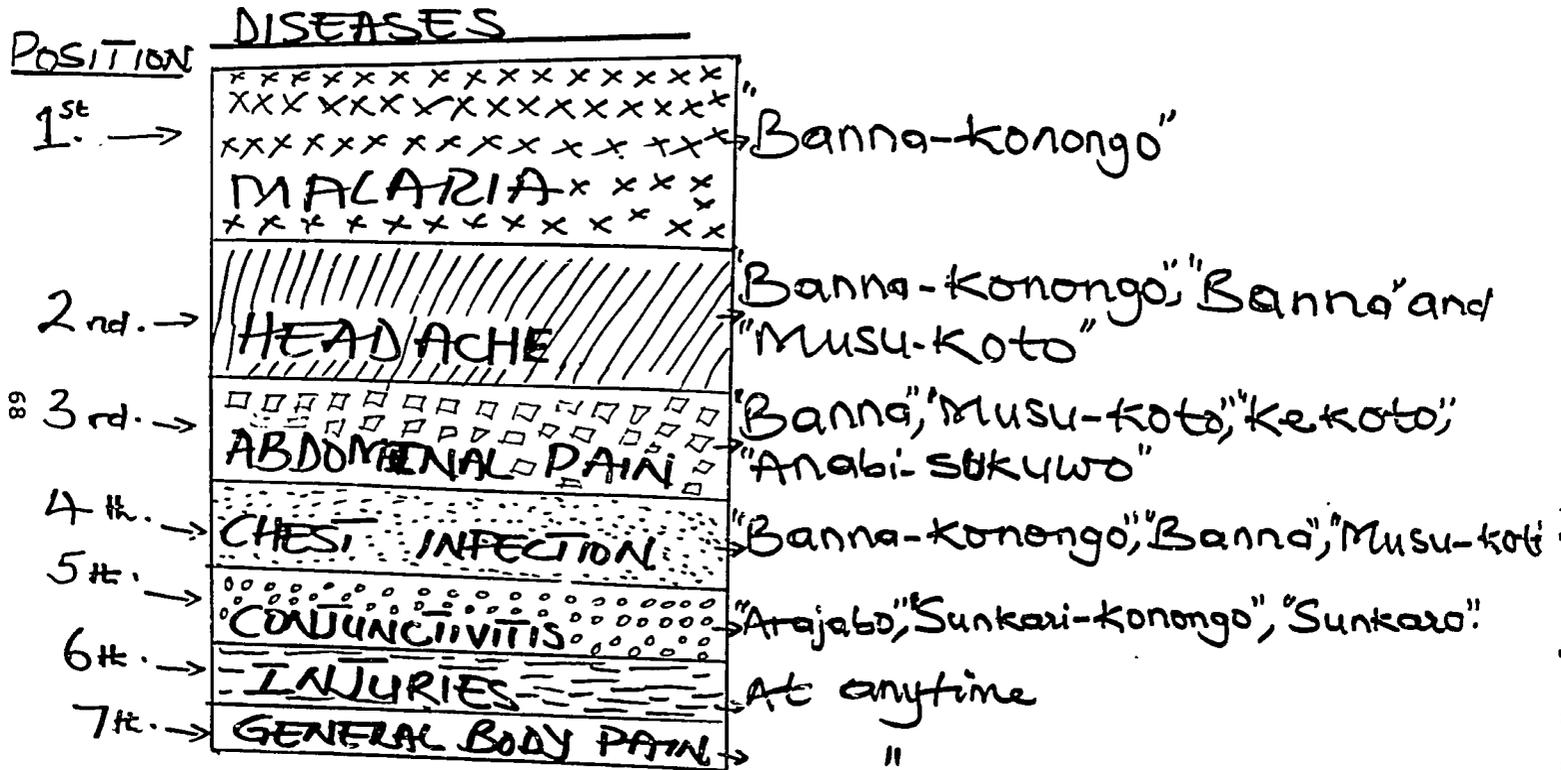
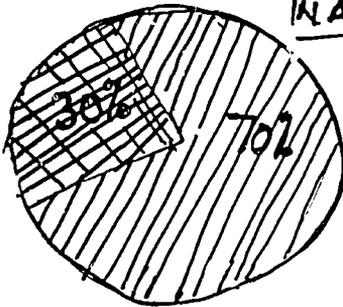


Figure 33

Pie chart of attendance of PHC clinic

PIE CHART SHOWING PHC ATTENDANCE  
IN AND OUTSIDE D. KUNDA



/// - 70% attendance from feeder  
villages  
# - 30% attendance from  
Dobong-Kunda.

\* Eleven feeder villages constitute  
the 70%.

to the young and old women. The old men's group mentioned that some of the diseases may be due to changes in climate, for example the Harmattan which brings cold weather. The blood flow is not normal which shakes up the old, hiding diseases. They also said God is the cause of some diseases and sometimes dirt is the reason.

#### Sources of Treatment

There are three treatment facilities according to the old men. These are traditional healers, the PHC post and Bansang hospital. Diseases like yellow fever, constipation and Doudi (when the sick person behaves like a mentally disturbed person) are mostly treated by the traditional healers. The traditional healers use herbs and verses from the Koran, which the patient drinks, applies to or washes his/her body with. According to the VHW, the PHC was established in 1983, initiated by Dr Gause. The village was qualified to get this programme when its population reached 400. The VHW and TBA were selected by the villagers and trained by the Medical and Health Department. The training was in two phases. Phase one was a one month training which was held at Bansang, and phase two which lasted for two and a half months was held at Kudang. The curriculum was geared to sanitation, nutrition, compound visits, health education and treatment of minor infections. Bansang Hospital is used when the VHW cannot treat cases himself. The means of transport to Bansang are by foot, bicycle and carts.

## **Health Problems and Constraints**

1. One of the refuse dumping areas is near a well, which might cause well-water contamination since the well is shallow, open and not cement-lined.
2. They lack sanitation tools, which according to the informants, if accessible, can facilitate them to clear away the refuse disposal site.
3. They also mentioned the need for an incinerator.
4. The garden, as a vital means of the improvement of diet, has only two wells and some plots are too far from these wells (see chapter on Agriculture).
5. Drug shortage in the PHC programme (according to VHW). For instance, penicillin has not been supplied since last year.
6. Some people have negative attitudes towards modern family planning contraceptives.
7. The means of transportation to Bansang Hospital is limited, as not everybody has a bicycle or cart. Although the road is short, it is inaccessible during the rainy season.
8. The IUCD causes heavy bleeding during menstruation (according to the TBA). Some women use contraceptives irregularly, which can lead to unwanted pregnancies.
9. Where animals are kept overnight, near houses and kitchens, this is a potential cause of the spread of diseases (information from VHW and president of AATG women's group).
10. The VHW has none of the support as agreed upon (by Medical and Health Department and the villagers) during the sensitisation for the programme in 1983.

## **7 PROBLEMS, OPPORTUNITIES AND IMPACT**

### **Problems Identified**

The supply of agricultural inputs like seeds, fertilisers, pesticides and draught animals was found to be inadequate. This featured during discussions held through semi-structured interviews which led to the development of maps and matrices done by the old men and young men's groups respectively (see Figures 4 and 16). It was also mentioned that most of the inputs supplied were distributed to the rich rather than the poor, who are the target group of AATG. This was clearly shown by the wealth ranking done by the old women with the distribution situation (see Figure 34). This trend can be explained as due to the credit policy which requires 100% repayment on all loans or else an individual community or village group would

not benefit from any new loans. This forced the credit disbursement to be channelled to only those who could afford to pay thereby disadvantaging the poor.

Through semi-structured interviews with the young women (a group of 25, age range 30-35 years) during the village transect, lack of irrigation facilities for rice cultivation (dry season) was mentioned. It was further explained that the Chinese Smallholder Rice Project had been involved in the provision of irrigation facilities 10 years ago. During that time, agricultural production was high (5 sankilos per plot) as compared to now (only 1 sankilo, or more at times, per plot cultivated). This was attributed to lack of water as the rains are failing now.

The low and erratic rainfall pattern prevalent in the area has also led to poor harvests, in turn leading to food shortages in the area as highlighted during discussions held with young women and one young man. These discussions led to the development of two seasonal calendars showing the relative amounts of rainfall for 1985 and 1991, and the period of food shortage respectively (see Figures 12 and 35).

During the course of village transects with the young men and young women respectively, deforestation and erosion were also seen as problems existing in the area (see Figures 13 and 36). This was attributed to the indiscriminate cutting of trees for fuelwood and land cultivation, and bush fires prevalent in the area in the past years. Soil erosion was intensified due to the lack of vegetation cover and the slopes of the whole landscape.

Discussions with the young men through semi-structured interviewing and matrix scoring revealed the different types of post harvest problems for each crop type cultivated. These varied from marketing, to storage, transportation and pests (see Figures 19 and 20).

Problems relating to marketing were:

- most produce not sold which forces producers to lower prices thereby earning less money;
- need to walk long distances or pay transport fares in order to get the products sold;
- no ready cash available for some products like groundnuts (credit buying).

The problems with transportation are that most people lack carts and vehicle hire is expensive as well. Costs for carts are D5.00/126 kg. wt. carried from home to market and for a lorry - D4.50/126 kg wt. From bush to home, carts cost D5.00/126 kg. wt. and lorries are D2.50/126 kg. wt. carried.

For storage, the lack of adequate seed dressing chemicals was highlighted as the main problem. The incidence of beetles, bush pigs, cattle, monkeys and other wild animals also cause a lot of damage to the crops.

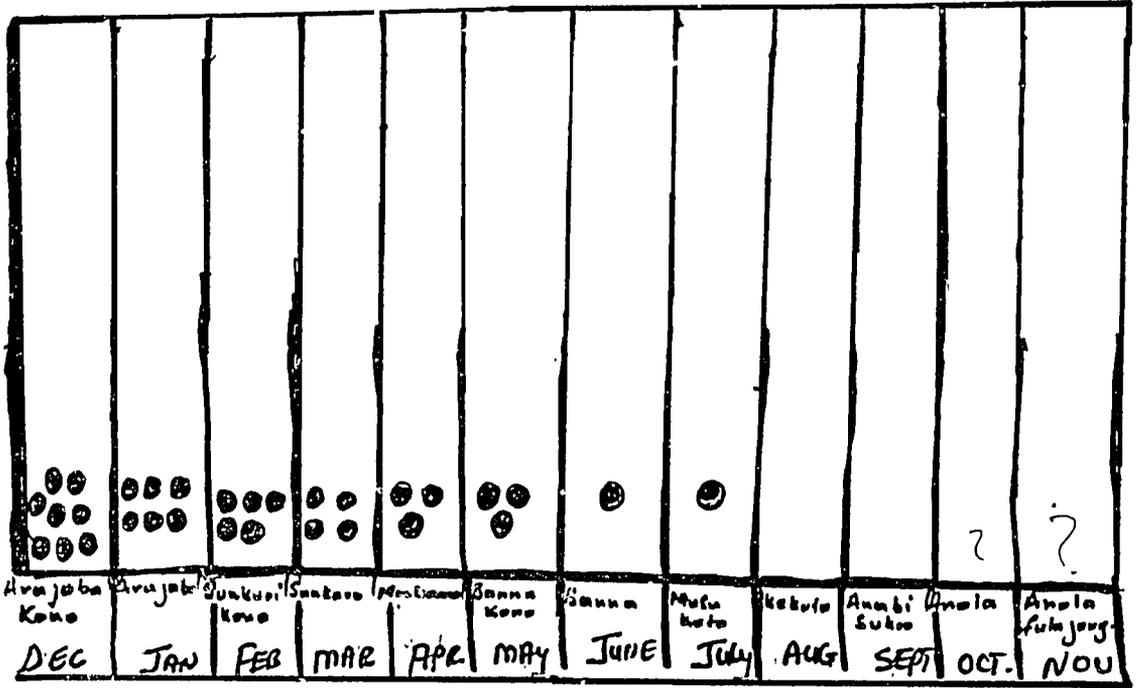
Lack of adequate water supply for vegetable production was also

Figure 34 Summary of wealth ranking (old women) (chart and table)

GRADE	CRITERIA	Compound No.	CASTE DISTRIB.	AATC INPUT ASST.
RICHEST	ELECTRIC FACILITIES (GENERATOR), PRIVATE CAR, 2 MOTORBIKES, A HERD OF CATTLE, HIGH LABOUR FORCE, ENOUGH FARM IMPLEMENTS, INTERNAL & EXTERNAL ASSISTANCE, BETTER HOUSING FACILITIES, A LOT OF LIVESTOCK, INFLUENTIAL,	32		  
RICH	HERD OF CATTLE, LABOUR FORCE, FARM IMPLEMENTS, GOOD HOUSING FACILITIES, EXTERNAL ASSISTANCE, POPULARITY.	① 2, 3, 4, 5, 6, ⑧, 12, 20, 26, 27, ③③, 35, ④④	GRIOTS - 2 COMP B/SMITHS - 1 " COBBLAR - 1 "	      
POOR	AVERAGE HOUSING FACILITIES, LESS FARMING IMPLEMENTS, LESS LABOUR FORCE, SKILLS,	④ 10, 13, ①④, 15, ①⑧, 24, ②②, ②④, ③①, 31, 34, 36, 40	B/SMITH - 2 COMP. COBBLAR - 3 " SLAVE - 1 "	     
POORER	POOR HOUSING FACILITIES, HIGH DEPENDENCY RATIO, VERY LITTLE IMPLEMENTS, LOW LABOUR SUPPLY HUNGER (FOOD SHORTAGE)	⑨ 9, 11, 16, 17, 19, 21, 23, 28, ③⑧, ④④, 41, 44, 45, 46	COBBLAR - 1 COMP. GRIOT - 1 " B/SMITH - 1 "	
POOREST	VERY POOR HOUSING, HIGH DEPENDENCY RATIO, LOW LABOUR SUPPLY, FOOD SHORTAGE, NO FARM IMPLEMENTS, LARGE FAMILY SIZE, NO SOURCE OF SUPPORT	④④, ④⑦, 45, 47	SLAVE - 1 COMP. COBBLAR - 1 "	
		⑧ GRIOTS COMP. B/SMITHS "	⑥ SLAVES COMP. COBBLARS "	 FERTILIZER  SEEDER  HORSE

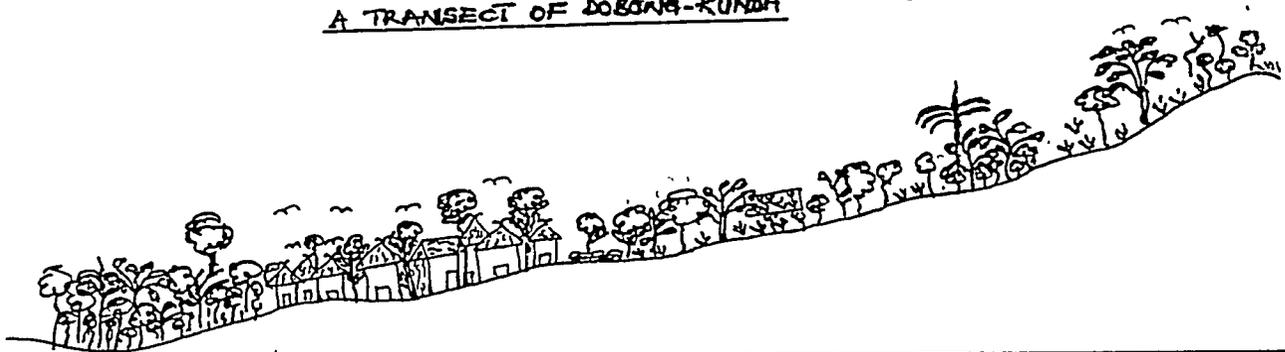
Figure 35 Calendar of food availability

Relative Quantity of Food Available Across The Year



## A TRANSECT OF DOBONG-KUNDA

S-12-71



74

1. TYPE OF LAND	Arable	Settlements	Arable	Arable	Hilly (not arable)
2. SOIL TYPE	Sandy-Loamy	Sandy	Loamy Sandy-Loamy	Sandy-Loamy	Latite
3. TYPE OF TREES	Palm trees, mango, mango & tabo, and shrubs, banana	Mango, jack-fruit, ruan, tabo & pawpaw.	Baobab, mango, soto	Baobab, mango, palm-tree.	Jambakatang, kéno, etc.
4. FARMING PRACTICE	Vegetable production, agro-forestry	Settlement (tree planting)	Crop rotation ridges across slope to check erosion, bush-fallowing	Crop rotation, formation of ridges across slope-to-check erosion, bush-fallowing	None.
5. CROP TYPES GROWN	Vegetables, banana, mangoes, sorghum, millet (late & early)	Settlement	Moupe, sorghum, tabo and early millet.	Sesame, groundnut.	Nil.
6. PESTS AND DISEASE OCCURENCE	Birds, insects	Chest infection, malaria, diarrhoea, skin infections, measles, tetanus, rinderpest in small animals	Weaver birds, stigm, blister beetles, aphids.	Birds, termites, aphids, beetles.	

Figure 36 Transect of Dobong Kunda (Young women)

highlighted during a transect to the village garden with the young women. This was because both the wells in the garden were dug in the central area, thus making irrigation difficult and time consuming for those at the extreme ends of the garden. In addition, these wells get dry easily especially in the dry season when vegetable production should be at its peak (see Figures 23 and 27).

Migration of youths to towns and urban centres was also named as a problem, through the development of a seasonal calendar by the young men (see Figure 9). This was attributed to the fact that there are fewer income generation activities within the village set-up. Thus most youths move to urban centres in search of jobs and other business undertakings in order to earn a good living. However, the village has a multi-purpose skills centre established by the Department of Community Development in 1984. Skill areas like sewing, soap making, tie-dyeing, masonry, carpentry and child-care activities were planned to be trained at this centre. The centre has not been operational from the time of establishment to date because of lack of follow-up activities there.

There exist some village cleaning exercises once a week, on Sundays. However, in a discussion with a village representative who presented a list of problems from the villagers, the lack of wheel barrows, hay forks, spades and other sanitation tools to carry this out better was highlighted. The need to construct an incinerator for refuse dumping was also mentioned.

In the same interview with the village representative, it was pointed out that the coos milling machine in the village has also not been operational since the time of its installation in 1989. This forces women to travel long distances to Bansang and other places to get their coos milled.

The same representative came up with difficulties realised in loan repayments this year due to the poor harvest. As a result of the poor harvest, he said that the majority of the people will face difficulties in obtaining seed supplies for the next planting season. It was further pointed out that most people have begun to purchase groundnuts and rice for home consumption and thus this shows that these crops are out of supply locally.

High costs of fertiliser and herbicides was also expressed as a problem as most people could not afford to buy such inputs. The need for a reduction in prices was envisaged as the soil is of a poor quality which needs more fertiliser in order to get improvement in yields.

### **Opportunities**

The key area for opportunities in Dobang Kunda seems to be those that help create a different income base. The only local resource for communal funds available to them is cash crop produce of their kafo farms. The opportunities and possibilities for intervention by NGOs mentioned concern storage and marketing of produce, alternative agricultural production, skills development and village

sanitation.

For storage, three areas need to be reconsidered:

- o provision of proper storage facilities
- o more storage space
- o supplies of seed dressing chemicals and dusts.

So that people can have better access to the market for their perishable vegetable produce, market development should be considered. Possibilities are encouraging middlemen to trade the produce and better transportation to markets of the farm and garden produce.

A key opportunity to look at further is the rehabilitation of the old World Bank/Chinese Irrigation Farming Programme.

Skills development opportunities were listed during dialogues with groups and individual information (see Figure 37). The women were mainly interested in skill development opportunities like sewing, soap making, and tie and dye. The men, especially the young men, prefer carpentry and masonry.

Environmental intervention in form of the provision of wheel barrows, rakes, spades, cement for village cleaning and the construction of an incinerator should be considered.

Credit repayment is an area that directly concerns AATG. There was a group request for credit reconsideration for their payments due this year. The group would be grateful if AATG would defer the amount due this year. The other options would be for the group to pay 50% of the due amount with the balance to be carried forward.

Opportunities for individual assistance include assistance in the form of fencing materials eg. barbed wire. The group also mentioned that they would appreciate AATG intervention in form of price subsidy to offset the high cost of fertilisers and herbicides of their production inputs.

### **Input and Impact of AATG Activities**

AATG funded input distribution is accepted on the basis of 100% repayment indicating a definite pattern of access to credit which disadvantages the poor. A cumulative quantity of two seeders, one horse, 14 bags of groundnut seeds, 56 bags fertiliser and 75 bags from 1989 to 1991 was distributed. When compared to the number of farmers in the village this has clearly been thinly distributed leading to no apparent impact on the majority of the villagers. Especially the poorer wealth groups have less access to inputs provided by AATG. (See Figures 28, 33, 38 and 39 of Wealth ranking results for identification of poorer compounds.)

As a result of the bed-net dipping exercise by AATG this year, a reduction on malaria cases over last year was realised. The effective utilisation of the services of the trained CHW and the TBA, health education and first-aid treatment did provide benefits.

Figure 37

Matrix scoring of income generation opportunities

↓ → CRITERIA	INCOME GENERATION OPPORTUNITIES			
	VEG. PRODUCE	SOAP MAKING	SEWING	TYE & DYE
INCOME	● ● ● ● ●	▲ ● ● ●	● ●	● ● ●
HOME CONSUMPTION	● ● ● ● ●	● ● ●	● ● ●	● ●

Figure 38

## Wealth ranking (old men)

COMPOUND NUMBER	INFORMANT 1	INFORMANT 2	INFORMANT 3	AVERAGE	POSITION	COMPOUND NUMBER
1	100	67	71	79	44	
2	63	83	71	72	38	
3	100	58	100	86	46	
4	100	92	71	87	47	
5	100	75	71	82	45	
6	50	42	71	54	17	
7	100	33	71	68	26	
8	50	42	71	54	17	
9	100	50	71	74	39	
10	88	75	71	78	43	
11	100	50	71	74	39	
12	75	25	43	48	13	
13	100	42	71	71	32	
14	75	100	86	87	48	
15	63	16	43	41	7	
16	63	50	57	57	21	
17	75	33	71	60	23	
18	100	33	71	68	26	
19	50	16	57	41	7	
20	100	75	29	68	26	
21	100	50	57	69	31	
22	25	25	43	31	3	
23	25	16	29	23	2	
24	75	16	57	49	14	
25	75	16	43	45	10	
26	63	33	43	46	12	
27	86	50	57	65	25	
28	86	58	57	68	26	
29	100	58	71	76	42	
30	63	42	43	49	14	
31	50	25	29	35	4	
32	100	42	71	71	32	
33	100	42	71	71	32	
34	100	42	71	71	32	
35	100	42	71	71	32	
36	88	67	57	71	32	
37	100	50	71	74	39	
38	88	33	57	59	22	
39	100	42	43	61	24	
40	86	33	29	50	16	
41	88	16	57	54	17	
42	38	42	43	41	7	
43	25	33	57	38	5	
44	100	33	71	68	26	
45	63	16	57	45	10	
46	75	16	71	54	17	
47	50	43	29	40	6	
48	13	8	14	12	1	

Figure 39

## Wealth ranking (young women)

COMPOUND NO	AVERAGE SCORE	NOTES ON CLASS DIFFERENCES
33 1	8 12	large labour force, livestock, money, big marabout, more farming implements, food, less intensive farming
11 3	24 26	labour force, relatives abroad, farming implements, some livestock + draught animals, some amount of food available
4 39	33 37	some livestock + labour force but less than above, some carpenters, masons, farming implements, draught animals, productive farmers
12 22 40 5 19 28 36 2 47 32 10 20 14 9 16 34 6 35 48 37 21 7 15 30 25 24 21 23 43 46	41 42 43 45 45 4 45 47 47 49 50 52 52 54 54 54 55 55 55 56 57 61 63 63 64 65 66 67 67 * 67 *	farm implements, civil servants, small ruminants + draught animals, livestock, skilful people, some labour
27 44	71 71	some cash, little bit of labour force, some livestock, no implements, draught animals
8 29 13 18 41 17 26	77 77 78 81 82 83 85	low labour force, food difficulty, cobblers, blacksmiths, no draught animals, no implements
45 38 42	95 * 97 * 100	old age, no labour force, unhealthy, no draught animals, no implements, involved in farming on a minimal scale, lack food, no hens, helped by relatives and neighbours

\* Compounds not involved in the village garden due to: 38 ⇒ old age, 43 ⇒ have own backyard, 45 ⇒ not static settler, 46 ⇒ new immigrant

## 8 VILLAGE FEEDBACK OF THE PRA EXERCISE

There was a community presentation of all our findings in Dobang Kunda. This presentation lasted about two hours and about 35 men and 45 women participated. The purpose of the presentation was to get necessary rectifications from the community on the findings, for additional general information for the participants, and for the PRA team to ask the villagers 5 questions.

What we wanted to know from them was the following:

1. What did the villagers feel has been the impact of AATG?
2. What plans were made so far to resolve the village problems?
3. What are their feelings about our findings?
4. What have they learnt from the PRA process and methods?
5. What problems have they experienced from the PRA?

Presentations by the PRA team members were given on the history of the village, agriculture, health and education, income generation and livestock, and the problems identified by the villagers.

Unfortunately, due to limited time, out of the five questions previously set by the PRA team, only the feelings of the villagers about our findings was asked. Two rectifications were made: the correct origin of the founder of the village and the two months in the village local calendar in which cultural activities are not carried out.

Although we were not able to ask question 5 during the presentation, we did have one villager's feedback from a previous day. One lady had a criticism of the PRA exercise in that her time for cooking and of carrying out other activities was really disturbed. Nevertheless, the people of Dobang Kunda expressed their happiness for the selection of their village as one of the sites for the PRA exercise. They further expressed the satisfaction they had in the cooperation amongst the people as a result being organised into various focus groups during the exercises. This was especially true of the young men's group, who do not normally work together as well as they did during the PRA exercise.

They also said that a lot of knowledge was also acquired of the history of Dobang Kunda, facts and ideas that have never been revealed, and this acquisition was as a result of the PRA exercise. Various techniques developed during the exercise were very educative and challenging, and therefore highly appreciated by the community. During the matrix scoring with the old women's group, the women responded that although they knew about the crops, they did not know they could put all that information in one diagram they had made themselves.

A lot of knowledge also was gained in health, agriculture, credit

and food which really brought happiness amongst the villagers. Finally, the villagers hope that due to the effectiveness of this PRA exercise, certain difficulties encountered during such type of exercise shall be minimal in similar exercises in the future. After the presentation and feedback, the villagers organised a Kankurang dance, which was highly appreciated by the PRA team, who in fact did a lot of dancing.

## 1 INTRODUCTION

A PRA field training exercise was carried out in Misera village in the Fullado West district of MacCarthy Island Division. The village was founded about 70 years ago (1921) by the Fatty Kunda family of Bantanto village that is about 2 km east of the village. The inhabitants are largely Mandinka with an estimated population of 315, housed in 13 compounds and 20 dabadas (farming units).

The landscape is characterised by hills, farmland and a large depression which is believed to be the remains of a stream. Although the farmlands are limited and sparsely located, the people's main occupation is farming. They cultivate field crops (rice, groundnuts, and millet), produce vegetables and tender tree crops (mangoes and citrus). The effect of low rainfall, weed incidence (striga) and the lack of adequate farmlands have seriously checked the level of production and to some extent resulted in the partial abandonment of the rice land ecology.

However, Misera with its potential and enthusiasm has not, until recently, benefitted from any external intervention. A few farmers received subsistence credit from the Gambia Cooperative Union (GCU). The amount is meagre and does not address the recipients' immediate needs.

In 1989, AATG provided farm inputs (implements, seeds, fertilizer) on credit to the village development group. This agency also assisted the community in establishing a vegetable garden by providing fencing materials (barbed wire and nails) on credit and well digging inputs on grant. The Government's only intervention is the construction of a cement-lined well that, upon completion, will be the only source of safe drinking water. Other important amenities like a seed-store, Primary Health Care (PHC) unit, farm tools and equipment are still lacking. The provision of fencing materials and well-digging inputs will greatly relieve the women who not only pay for the yearly construction of wells but spend more time than necessary keeping away domestic animals from their gardens and orchards.

### General Purpose of the PRA

Misera was one of three villages chosen for the field exercise for the PRA training conducted in Bansang. One of the teams, 'The Monkeys', was assigned to the village to enable them to practice all the techniques highlighted in the workshop. The team unanimously agreed on the following as the general purpose of the exercise:

1. a learning exercise (for the team and the community);
2. involving farmers in planning;
3. evaluating AATG impact in the village;
4. acquiring reliable information from the village.

On arriving in the village on Saturday December 7th, these were discussed in a community meeting attended by the majority of the active population of the village.

## General Issues in Misera

In an effort to prepare for the field exercise, the team highlighted some of the most common problems in villages through a 'brainstorming' session. These were discussed and categorised into four main issues:

1. socio-economics;
2. income generation;
3. land and water use and availability;
4. health and education.

Later, more specific issues under each main topic were identified to be a focal point of the PRA team.

1. Socio-Economics: well being  
village hierarchy  
institutions  
ethnicity  
occupation
2. Income Generation: cash crops  
vegetables grown  
fruits  
other sources
3. Land and Water: land use/distribution  
water point location  
problems/potentials
4. Health and Education: available facilities  
location  
education roll  
problems/potentials

To ensure an effective coverage for the study of the above issues in the village, the team was divided into 3 sub-groups (of four members each) to focus on one of the following groups of villagers: Old Men (OMG), Women (WG) and Young Men (YMG).

Each sub-group prepared a list of the general issues and identified the PRA techniques relevant to gather information about them. A daily checklist was made and accomplished during the 4 day field exercise. A total of 29 informants from the three focus groups made themselves available during the 4 day field exercise.

## Daily Checklists

Day	Issues Covered	Technique	Informant used
-----	----------------	-----------	----------------

### Women's Group

- |   |                             |               |          |
|---|-----------------------------|---------------|----------|
| 1 | Land/water use/availability | Transect walk | Fanta Ba |
|---|-----------------------------|---------------|----------|

Bintu Saama  
Hawa Krubally  
Nmaa Faati  
Sooba Faati

- |   |  |                              |  |
|---|--|------------------------------|--|
| 2 | Health, education & land distribution                | Village map                  | Marang Faati<br>Nmaa Faati<br>Tikoi Nyabally<br>Bintu Samaa<br>Doota Faati |
|   | Well-being   | Wealth ranking               | Hawa Krubally<br>Bintu Saama<br>Nmaa Faati<br>Fanta Ba                     |
|   | Socio-Economics                                      | SSI                          | Fanta Ba   |
| 3 | Income sources & expenditure<br>Vegetable preference | Pie charts<br>Matrix scoring | Fatou Konteh<br>Bojel Bande<br>N Nyabally                                  |
|   | Field (farm) activities & disease incidence          | Seasonal calendars           | Mama Darbo<br>Marang Faati<br>Hyaling Faati<br>Tikoi Faati                 |
| 4 | Presentation/Feedback                                | Community meeting            |  |

#### Young Men

- |   |  |                    |   |
|---|--|--------------------|---|
| 1 | Water availability (sources), no. of compounds/households                  | Mapping            | Mawdo Faati<br>Alhj Saidy<br>Ablie Faati<br>Landing Saidy<br>Masseneh Saidy |
|   | Ranking households in terms of well-being                                  |                    |   |
| 2 | Completion of wealth ranking   |                    | Landing Saidy<br>Ablie Faati  |
|   | Income generating activities<br>Vegetable preference/Income                | Matrix scoring     | Sana Faati<br>Sainey Faati<br>Ansumana Faati                                |
|   | Explore the arable land & orchards   | Transect           |   |
| 3 | Rainfall, migration, disease and hunger patterns                           | Seasonal calendar  | Naha Jawara<br>Ansumaana Faati<br>Malang Faati                              |
|   | Income and Expenditure   | Pie charts         | Saindy Faati<br>Lamin Nyabally  |
|   | History of Misera in the 1960s and the opportunities for the next 10 years | Historical mapping | Landing Saidy<br>Ablie Faati  |

#### Old Men

- |   |                   |         |                           |
|---|-------------------|---------|---------------------------|
| 1 | Land availability | Mapping | Jawo Faati<br>Foday Leigh |
|---|-------------------|---------|---------------------------|

		Mohamed Faati
		Amadou Faati
		Masuna Faati
Wealth status	Well-being ranking	Masuna Faati
		Amadou Faati
2	Wealth status	Jawo Faati
		Solo Ceesay
Land availability & history	Transect/ Historical transect	Muhamed Faati
		Jawo Faati
		Masuna Faati
		Foday Leigh
		Saikcu Leigh
		Ebrima Dampha

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## 2 SOCIO-ECONOMIC STATUS

As mentioned in the introduction above, Misera was founded in 1921 by Mandinka settlers from the nearby village of Bantanto. Initially they settled in three compounds. They were later joined by other households and by the 1960's there was a total of seven compounds, as can be seen in the historical map in Figure 1. Since inception until the 1960's there used to be an adequate distribution of rainfall, hence potential rice farmlands and self-sufficiency in rice. Then there was a thick vegetation cover and a fishing pond. During the past ten years the rainfall figures have declined remarkably, resulting in the loss of most of the vegetation cover as well as the fishing pond, and rice farmlands have suffered severe degradation. This can be seen in the present day map in Figure 2.

The Misera community is composed of thirteen compounds with twenty dabadas (households). These can be seen in Figures 3 and 4, the women's and old men's maps. Misera is 2.5 km from Bansang, which is the main commercial centre and the most urbanised settlement in the area. Communication roads are not a constraint as the Basse Bansang Banjul highway is easily accessible and there is a feeder road in the western part leading to the Cassamance.

The community is headed by an Alikalo, the village headman, who has village level administrative responsibilities and an Imam who is the religious leader. Each household is also directly headed by a household head. There are two mosques, each serving two different sects of the Muslim religion, and an Arabic school. There is a village kafo group, of which both men and women are members and to which male members make a contribution to the village development initiatives. In addition there are two Kenelen kafos of the young and old women who are usually contracted by the village on Tesito (self-reliance) income generation basis.

Farming is the main occupation of the permanent inhabitants and is

MISERA IN THE 1960's



Figure 1 Historical map of Misera in the 1960's (young men)

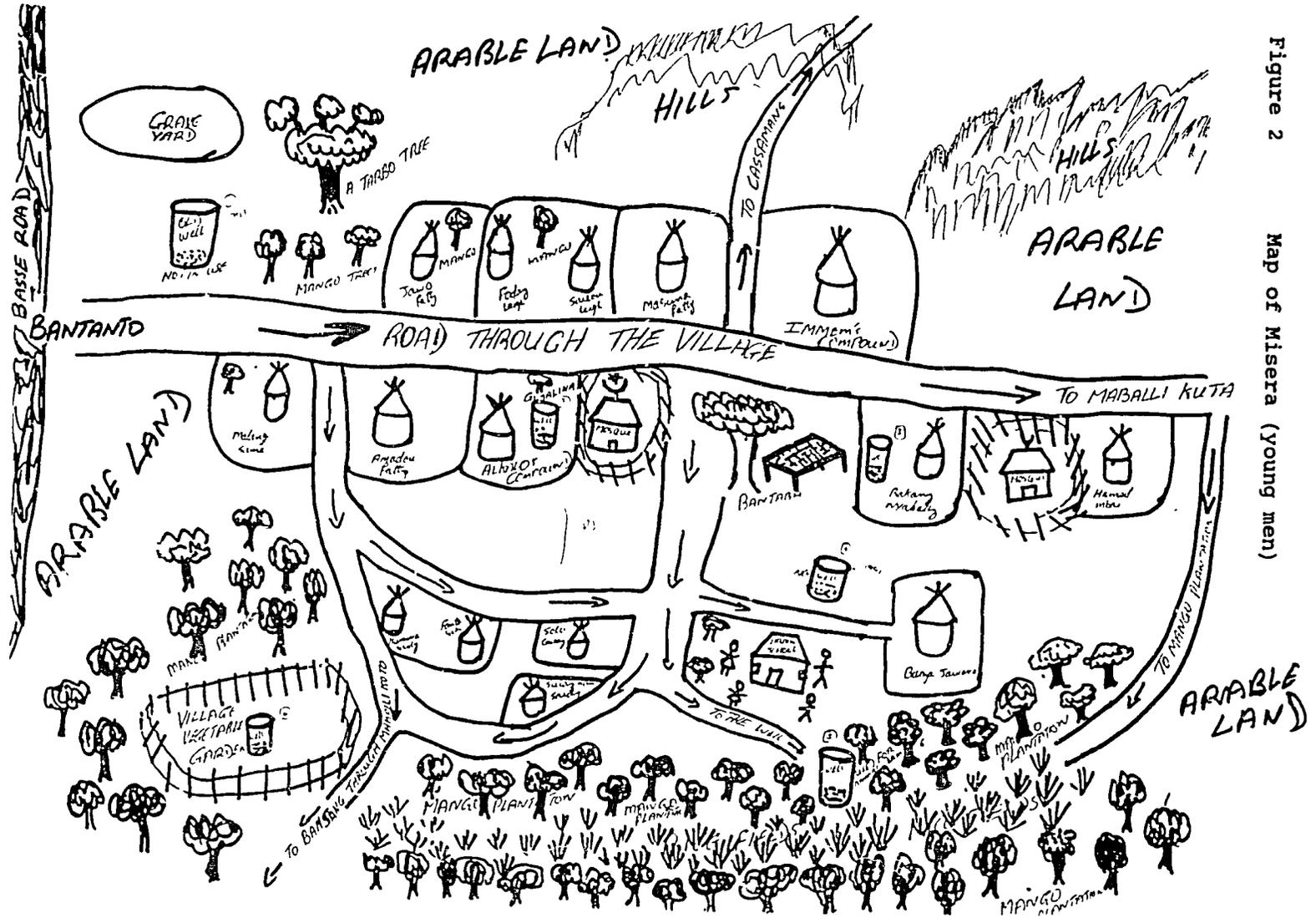


Figure 2 Map of Misera (young men)





undertaken for both commercial and subsistence purposes. The main cash crops grown are groundnut, cassava and potato. Millet, maize and rice are the main food crops but rice production has declined over the years. The main sources of income for the inhabitants are farming, agroforestry and vegetable gardening. This can be seen in Figure 5a, a pie chart showing sources of income. Petty trading and unskilled labour is undertaken during the dry season. Almost all the households own sheep, goats and or chickens which are disposed of in times of emergency. Expenditure is mainly on food which accounts for a very significant proportion of total household income. Other major expenditures are on farm inputs, shelter, clothing and social ceremonies. This can be seen in Figure 6, four pie charts showing expenditure and in Figure 7, a matrix of income expenditure.

As a result of inadequate land availability for agricultural production, there is a significant migration rate during the wet season in search of suitable farmlands from neighbouring communities. Nineteen migrant farmers from various households and compounds were recorded this year, in addition to migration in search of permanent white collar jobs and in pursuit of petty trading and unskilled job opportunities in the urbanised areas. This is illustrated in the seasonal calendar in Figure 8.

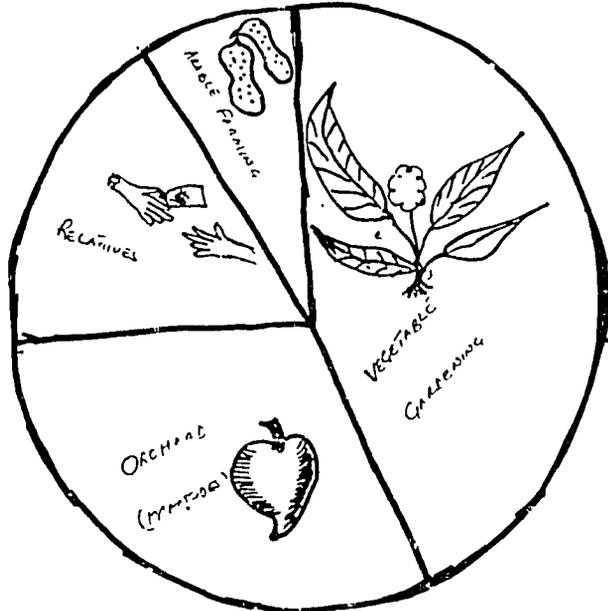
Five (25%) of the households rank in the poorest group with poverty scores ranging from 78-95%; six (30%) households rank in the second poorest group with poverty scores ranging from 63-73%; four (20%) of the households rank in the third poorest group with scores ranging from 48-56%; five (25%) of the households rank in the fourth group with scores ranging from 30-38%; and one (5%) household was found to be prosperous with a score of 18%. These figures can be seen from the wealth ranking chart in Figure 9.

The criteria used in categorising the households is that the poorest group have very limited labour force, do not possess farming implements and experience food shortage. The second poorest group do not have adequate labour, do not possess farming implements and experience food shortage. Among the third poorest group there is sufficient labour force but inadequate farming implements, however they have other source of income. The fourth group possess adequate labour force and farm implements, other sources of income and can afford food all the year around. The most prosperous household, in addition to adequate labour and farming implements also owns a herd of cattle. The overall criteria of well being-in Misera therefore are: possession of adequate labour force; farming implements; and availability of food supplies all the year around.

The location of compounds and households have been noted to be unconnected to well-being. Migration follows a similar trend as migrants have been noted among households and compounds of the various well-being ranks.

Figure 5 Pie chart of sources of income and expenditure (women)

### SOURCES OF INCOME



1. They stated that most part of their income is derived from Vegetable gardening. They said that because of no start coming rains the fields that were used for Rice paddy, are most used by individuals to cultivate vegetable. This they do the year round.
2. This was also by fruits from their Orchard (most emphasis on mangoes)
3. They stated that since most people have external <sup>contacts</sup> to angle <sup>off</sup> a lot's better than them whenever they are in difficulties, these relatives also help in providing some income
4. Trade fairs was contribute to sources of income but they said this as very minimal these days. They further stated that because of lack of land and low level of rainfall their income from this and is very low as compared to others.

### EXPENDITURES OF INCOME

1. A great Part of their income goes into food
2. CLOTHING
3. MEDICAMENTS
4. SOAP

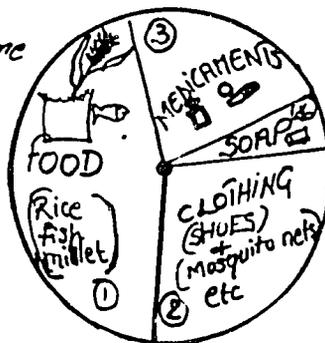


Figure 6 Pie charts of income expenditure (four old men)

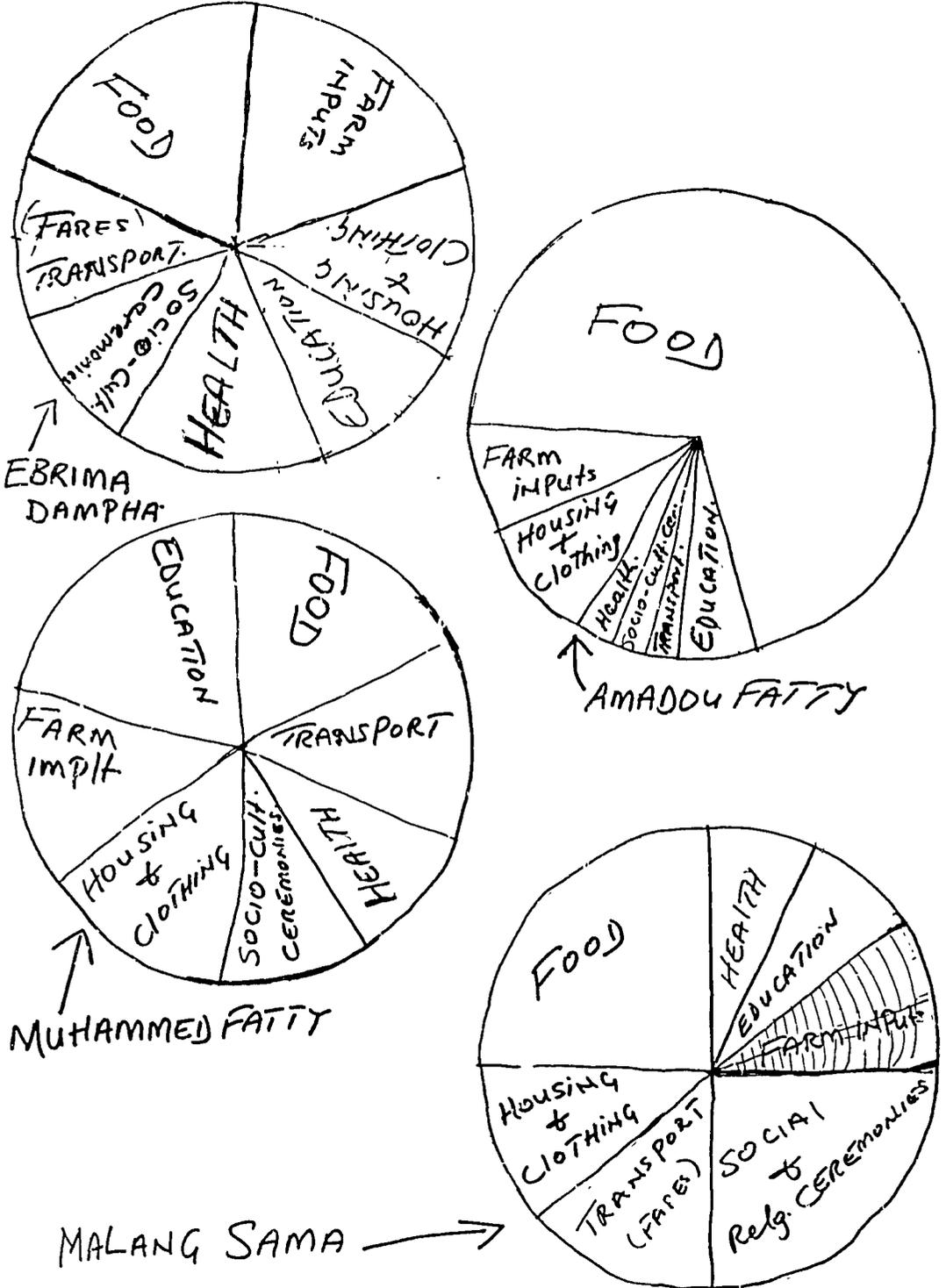
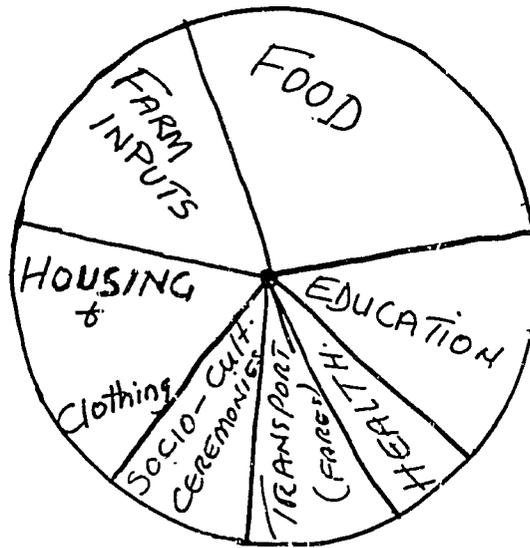


Figure 7

a. Pie chart of overall income expenditure (old men)



b. Table of overall income expenditure (old men)

INFORMANTS ↓	CRITERIA ↓	FOOD	FARM INPUTS	SOCIAL & Rel. Ceremonies	HEALTH	Housing & Clothing	EDUCATION	TRANSPORT (FARES)
Ebrima Dampah.		5	5	2	4	4	4	3
Muhammed Fatty.		5	4	3	3	4	5	4
Arnadov Fatty.		17	3	1	1	3	2	1
Malang sama.		8	3	5	2	4	2	4

Figure 8 Seasonal calendar (old men, women, young men)

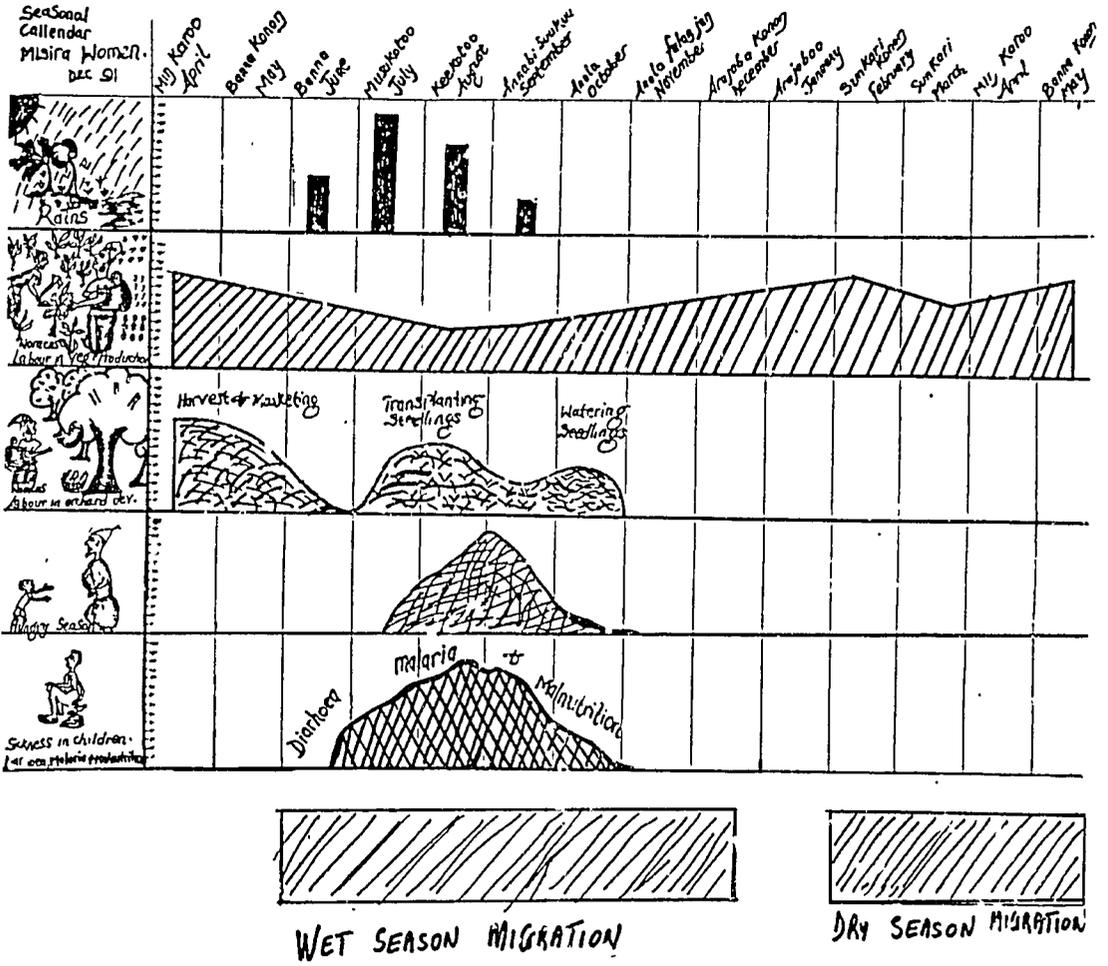


Figure 9

Wealth ranking of households in Misera (overall score)

DABAQA NUMBER	AVERAGE SCORE	RANK	CRITERIA FOR GROUP
5	18	1	Possess herd of cattle, adequate labour & farming implements
13	30	2	Has adequate labour force, farm implements and can afford food all year round. Other sources of income.
9	33	3	
1	35	4	
19	38	5	
11	48	6	
14	51	7	Has adequate labour force but insufficient farming implements. Other sources of income
6	55	8	
15	56	9	
18	63	10	Inadequate labour force and no farming implements. Experience food shortage.
2	66	11	
17	67	12	
12	69	13	
8	72	14	
4	73	15	Very limited labour force. No farming implements. Experience food shortage.
3	78	16	
20	81	17	
10	82	18	
16	86	19	
7	95	20	

### 3 INCOME GENERATION IN MISERA

#### Location

Misera, more than ever before, is predominantly agricultural. As a result all income generation activities are agriculturally related. Different crop species are grown in the fields that surround the three sides of the village whilst vegetable gardening and orchards are on one side. The forests on the hills are used for animal grazing and firewood collection. This can be seen in the transects done with each focus group in Figures 10, 11 and 12.

#### Development

The drought for the past ten years has had a great effect on crop yields. Particularly groundnut, which used to be the major source of income for men, has fallen in yield. However, the conversion of rice cultivation areas to vegetable gardens and orchards is good luck to the village as these two activities are the major sources of income today for both women and men. This can be seen in the transects.

#### Sources of Income

As revealed by the community in the pie charts and matrices (see Figures 5, 13, 14 and 15), a large proportion of their income is derived from vegetable gardening, orchards and farming respectively. However, there are other multifarious income sources specific to sections of the community.

The women identified four main sources of income: vegetable gardening, orchards, remittances from relatives and farming. This can be seen in Figure 5. The old men identified orchards, farming, livestock, firewood, basket making and cash credit as can be seen in Figure 16. Similarly, the youths identified six sources of income: farming, petty trading, vegetable gardening, well-sinking, fencing and firewood collection. This can be seen in Figure 13.

#### Problems

In spite of the income generated from these main sources, there are numerous problems identified which affect the maximum benefits that could be realised. These include:

1. lack of organised market;
2. transportation of produce to market;
3. storage facilities lacking;
4. inadequate fencing;
5. pests and disease;
6. limited land;
7. limited farming inputs;
8. drought;
9. bad spacing in the orchards.

Figure 10

Transect and historical transect of Misera (old men)

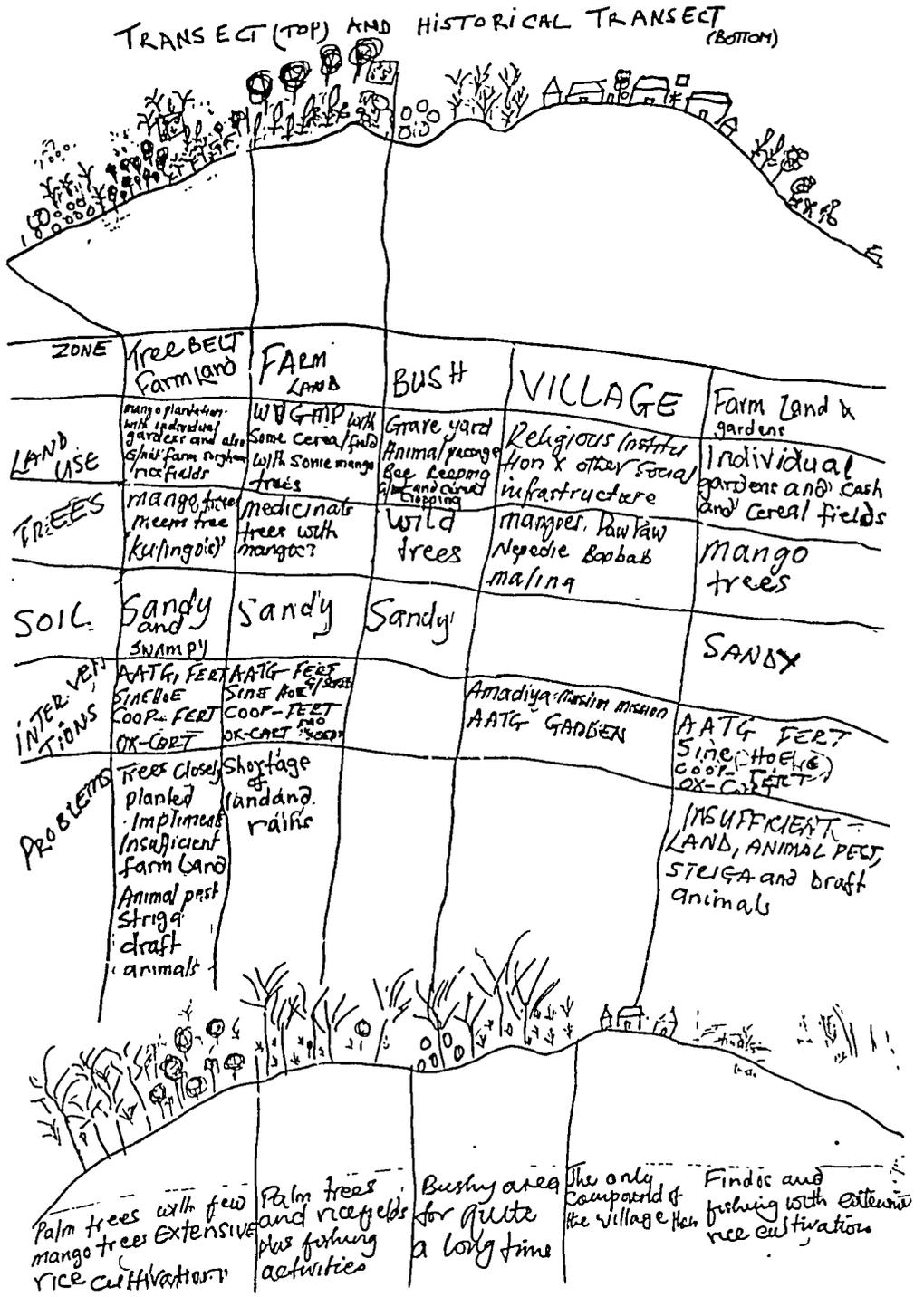
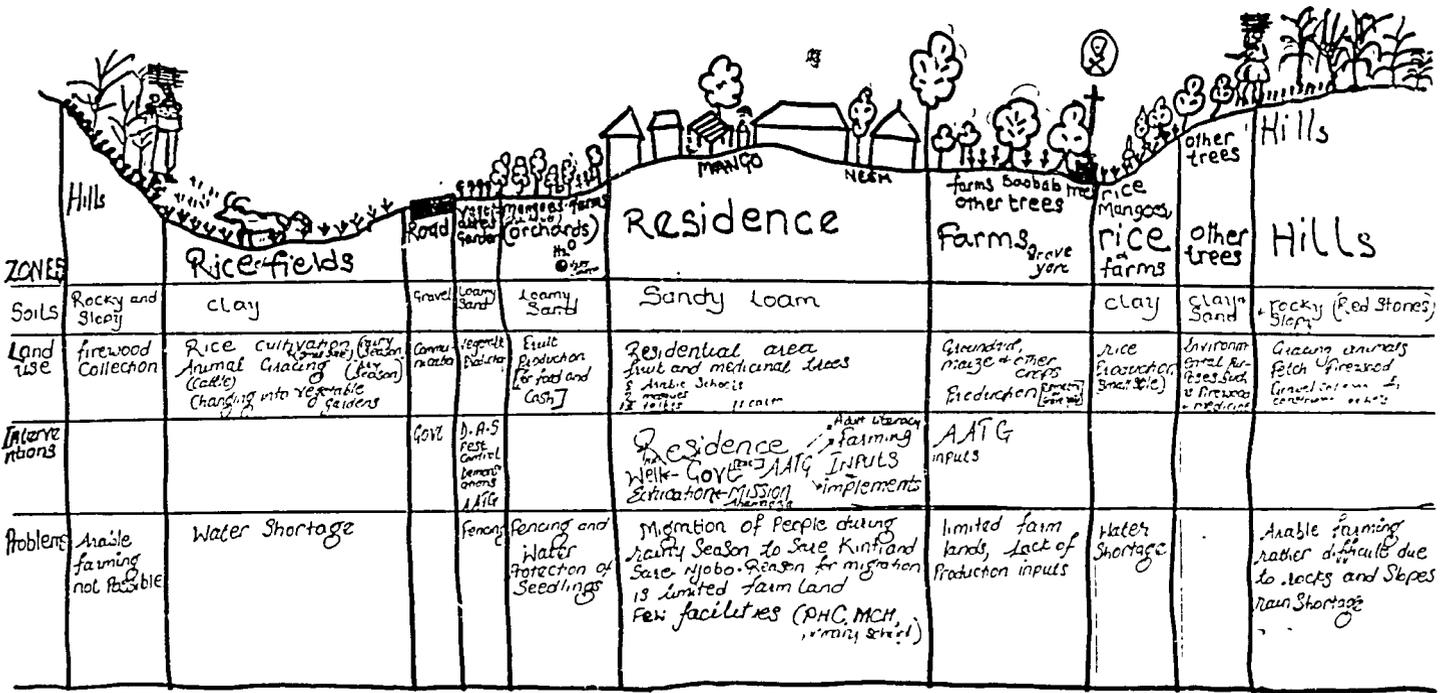


Figure 11

Transect of Misera (women)



ZONE	RESIDENCE	ARABLE LAND	DEPRESSION	COMMUNICATION (ROAD)	GARDENS	ARABLE LAND	RESIDENCE
SOIL TYPE	Sandy loam	Sandy loam	clay loam	Lavente	Sandy loam	Sandy loam	Sandy loam
LAND USE	Backyard crops such as maize and	Agricultural production base Vegetable, gardening, orchard grazing, rice production at a small scale	Small scale rice production due to inadequate rainfall for most of the year. Used to be a potential area for rice cultivation at a large scale		Vegetable production Bitter melon, pepper, lettuce, Sorrel etc.	Groundnut production Early millet, Sorghum Late millet	Backyard crops such as maize, pumpkins and cassava
TREE SPECIES	Mango Omalim Neem	Mangoes, Cashew, lime Guava and other trees used for medicinal purposes eg Soto Kulingo 'tabo'	Tabo Soto other medicinal trees (Sissal, baobab, mango, papaya, banana, etc.)	Mangoes, Vegetables, Tabo, Sorrel etc.	Bananas Cashew, lime mangoes Brangas, Pavo Pavo	Mahogany, Silk Cotton tree, Wula, Kuto, Santonio, Kurdanjanwo, Keno, Soto	
INTERVENTIONS	EEC WELL			Senegalese Government	A-F-G (Action Aid the Gambia)	Department of Agricultural Services Striga Campaign team	
PROBLEMS	Storage facility Milling machine, Farming implements, draught animals and carts	Pest and diseases in fruit trees. No pesticides	Inadequate rainfall for the past ten years	Transport available only on 'Sunday' days	Marketing outlets limited. Road conditions very poor. Water table goes lower at the dry season. proceeds	Striga	

Figure 12

Transect of Misera (Young men)

Figure 13

Pie chart of income sources (young men)

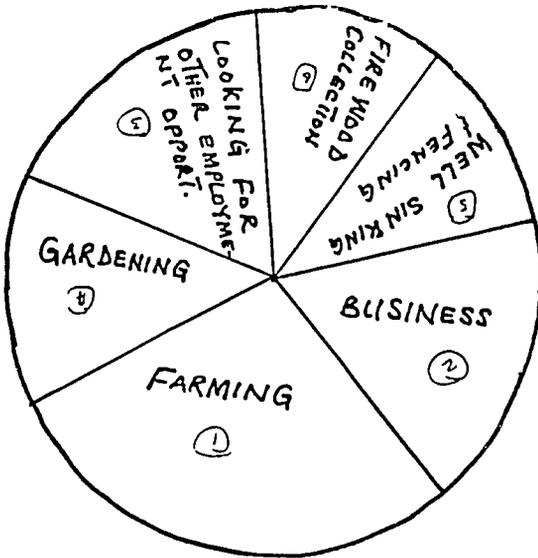


Figure 14

Matrix scoring of vegetables (young men)

Criteria	BITTER TOMATOES	ONION	TOMATO	SORREL	PEPPER	OKRA	GREENS
MARKETING	••• 3	•••• 4	••• 3	• 1	••• 3	••• 3	••• 3
VITAMINS	••• 3	••• 3	•••• 4	• 1	• 1	•••• 4	•••• 4
TASTE	•• 2	•••• 5	•••• 4	• 1	• 1	•• 2	••• 5
FILL STOMACH	••• 6	••• 3	••• 3	• 1		•• 2	••• 5
STORAGE	•• 2	••• 3		••• 4	••• 6	••• 5	
CHEAP	• 1	• 1	••• 4	••• 5	••• 2	••• 2	••• 5
AVAILABILITY	• 1	••• 4	••• 2	••• 6	••• 2	• 1	••• 4
EASILY CULTIVATED	• 1	••• 3	•• 2	••• 4	••• 5	• 1	••• 4
INCOME GENERATION	••• 4	•• 2	••• 3	• 1	••• 6	••• 3	• 1

# Matrix Scoring Vegetable Production

	FOOD	INCOME	STORAGE	EASE OF CULTIVATION	PEST & DISEASE
HOT PEPPER	**** 5	**** 6	**** 1	***	*** 4
TOMATO	**** ** 1	**** ** 6		**** ** 5	*** 1 4
BITTER TOMATO	**** 5	**** ** 4		**** 3	**** ** 1
SORREL	**** ** 1	**** ** 4	*	**** 4	*** 3 4
EGG PLANT	**** ** 3	**** *** 1		**** 5	**** 3 2
OKRA	**** 5	**** 7	***	**** 2	**** ** 3
ONIONS	**** * 3	**** *** 1	**	**** 3	** 3 8
LARGE PEPPER	*** 8	**** *** 1	**	**** * 3	*** 1 4
(NUMBER INDICATES OVERALL RANK PER CRITERIA)					

Figure 15 Matrix scoring of vegetables (women)

## Income Distribution

As can be seen from the seasonal distribution of income chart in Figure 16, the men derive a lot of income from farms and orchards in the months of December and June. Groundnuts, cassava and citrus are sold between December and February while mango is the single major income earner in the months of April, May and June.

From July to October the community resort to the sale of their livestock (done only in very difficult times) so as to feed their families. This indicates that for subsistence farmers their incomes in the months of December to June cannot sustain them to the next harvesting period.

## Interventions

### Vegetable Gardening

<u>Seeds</u>	<u>Fencing</u>	<u>Wells</u>
AATG, FAO	AATG	AATG

### Farming

<u>Fertilizer</u>	<u>Implements</u>	<u>Seednuts</u>
AATG, Co-op	AATG, Co-op	AATG

## Case Study of Vegetable Gardening

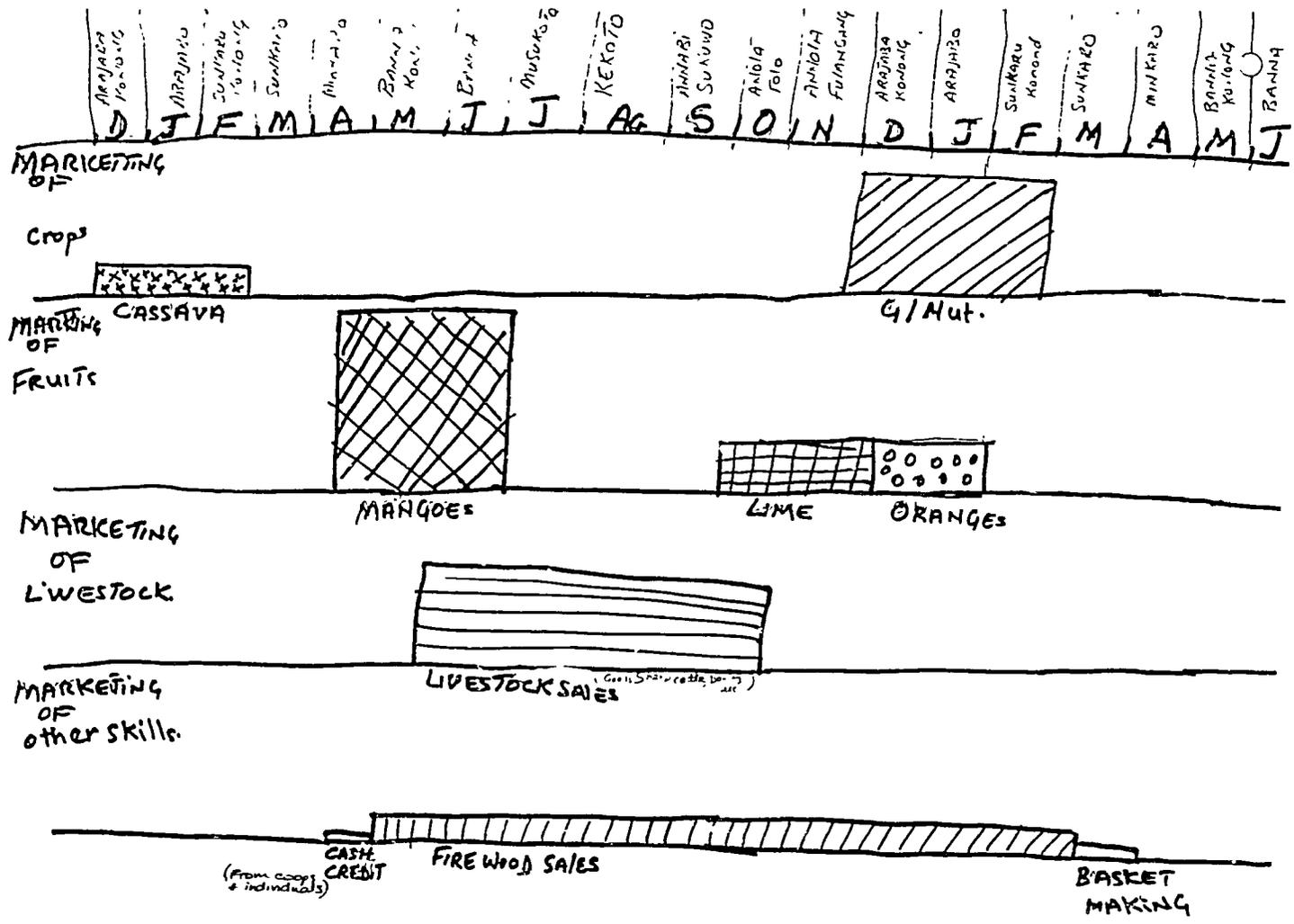
As can be seen in the pie charts drawn by the young men and the women (Figures 5 and 13), vegetable production in Misera is a major source of income. In Figure 14, the young men's matrix, high income is derived from pepper, followed by bitter tomato, tomato and okra. Comparing this to the women's matrix in Figure 15, it can be observed that a large proportion of their income is generated from pepper, onions and eggplant, respectively, which are ranked first. These are followed by bitter tomatoes.

Considering the storage as a criteria, there is a unanimous agreement in both matrices that pepper ranked first while tomato and greens ranked last. In the same matrices it can also be seen that there is a compromise when it comes to the easy (or otherwise) cultivation of pepper.

## Income Opportunities

The income opportunities identified by the youths in Misera were the following which have important bearings as far as income generation activities are concerned.

Figure 16 Seasonal calendar of income sources (old man)



First, they have suggested a market in Misera, which will reduce the cost of travelling from their village to the nearest market. In this way it will attract the neighbouring villages like Mabally Koto and Mabally Kuta, to buy their commodities. Also they have suggested a bore hole be dug in the village for:

- irrigation purposes to increase their production of various types of income generating activities they are engaged in such as vegetable production and banana plantations;
- animal watering;
- drinking water for humans.

On education they have also suggested a school for their village. As we all know, this has a very important relationship as far as income is concerned, since education is one of the key indicators of development which cannot be viewed in isolation. As the community's awareness increases, it reflects on their standard of living.

#### 4 LAND AND WATER AVAILABILITY AND USE

##### Land Use

The topography of Misera is characterised by hills and a depression which stretches from the hill in the western part of the village. Arable land as indicated in the women's map, Figure 3, and in their transect, Figure 11, exists in three patches of land situated in the southern and north-eastern parts of the village. One of the areas closest to the village is cultivated to maize by all the dabadas. Another area, bigger in size, is beyond the small hill and is used for the cultivation of groundnuts and cereals. This area is also limited by the existence of a bigger hill Suluu Konko, which like all other hills is important only for fuelwood collection and fence-post felling. Beyond it is a larger area Balinjang that was recently cleared and prepared for cultivation.

Land scarcity has compelled families/dabadas to look for better and larger farmlands in distant villages - Sare Njoba and Sare Kinti. Here some dabadas settle as seasonal migrants for large scale cultivation. One informant, Fanta Ba said "in a good season these dabadas produce more cereals than those who cultivate smaller plots around the village". Down the slope in the north and north-west areas is a piece of land characterized by loamy soils which are conducive for vegetable production and tree crop tending. Consequently 88 individual gardens (each woman has one) and orchards of about 0.2-0.5 ha are established in this area. This also is the site of bigger orchards of old mango trees and a few citrus trees (30-40 years) which belong to the oldest dabadas of the village. The women's map, Figure 3, shows that these orchards extend to the north-east with an intense canopy which provides shade throughout the day. Beyond the vegetable gardens is a belt of rice land which extends from the hill across the Bansang/Mabali Kuta road to the extreme northerly area Woyoto that separates Misera and Mabali Koto.

Because of the persistent drought, this area has long ceased to be functional and very little, if any, rice is produced. The young men's transect, Figure 12, shows that the depression which no longer has water, is gradually being used as vegetable gardens and orchards.

### History of Land Use

Seventy years ago, according to one informant, Misera was only a farmland belonging to the Faati Kunda clan of Bantanto village. Three families of this clan who used to farm these decided to settle their farms. As can be seen from the historical transect and map, Figures 1 and 10, there were no mango trees but a lot of palm trees where the old mango trees are clustered today. There was a big stream with water flowing from the west-end hill culminating in a larger stream, Alkiama Bolong, at Dobang Kunda in the north east direction. Land along this stream was clay and greatly responsive to rice production. The stream itself was the sited for fishing with catches including big fish such as Suyewo and Fantang.

There was vast land in the outskirts of the village and with adequate rains the settlers cultivated large areas of land to groundnuts, millet and findo (*digitaria* Sp). However, with the coming of more settlers in the following years, the shortage of rains and high pest incidence, the one-time self reliant village began to experience food shortages. The palm trees and other useful trees were felled and not replenished. With less rainfall the stream started to have a smaller water volume. According to Bakary Nyabally, the people in their bid to arrest deforestation transplanted mango seedlings in place of the disappearing palm trees. However, the trend of the draining stream was irreversible with effects becoming more and more adverse. The remains of the stream is what is seen as a depression in all three transects, Figures 10, 11 and 12. It is no longer utilized agriculturally. However, one Misera woman was optimistic: "We will turn this area into orchards and vegetable gardens since little or no rice is produced from it".

### Water

Three potable wells exist in Misera. These were identified by the women on their village map, Figure 3. While two of them are individually owned (located in compounds) the third Tesito Kolong was sunk by the young men of the village in a self-reliance venture. Nman Faati said "this well is the most important in terms of taste and water volume. People from neighbouring villages and Bansang collect water in barrels from the well, particularly during the fasting month of Ramadam." Livestock owners from nearby villages also water their animals from this point.

Unfortunately, all these wells are of poor quality with no cement lining or a covering lid. The water is easily contaminated. The fourth well being constructed with government assistance is expected to alleviate this problem if the envisaged hand pump is installed.

On the other hand there are many irrigation wells. Women gardeners pay for the construction of these wells in all their gardens to facilitate effective watering. These also are of poor quality and do not last beyond 3 years. "Each year we either pay for a new well or rehabilitate one" Soober Faati said.

The community garden that was established with AATG assistance has one cement-lined well from which 71 members irrigate their vegetables. The need to construct another well to reduce congestion at the well cannot be over-emphasised. Moreover Bintu Saama said "water drainage is very acute and we do stay for hours waiting for it to accumulate to enable us to water the vegetable beds."

## 5 HEALTH AND EDUCATION

### Health

Besides the traditional maternal and child care methods, there are no health facilities such as PHC and MCH (mother and child health) services in Misera village. For that, mothers and other patients travel to Bansang Hospital for treatment and care. Some of the diseases said to be common in the village are malaria, caused by mosquitoes, and diarrhoea which is associated with contaminated foods and water given to children by their elder sisters and grandmothers who nurse these children while their mothers are busy in their farms. This happens during the hungry season (August to September) and was discussed with young men and some women while the seasonal calendar was being compiled (see Figure 8).

Because of inadequate food supply at this time (which the villagers say is caused by various factors ranging from limited farm lands to the decrease in rain), malnutrition prevails in the village. This is the time when the previous season's harvest is completely exhausted and the next harvest is yet to come.

During discussions with some women we came to understand that the young men do join the women in keeping the village clean every week. As a result, the sanitary conditions of the village is rather impressive. The village cleaning is an important programme of the village. In the women's map, Figure 3, 13 toilets were located in compounds, two of which belong to the Arabic schools. These toilets are of great importance to them for it has reduced the risk of going to the bush to ease themselves and has reduced the exposure of human waste in various locations. The toilets are locally built.

There are three main sources of water in the village and they are wells that are uncovered and contamination is inevitable (see the section on Water above). Through the Government, the EEC is constructing a permanent potable well/pump in the centre of the village. This is the only intervention as regards potable water problems in the village. With only three potable wells in the village, the people of Misera experience serious water shortage in the peak of the dry season from February to June. Young men and

women informed us that this is the time when the water table goes down. The villagers spend a lot of money, time and energy to put these wells into effective operation.

### **Education**

In Misera village, there are two Arabic schools called Madarasa. One is village sponsored and the other is sponsored by the Ahmadiya Muslim Mission in The Gambia. These are located on the women's map in Figure 3. About 101 students attend these schools comprising of boys and girls.

There is no primary school in the village. As a result, 32 boys and 12 girls travel to Bansang on foot to attend both primary and secondary technical schools. These school children also attend the Arabic schools/Madarasa in their village after school and more effectively during school holidays.

The village adults had opened an adult literacy centre. Since 1985 it has been rather dormant for various reasons such as facilitators resigning, lack of interest of villagers, misunderstanding of the whole programme (Adult Literacy), etc. However the Adult Literacy was reactivated in 1990/91 by AATG and 20 adults have registered with the programme. The attitude of both parents and children in the village, towards learning in general indicates their interest in education.

## **6 THE COMMUNITY FEEDBACK MEETING, MISERA 13TH DECEMBER**

Attendance: the PRA team, the village Alikalo, Lady President of AATG group and the villagers.

Presentations were made on the following topics:

- Socio-economic status of Misera
- Land and water availability
- Income generation and sources of income)
- Health and education.

The meeting was opened with the Fathiha Prayer. The chosen chairman of the PRA team, Abdoulie Baldeh, proceeded to talk about all that had been discovered from the villagers. He went on to give thanks to the villagers for their cooperation during the exercise. He also urged the meeting to be attentive so that presentations could be done accordingly.

### **Socio-Economic Status**

The presenter, Abdoulie Baldeh, highlighted the historical map and explained that during the past thirty years, the village had a thick vegetation cover with adequate land, rainfall and farm produce. Then the village consisted of seven compounds. The present village

map drawn by the women's group was also presented to the meeting and focused on the changes in rainfall patterns, vegetation and agricultural production. At the moment the village consists of thirteen compounds which indicated a rapid village expansion. The area used for arable farming in the past is now used for vegetables and orchard cultivation since there is inadequate rainfall for arable farming, especially rice.

### **Land and Water Availability and Use**

The presenter on land and water, Wurri Jallow, extended his greeting to the meeting and went on to explain the changes in physical features, ie rainfall, land and farm produce. The village map drawn by the women was shown to the meeting. Wurri went on to locate the millet maize and rice cultivation areas. He also pointed out the potential area for gardening and agroforestry. Location of water wells on the village map was also done.

### **Income Generation**

Yusupha Dibba highlighted the source of income for men in Misera, ie arable farming, agroforestry, firewood collection etc. A pie chart on these sources was presented to the meeting. The income sources for women was also highlighted, ie gardening, agroforestry, arable farming and assistance from relatives.

Income expenditure is mainly on food, followed by household needs and medications. The matrix chart for produce by the old men was presented. This showed that food is considered to be the top priority followed by housing, farm implements, education and fares (transport).

### **Health and Education**

The presenter, Ebrima Jallow, pointed out that the village has an Arabic school and an Ahmadiya Mission School. These were located on the women's village map. There is no formal school so the village children travel to Bansang to attend both primary and secondary school. Transport to school was a problem complained of by the villagers.

The health facilities (toilets) were also located on the village map. These were an indication of good sanitation practice. The village seasonal calendar was also presented to show the period with high rates of malaria and diarrhoea. The causes of diarrhoeal diseases is due to contaminated foods fed to the babies by older children when their mothers are in the fields.

After the issues presentations, the chairman said that all that had been presented was from the villagers themselves. He then asked the meeting to make their comments on all the issues presented. The Alikalo, Lady President, and others expressed their satisfaction with the training. They said they had learned new things and that

the presentations were accurate.

The chairman emphasised that with PRA techniques, the villagers can plan and handle programmes on their own initiative. He then took the opportunity to introduce the RDA 3 manager to the meeting. The Manager thanked the community for their cooperation in the exercise. He then continued to say that AATG assist people to improve their socio-economic status through their own participation.

A question was asked about the effects of butterfly outbreak in the mango trees. In reply the farmer said that the butterflies feed on the flowers and that other black insects also suck the sap out of the blossom which results in poor yields.

The PRA team members emphasised that the purpose of the training is to enable villagers to plan and carry out needs assessments, feasibility studies and handle programmes on their own. The villagers said they had learnt a lot about the village history and even small children were drawing village maps.

The villagers requested farming implements and fencing for the gardens. The meeting was then closed by both the PRA team and the villagers. There was a cultural dancing and eating event organised for the PRA team. The Kameleng Kafo provided food such as chicken benachin and pumpkin for desert. The group also demonstrated their traditional way of eating in drumming ground. The PRA team all danced very well and finally left for Bansang.

## 7 PROBLEMS AND OPPORTUNITIES

It was not a surprise to the PRA team to discover the numerous characteristics associated with underdevelopment in the small village of Misera. After the few days interaction with the cross-section of the community, a lot of problems were highlighted and the community's attempts to address these in their own ways were discovered. It is obvious that for these people to develop they need a lot of outside material and technical support as a supplement to the village efforts.

The table below shows a list of major problems, community responses and potential opportunities that needs exploration so as to improve the socio-economic status of the community.

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### 1. Problem

Limited arable land

### Community response

Migration - to Sare Njobo and Sare Kinti during rainy season

Remarks/Discussion

Discomfort and break of families (trade off)

**2. Problem**

Drought and water shortage

Community Response

Farm land (rice fields) turn to vegetable gardens and agroforestry orchards  
Rehabilitation of wells

Opportunities (if any)

Borehole to meet all water demand

Remarks/Discussion

How cost effective? Maintainable?  
Water-table lowering effect on small wells  
Farm lands reduced - food production vs food security?  
Low water table in dry season

**3. Problem**

Pests and diseases

Community Response

AATG to provide cartridges  
Scaring booms  
Research in introduction of local pest control methods

Remarks/Discussion

Butterflies affecting mango flowering

**4. Problem**

Women's high labour peak

Community Response

In peak periods, ie during rainy season, reduction of child care

Opportunities (if any)

Men's participation  
Provision of appropriate technology labour saving devices, eg milling machine  
Day care centre

**5. Problem**

Difficult travel to school and health facilities

Community Response

Local businessmen trade in medicine  
Untrained WJA in village  
Presence of local Arabic schools

**Opportunities (if any)**

Primary school feasible?

PHC

Improve transportation: How? Draught animals and carts

**Remarks/Discussion**

National ten year educational plan - no new primary schools

**6. Problem**

Storage (cereals and groundnut seeds)

**Community Response**

Bans and individual storage facilities

Seed store at Mabally Kuta

**Opportunities (if any)**

Seed stores

Individual household stores

**7. Problem**

Transport

**Community Response**

10 carts

**Opportunities (if any)**

Group transports

**Remarks/Discussion**

Who gives out his/her cart

**8. Problem**

Poor marketing facilities

**Community Response**

Vegetables to Bansang and Loomo (weekly markets)

**Opportunities (if any)**

Processing and preservation, eg tomato paste

Staggering production

Group organisation

Marketing information

**Remarks/Discussion**

Saturated markets

Marketing knowledge

**9. Problem**

Lack of implements and fencing

**Remarks/Discussion**

See 3. Pests and diseases and 4. Women's high labour peak

**10. Problem**

Food shortage

**Community Response**

Use proceeds from vegetables, mangoes, firewood, livestock and borrow cash to buy food

**Opportunities (if any)**

Improve storage

Introduction of early maturing varieties

Reduce social ceremonies

**Remarks/Discussion**

Food self sufficiency or food security lacking?

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**8 THE PRA PROCESS**

The PRA process is the combination of several research methods such as interviews, mapping, transect walks, matrix scoring, seasonal calendars in order to get different information on various activities of that community. As a result of the process, lessons were learnt as to the techniques applied. Some of these lessons are:

**Mapping**

It showed the PRA team that the community's abilities and knowledge were above expectations.

**Transects**

The villagers were able to remember many historical events/details during transect walks.

**Wealth Ranking**

That this should not be done in public places but rather confidentially.

**Seasonal Calendars**

Use lunar months and translate them to English or Mandinka.

**Matrix Scoring**

Allow them to use symbols they could remember when describing (during the process).

**Pie Charts**

Keep on reminding participants that arrive during the process about what was previously being done by the person involved.

The following methods/techniques were used in Misera to get information.

**Mapping:** A diagram showing various available facilities and

institution of a village.

**Transects:** A diagram which shows different landscapes and vegetation.

**Historical Transect:** This shows on the diagram drawn by the old men showing how the village was 30 years ago, comparing the differences with the present status.

**Wealth Ranking:** Is the arrangement of the well-being of (households) dabadas in a village, from richest to poorest depending on what that society considers riches or poverty.

**Pie Chart:** This is a round-shaped diagram drawn by women on the ground to show their income and expenditure and sources.

**Matrix Scoring:** A chart drawn on the ground by women comparing a variety of vegetables with different criteria such as storage, market etc.

**Seasonal Calendar:** This is a calendar designed on the ground with the 12 lunar months (translated in Mandinka) to show the various activities which take places within the year.

**A VILLAGE STUDY OF MISERA**

**BY**

Yusupha Dibba	Assistant Research Officer, Kanifing
Habibou Badgie	Literacy Supervisor, RDA 4
Wurri Jallow	Senior Research Assistant, RDA 1
Tijan Sinyang	Credit Audit Assistant, Mansa Konko
Babou Sarr	Research Assistant, RDA 4
Sainey Jadama	Agricultural Assistant, RDA 3
Abdoulie Baldeh	Agricultural Assistant, RDA 3
Saikou Jabbi	Agricultural Assistant, RDA 3
Salieu Samba	Agricultural Assistant, RDA 4
Sulayman Kolley	Community Health Motivator, RDA 1
Ebrima Jallow	Agricultural Assistant, RDA 1
Matti Njai	Agricultural Assistant, RDA 1
Terri Sarch	PRA facilitator

**A VILLAGE STUDY OF NJOREN**

**BY**

**Working with women**

<b>Pateh Jallow</b>	<b>Agricultural Assistant</b>
<b>Marie Manga</b>	<b>Community Health Motivator</b>
<b>Demba Sanyang</b>	<b>Senior Sponsorship Field Assistant</b>
<b>Sainey Njie</b>	<b>Agricultural Assistant</b>

**Working with men**

<b>Babucarr Bojang</b>	<b>Agricultural Assistant</b>
<b>Adama Jeng</b>	<b>Health Education Specialist</b>
<b>Samba Leigh</b>	<b>Agricultural Assistant</b>
<b>Omar Mass</b>	<b>Agricultural Assistant</b>

**Working with young men**

<b>Ousman Ceesay</b>	<b>Agricultural Assistant</b>
<b>Momodou Jallow</b>	<b>Agricultural Assistant</b>
<b>Ebrima Jawneh</b>	<b>Research Assistant</b>
<b>Sainey Jobe</b>	<b>Research Assistant</b>

**and**

<b>Mary Martin</b>	<b>PRA facilitator</b>
<b>Amadou Cham</b>	<b>Driver</b>

## 1 INTRODUCTION

This report was generated by a group of 12 AATG employees who were participating in a PRA training exercise in Njoren for four days. The team set out with the objective of conducting a needs assessment in Njoren, practising PRA process and techniques. This objective was decided on after a lengthy discussion between team members and was chosen for the following main reason. Since Njoren is a village in which AATG has only recently started work, the team's interest was to see and know what the people of Njoren were interested in or need in order to improve the quality of their lives. It was considered to be too premature to go in for other exercises, such as an impact evaluation.

As a team learning PRA, a variety of PRA techniques were used by the team. The team divided into three sub groups to ensure the involvement of women, young men and older men in the appraisal. Each sub-group worked either with small groups or individuals. Care was taken to change informants in each group so that the information gathered did not come from the same people throughout. However, this was sometimes difficult as many people were out of the village working in the fields threshing groundnuts and picking cotton.

The reader should make reference to the different diagrams produced by the sub-groups while reading through the text for a better understanding and clarification.

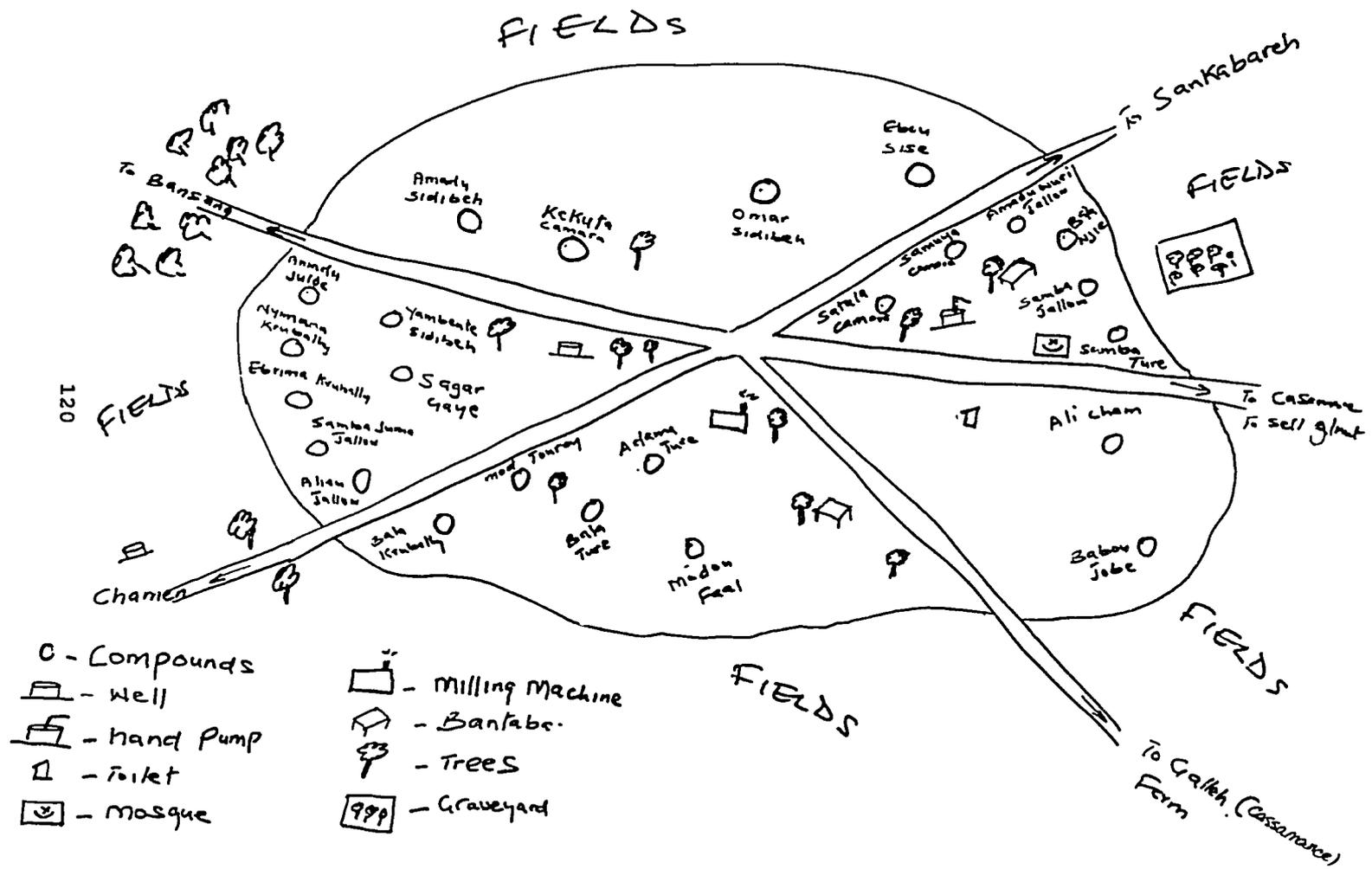
### General Information on Njoren

Njoren is a small village in Fulladu West District in north-eastern Gambia. It is located some 12 km from Bansang, which is a provincial town and field station for ActionAid The Gambia's RDA 3. Bansang is the biggest and most densely populated town of MacCarthy Island Division. Thus the people of Njoren embark on most of their commercial transactions in Bansang. Njoren is about 8 km off the trans-Gambia highway (Banjul to Basse) and just a stone's throw from the Senegalese-Gambian border (about 400 metres). Hence the people of Njoren view themselves as Senegalo-Gambia oriented, possessing both the qualities of a Gambian and a Senegalese way of life.

The village consists of 31 compounds distributed unevenly in a traditional African settlement pattern with clans occupying a specific area (see Figures 1, 2 and 3). It is worth noting that each compound is a household of its own thus a total of 31 households also exists. There are more Fula compounds than Wollof, though the Wollofs form the major ethnic group. At the time when this PRA was conducted, the population of Njoren stood at 306 (see Figure 3). It is interesting to note that of 31 compounds, 20 are Fulani, yet a total of 224 of the total population are Wollof.

The founding father of Njoren was Mamsirr Ma Touray who is said to have come from Mbai-Larr in Saloum (a Wollof dominated district in Senegal). His first stop in The Gambia was at Ngally. After some years, Tamsirr was said to have proceeded to Tabanani, then to Sare

Figure 1 Map of Njoren - general (young men)



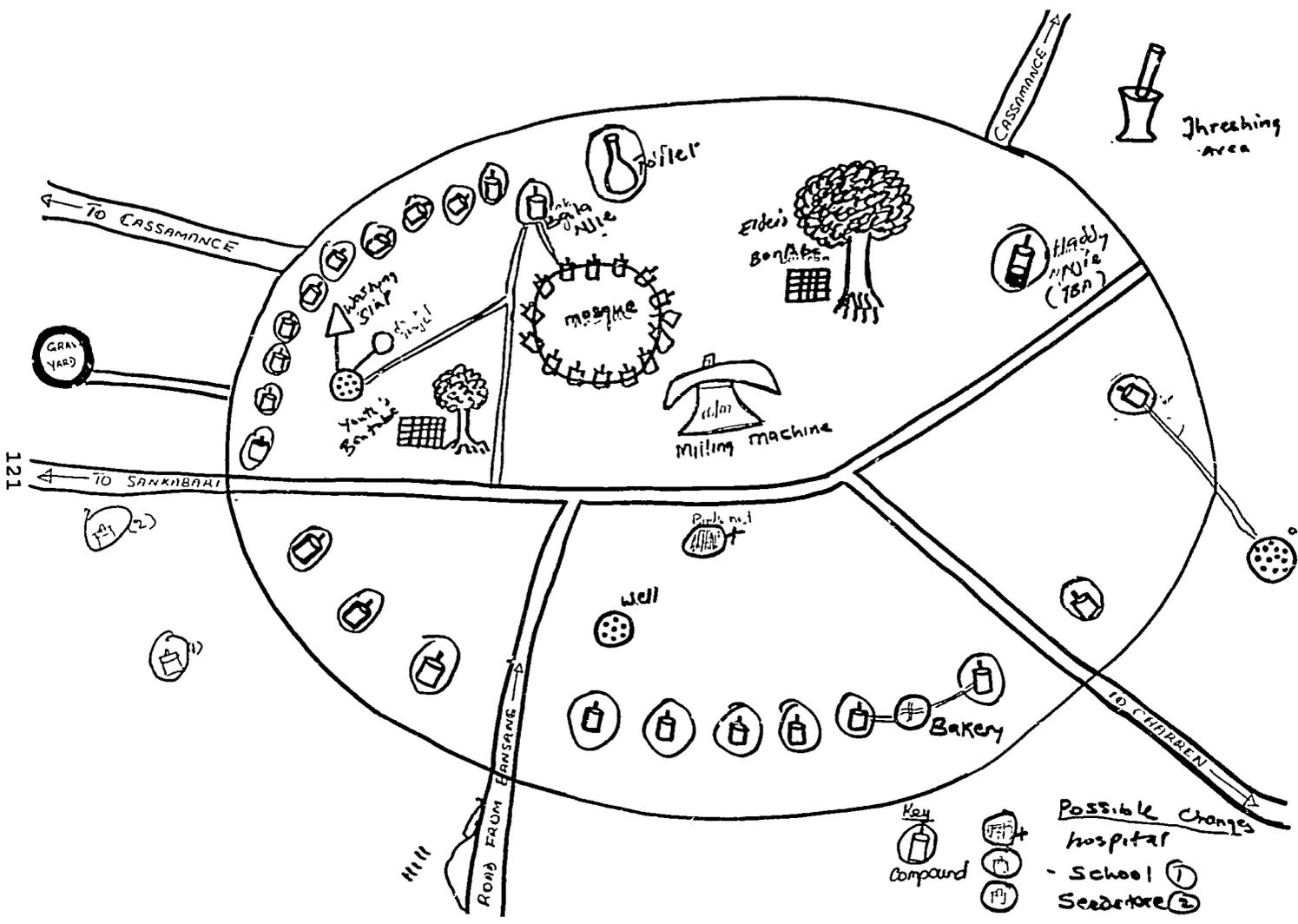
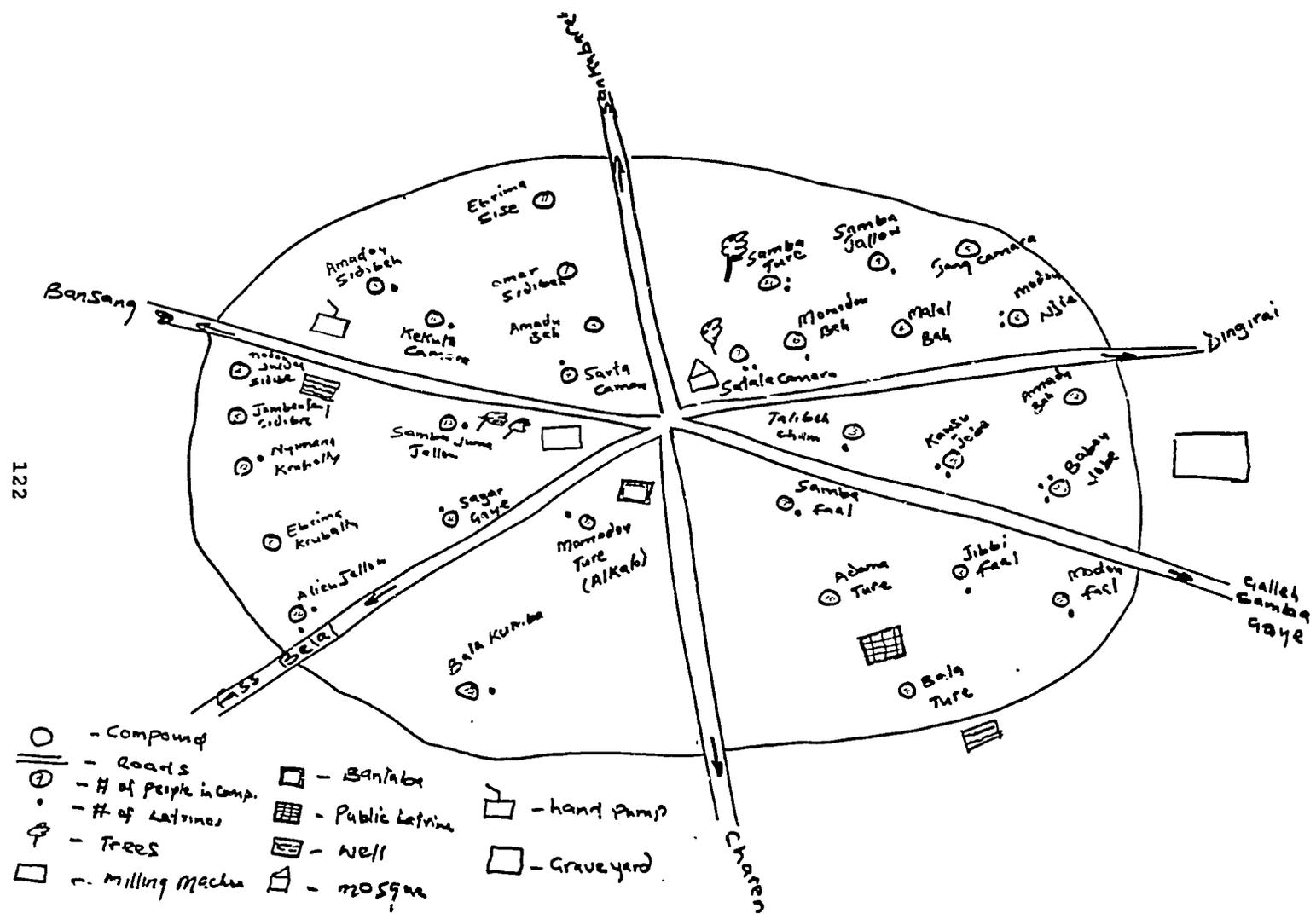


Figure 2 Map of Njoren - facilities and possible changes (women)

Figure 3 Map of Njoren - demography (men)



Sunleri before finally arriving and forming Njoren in 1906. He dug the community well in 1907 (see Figure 4). The Fulas attribute their origin from Bunda (a district of the historical Mali Empire).

Njoren falls within the savannah vegetation zone (sparse distribution of trees within tall grasses). Baobabs form the main vegetation of the village with such other varieties as Neem trees, sangamar and mango trees in small number. A similar vegetation extends in all direction from the village with number of trees increasing (see Figures 5 and 6).

The village sits on a level loamy soil quite ideal for the cultivation of field crops like groundnuts (The Gambia's main cash crop), maize, millet, cotton and sorghum. It is not surprising, therefore, that the main occupation of the people is farming. Rainy season crop production is the major economic activity with crops stated above grown in large quantities. Only groundnut and cotton are sold to generate income. The rest of the crops are basically for consumption with little, if any, surplus.

Other economic activities viable in Njoren include the rearing of livestock such as cattle, goats and sheep. They also own donkeys and horses, which may be used for farm work, and keep poultry on a small scale.

Figure 4 Timeline of Njoren village history (men)

HISTORICAL PROFILE OF NJOREN	
Date	Major Events
1906	Njoren founded by Tamsirna Touray
1907	First well was sunk
1926	Village lost three prominent traders (death & migration)
1936	Death of the founder succeeded by Sanorr Touray
1966	Sanorr died and was succeeded by Kebba mbombek Touray
1966	Area Council dug a well
1976	Frontier pushed into the Gambia farms rented to Gambians
1978	Death of Kebba mbombek Touray
1978	Momodou Touray became head of the village (Alka'o)
1981	Farmers stop <sup>paying</sup> for the farms to the Senagalèse
1985	Food shortage (Hunger)
1989	Village receive coos milling machine
1990	Milling machine installed
1990	Pump installed
1991	AATG intervention

INFORMANTS:  
 1. IDA CHONGAN  
 2. YASSIN TOURAY  
 3. FANA NDGW  
 3 WOMEN.

TRANSECT OF NJOREN SHOWING

NATURAL RESOURCES → ♀ GROUP

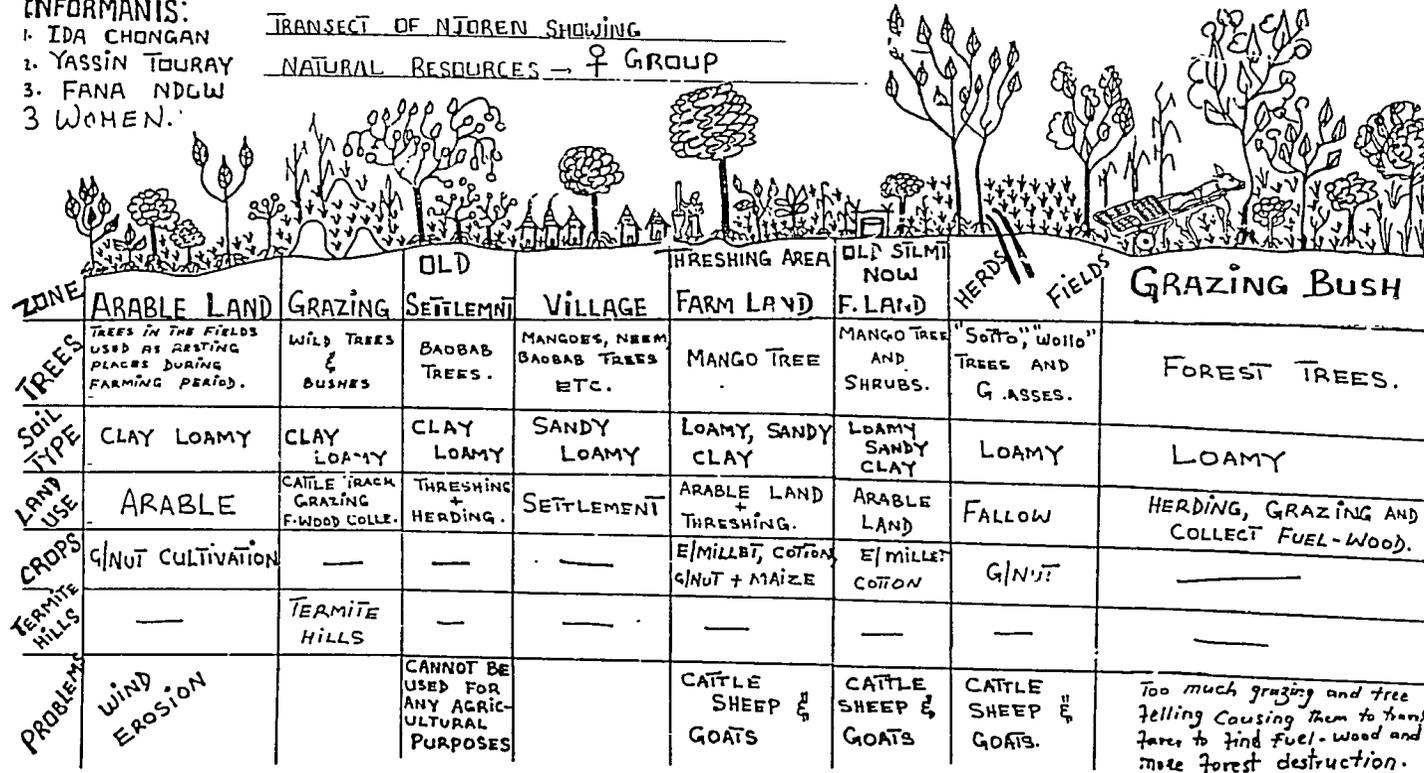
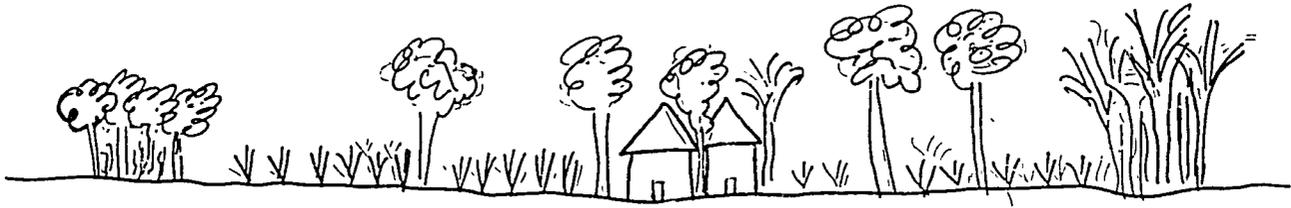


Figure 5

Transect of natural resources (women)



ZONES	BUSH	FARM	BACK-YARD	VILLAGE	BACK-YARD	FARMLAND	OLD VILLAGE
LAND USE	Grazing Firewood	Cultivation of G/Int + Cotton	Cultivate E/millet maize	Infrastructure + Settlement	Cult. maize E/millet	Cultivate G/Int cotton	Cultivate G/Int
SOIL	Loamy	Loamy	Loamy	Loamy/Sandy	Loamy	Loamy	Loamy
VEGETATION	'Rah' woli grass	'wen' soli RAH	Mango	Neem, mango, 'soli' jwen	Mango grass	'soli' wollo 'Rah' + Kuyokuy	Baobab grass
PROBLEM		Fertilizer Farmland	striga	EDUC., DISEASES Storage	striga	Fertilizer Farmland	Too many Baobabs

Figure 6 Transect of natural resources (young men)

Trees in the village are of remarkable importance to the people of Njoren. The baobab, for example, is consumed in a variety of ways. Its fruits are edible, the leaves are used in the preparation of chere (a local dish made from early millet) and its bark is used for making ropes. Mangoes are a source of food. Other trees, eg neem trees, are used for medicinal purposes.

## 2 SOCIO-ECONOMIC SET UP

The inhabitants of Njoren are mainly of the Wollof and Fula tribes. According to the Alikalo and four other men interviewed together, of 31 compounds, 20 are Fula and 11 Wollof (see Figure 3). Of the population of 306, 224 are Wollof and 82 are Fula.

Village institutions are discussed in section 3 below. Entrance fees to different groups, contributions and fines are all sources of income, as well as interest charges on individual loans issued in the rainy season. Village groups are formed to improve the living standard of the village, though each institution has its own organising body, comprising President, Treasurer and Secretary. Though some of these officers might be dynamic it was also noted following the wealth ranking exercises (see Figures 7, 8 and 9), that they are also members of the richer families in the village.

We were told that each of the institutions has a separate meeting place. The older men have their meetings at a platform (pencha) close to the pump, while the young men have their's at the platform near the mosque. The women mostly prefer to have their meetings at the residence of the President of their group.

There is a water committee which comprises 6 representatives (all institutions represented). They are responsible for the management and administration of the hand pump. According to the young men, the group farms also help in funding the water project in the event of any damage.

A wealth ranking exercise was carried out by the three sub-groups, each with three separate individuals (see Figures 7, 8 and 9). Broadly, the factors discussed by informants during the wealth ranking exercises to determine the relative well-being of different compounds, were as follows:

Young men: production capacity, labour force, farming implements and number of livestock

Older men: numbers of cattle, draught animals (ie horse, donkey, oxen)

Women: labour force, family size and number of wives, livestock, farm implements (seeder, sinehoe and carts)

For more details, see the information at the end of this case study.

Figure 7

Wealth ranking with three individual men

# WEALTH RANKING - NJOREN 3 MEN

COMP. N <sup>o</sup> .	INFORMANTS			AVERAGES
	1	2	3	
15	12	11	22	15
3	25	22	11	19
19	25	33	44	34
10	25	22	57	35
7	38	44	44	42
8	50	37	44	44
2	38	44	57	46
23	38	33	67	46
11	38	67	44	50
20	63	56	33	50
14	38	67	56	53
18	38	67	56	53
21	38	67	56	53
4	50	64	56	57
6	38	78	67	61
12	50	67	67	61
9	63	56	67	62
16	50	78	78	69
1	50	89	78	69
5	63	56	100	73
22	75	89	67	77
17	50	89	100	80
24	50	89	100	80
13	75	100	89	88
25	75	89	100	88
26	75	89	100	88
27	88	89	100	88
28	88	89	100	92
29	88	100	100	92
31	88	100	100	96
30	100	100	100	100

Figure 8

Wealth ranking with three individual women

3 WOMEN

COMPOUND NUMBER	INFOMANT 1 SALES	INFOMANT 2 SALES	INFOMANT 3 SALES	AVERAGE
3	11	13	13	12
15	22	25	25	24
20	22	38	38	33
18	44	50	25	40
11	56	38	38	44
10	33	38	63	45
7	33	63	38	45
9	56	13	75	48
4	56	38	63	52
1	56	38	63	52
19	44	88	25	52
2	67	38	63	56
23	56	63	50	56
6	67	50	63	60
16	78	50	63	64
21	89	38	75	67
12	78	88	38	68
17	44	75	88	69
14	89	50	75	71
26	89	50	75	71
30	89	25	100	71
5	67	63	88	73
8	78	88	50	73
24	89	50	88	76
31	89	63	100	84
28	89	88	88	88
29	89	88	88	88
25	89	88	88	88
13	78	100	88	89
22	100	100	75	92
27	89	100	88	92

Figure 9

Wealth ranking with three individual young men

## WEALTH-RANKING - INFORMANTS: 3 YOUNG MEN

COMPOUND NUMBER	INFORMANT 1	INFORMANT 2	INFORMANT 3	AVERAGE SCORE
30	100	100	100	100
31	100	100	100	100
29	93	100	92	95
27	93	100	92	95
26	93	100	92	95
13	93	100	92	95
25	93	100	85	93
28	93	100	85	93
22	93	83	85	87
24	87	67	85	80
1	80	75	77	77
16	67	83	77	76
17	73	75	77	75
5	60	83	77	73
4	80	42	77	66
6	53	67	69	63
21	53	67	69	63
11	40	92	46	59
12	47	58	62	56
18	53	67	46	55
9	40	50	62	51
23	53	58	38	50
14	53	25	62	47
2	47	42	38	42
8	40	67	54	42
19	40	42	31	38
20	27	33	23	28
10	20	17	31	23
7	33	17	15	22
15	13	17	8	13
3	7	8	8	8

Though different criteria were used by informants in each group, the difference between the household rankings according to the young men and older men is insignificant. According to the information obtained from these informants, the poorest compound heads are numbers 13, 25, 26, 27, 28, 29, 30 and 31 (Figures 7 and 9). The results from the women informants were very similar except they also included household 22 among the poorest, because of their inability to work their land effectively because of small family size.

According to the different groups, the richest households were as follows (numbers relate to specific households):

Men	15, 3, 19, 10
Young men	3, 15, 7, 10
Women	3, 15, 20

Households 3 and 15 are the richest people in Njoren.

According to the men, there is a total of 218 cattle in Njoren. They could not provide rigurcs for sheep and goats as most of these animals belong to (or are looked after by) the women. Sheep and goats are a source of food and income. They are slaughtered during traditional events, eg naming ceremonies, weddings and circumcision. Sheep and goats are also slaughtered as sacrifice during the religious festival of Tobaski.

### **Socio-cultural Practices**

According to the older men with whom the team spoke, social barriers such as languages, inter-marriages and settlements do not matter much in Njoren. Issues such as low castes and inferiority among the people of Njoren was not noticed. At the elders' and the youth's bantabas (common sitting places) everybody was sitting and chatting freely.

Wedding ceremonies are grand occasions in the village. According to the same informants, weddings normally take place in March and May when there is general relaxation in the village. The month of April (this year - it varies each year due to the lunar calendar) was a sacred month because it was the month the people kept fast and as such no wedding ceremonies are held in that month.

On the eighth day after the birth of a baby, men, women and children from within Njoren and surrounding villages converge into the compound of the newborn to name the baby. This is also a period of festivity. A goat or sheep is slaughtered for sacrifice and also for a meal for the guests.

According to the men interviewed, boys and girls are still circumcised at the age of seven to nine. A man and woman from a village in Cassamance (Senegal) perform the operation. The children stay at the outskirts of the village for a month and a half, being looked after by a traditional healer. When they are well they go round all the compounds to greet elders. This is also a grand occasion and is marked by a lot of festivities.

### 3 VILLAGE INSTITUTIONS AND CONTACT WITH OUTSIDE AGENCIES

Referring to the Venn diagram (Figure 10) made by the young men of Njoren, the intervention, year of intervention as well as the level of intervention by outside agencies are distinctly outlined.

Hence there exist three village institutions in Njoren, namely the Old Men's group consisting of all the elders of the village, the Women's Group consisting of all the women in the village and the Young Men's group consisting of all the young men of the village. Outside interventions have been reported to be through these village institutions depending on their area and objective of intervention, as explained below.

The first outside intervention agency was the Gambia Cooperative Union Ltd., before 1985 giving seasonal agricultural credits (seeds, fertiliser and cash) to all the interested farmers in Njoren but mainly through the Old Men's Group. Gambia Cooperative Union Ltd., which is a groundnut buying agent, could not continue with this village because at the end of the 1984 farming season the villagers did not sell their produce to the Union. Instead they sold it in the Cassamance (Senegal). This was due to the marketing difficulties they have experienced with the Union, ie distance to market/credit buying of their produce.

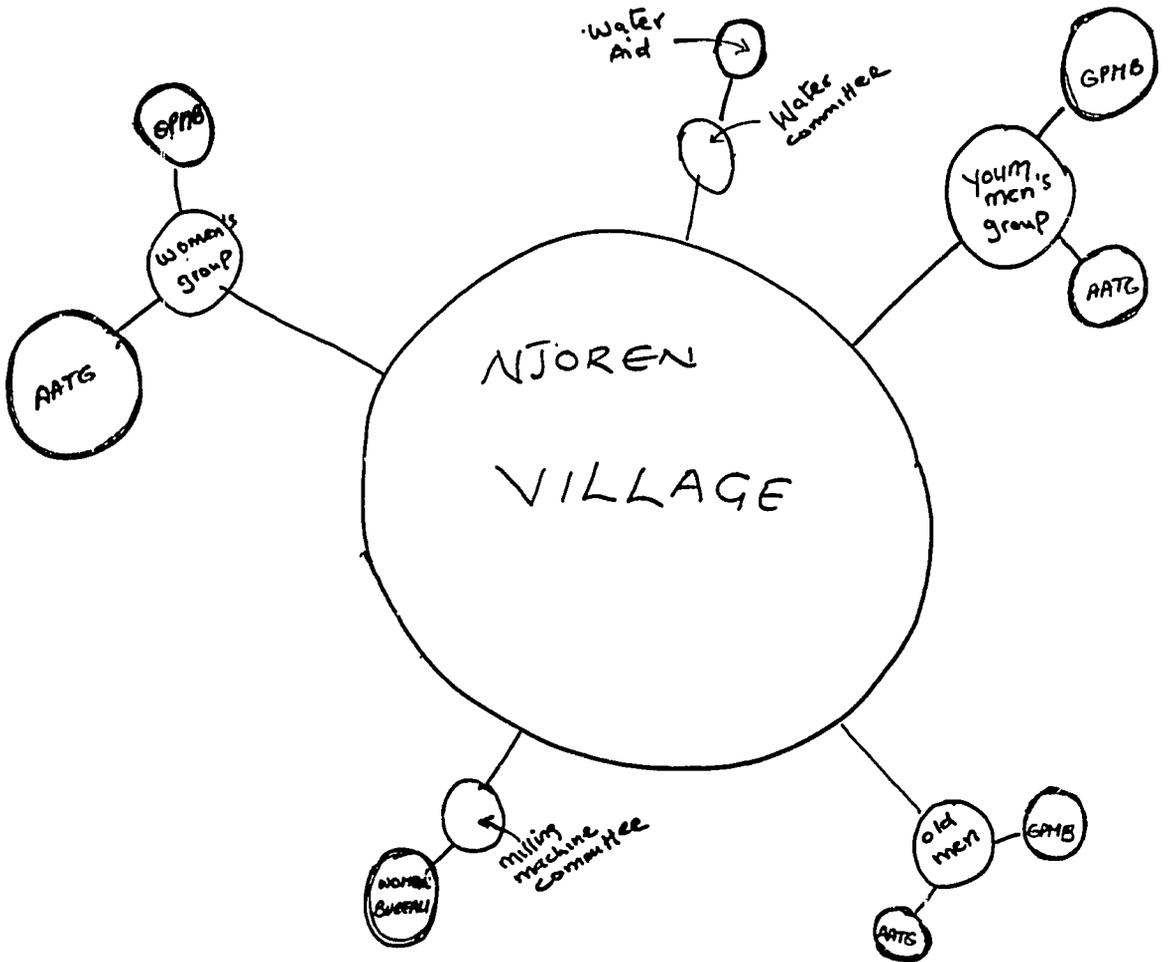
The second outside intervention body was the GPMB (parastatal). They have been working with the cotton growers since 10 years ago through a community selected representative responsible for the identification of beneficiaries, management/distribution of inputs and due credit repayment collection. Inputs such as fertilizer, batteries for the spraying machine and chemicals are given on credit payable during Teret (the month when most trading is done), whilst cotton seeds are issued free to interested farmers. GPMB is working with the three groups but mainly with the Young Men's Group. Women are more engaged in groundnut production than cotton. This is why their link to GPMB is less than the men's and their link to AATG more than the men's. Also, according to the Alikalo, AATG chooses to work with women more than other groups (see Figure 10).

The third was the Women's Bureau, which came in 1989 and gave a cereal milling machine to the community of Njoren to relieve women's workload in pounding cereals. The village selected a committee of six men and women to be responsible for maintenance of the machine and to organise some income on behalf of the village for grains milled so as to meet the cost of fuel for the machine, repairs, remuneration of the operator and, if need be, other development ventures.

The fourth was Water Aid, which came in 1990 with assistance for water and sanitation. With the full participation of the villagers through the provision of unskilled labour and locally available resources, a VIP (ventilated improved pit latrine) for visitors, temporary residents and people not having their own latrine at home was installed, as well as a German Mark II potable hand pump were constructed. A water and sanitation committee of six men and women

Figure 10

Venn diagram of village institutions and NGO involvement (young men)



was instituted for the proper management of these projects. The proceeds from a communal groundnut farm are used to finance the maintenance.

The fifth was AATG, which came in 1991 (see Figure 10), working mainly with the Women's Group. Agricultural credits such as groundnut seeds, fertiliser and a simehoe were issued on credit to its members, most of whom are women. The Old Men's Group benefitted from the only simehoe and some groundnut seeds went to the Young Men's group. In trying to identify compound beneficiaries with them, it was discovered (when cross checking with wealth ranking results) that 67% of the compounds who did not receive AATG inputs are among the poorest compounds in the village. The reason behind this, according to the Youth Leader, was their consideration of the criterion "those that have the ability to repay loans to allow other loans in the future from AATG".

Relatively untimely and inadequate input assistance were reported as limitations with outside agencies. Timely intervention of NGOs and Government parastatals towards addressing water and sanitation, crop production in general, education, marketing facilities and primary health care services could not be overemphasised.

#### 4 INFRASTRUCTURE

Two thirds (67%) of the dwellings in Njoren are simple, round mud houses with bamboo thatch. One third are 4-corner mud houses with corrugated roof sheets. These are located in different formations in the compounds. The compounds are located on both sides of a wide space left in the middle of the village, which serves as the village main street. All roads and tracks leading to compounds and other neighbouring villages meet at this point.

Entering the village from Bansang is an old locally dug well around which are drinking troughs for watering the livestock. According to all parties interviewed, this is the oldest and first source of water for the village. The men interviewed said that due to the depth of the well (33 metres) oxen are used to draw out water with large rubber buckets.

A little further from this well is the well fitted with a Mark II hand pump, the second source of water for the village. A well fence is provided to protect the well outside which is a flat concrete slab on which the women do the laundry. Close to this is a bantaba and pencha (resting place) constructed from poles and bamboo sticks with a thatch roof supported by Y-shaped poles.

Beyond this is the village mosque, a mud brick structure with corrugated roof sheets in a bamboo fence enclosure. Close to this is another bantaba for the young men. The VIP latrine and the milling machine are both near this central area. The milling machine was being used until about a month ago when it broke down. A spare part was bought but was found to be faulty. There is also a bakery in Njoren.

The structures that the villagers said they need are a seed store, health post and a school for the following reasons.

**Seed store:** The lack of this facility was highly lamented as the villagers have problems in storing their seeds, which get infested by pests every season. As a result they are short of seeds to plant, which affects their production capacity.

**Health post:** According to the villagers, this is the facility they most need. At the end of the matrix scoring with women on problems and opportunities (Figure 16) the women said if they could only have one thing they would choose a health facility. Though the men prioritised a school at the end of the formation of their matrix (Figure 17), they changed their minds at the meeting for community feedback and agreed the health facility is the priority. The nearest health facility being Bansang, about 12 km away, most of the people with severe complications die on the way.

**School:** The lack of a school and the long distance to the nearest one has limited the opportunity for children in Njoren to be educated.

The only solution the people could think of was assistance from outside as a means of intervention, without which these problems will remain.

## 5 COMMUNICATION

Njoren is cut across diagonally by two enlarged paths, one going to Bansang from Cassamance (Senegal) and the other to Sankasari from Charen. These paths are mainly sandy, snaking here and there and punctuated by ditches and meander as they approach the rocky hills on the way to or from Njoren. Several footpaths project from the village leading to the community fields, most of which are in the Cassamance. These footpaths also lead to fuelwood collection points, fruit collection points and other surrounding villages.

According to the young men, the two means of communication for Njoren are bicycles and carts, either pulled by donkey, horse or bullocks. Bicycles are used on long but light journeys, but for journeys involving transportation of heavy loads, carts are pulled by animals.

According to the same informants, the footpath to Bansang is 7 km and joins the main highway 4 km from Bansang.

### Crop Production

Njoren is a typical farming community in which both male and female do farming effectively for their livelihoods. Our informants told us that traditional farming methods are now not very popular and the people are striving to go in for mechanised agriculture in the hope for large hectare cultivation, field maximisation, labour saving and time saving in the face of the unreliable rainfall pattern of the country. The area that can be put to cultivation on various crops depends on the availability of suitable farm land, labour force, farm support (implements and draught animals) and amount of quantity and quality of seeds owned by the individual.

The village lost most of its suitable farm lands to Senegal during the time of border demarcation between Senegal and The Gambia (see Figure 4). Hence the east, south and most of the western parts of the village farm lands are not suitable for crop production since they are rocky. Because the village lost most of its suitable and potential lands to Senegal, the amount of suitable land for crop production available to the villagers on Gambian soil could not satisfy the land requirements of the people. Therefore they had to cross the border and farm on agreement that they would pay a token sum of 200-400 CFA (West African franc) depending on farm size to the Senegalese (see Figure 4). In 1981 the people of Njoren stopped paying farm rent to the Senegal and farmed on their lands freely.

The rural-urban drift of the youth does not seriously affect farming in Njoren though they do go to other towns and cities during the more relaxed periods, ie March to May, and come back home shortly before the rains to start land clearing, house and fence repairs (see Figure 11). The village get foreign farmers from Guinea, Senegal and Mali so that the labour force in the village is 204 out of which 108 are men and 96 women. Also, 23 pairs of work bulls, 6 horses and 12 donkeys are available in the village as a reenforcement to the human labour force and to enhance timely operations (from interview with 6 men).

From our informants, the village has some farm implements, such as sinehoes, seeders but these were not quantified and their ownership is not known.

Since Njoren is a typical farming community, it will be necessary to talk of their farming systems in terms of land tenure, cropping pattern and their problems. Land tenure, as in most Gambian communities, is by Kabilo, (clan) holdings. The eldest man in the Kabilo is responsible for the allocation to family members and foreign farmers yearly, bearing in mind the rotation patterns. He has the final say over the land allocation. Land allocation by this man to individuals is dependant on seed type and quantity and available labour force (Figure 12).

# INFORMANTS - 2 men

Figure 11

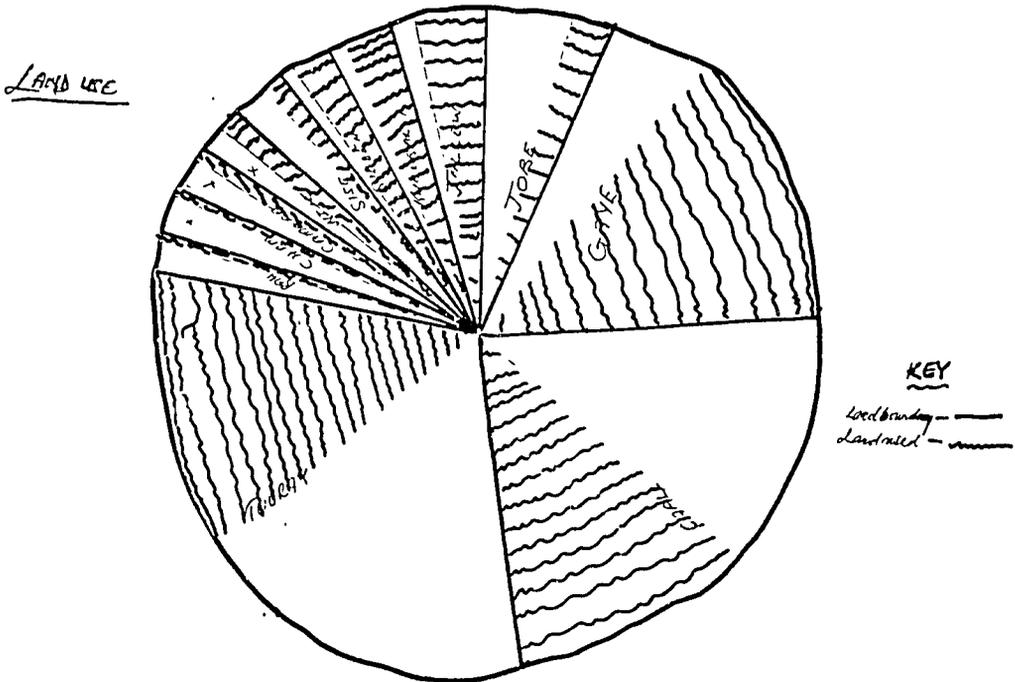
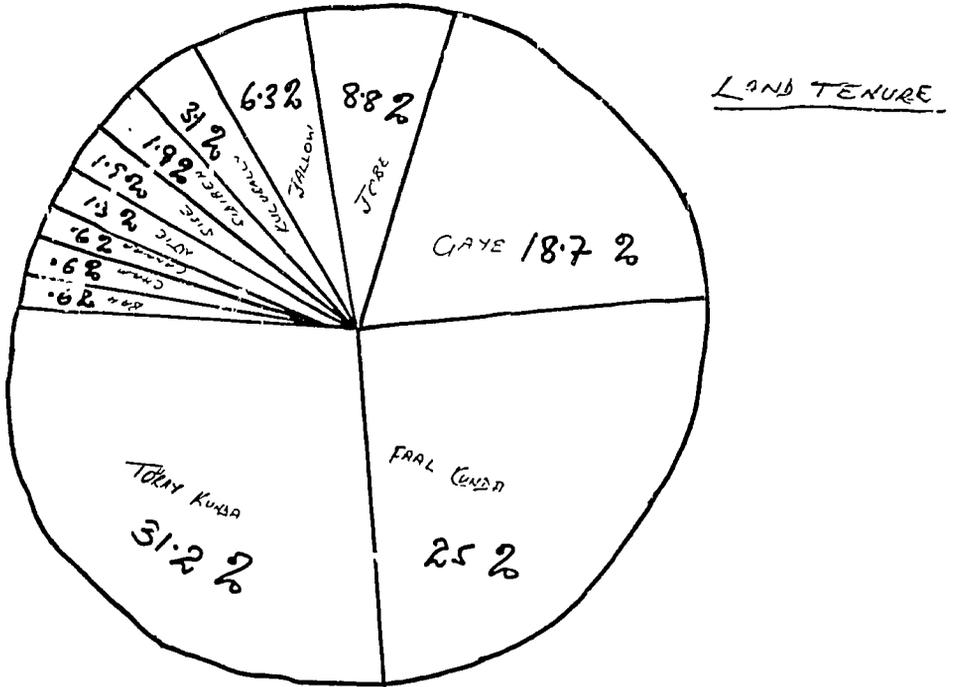
Seasonal calendar of activities and health (men)

MONTHS 1991	Jan Mam Korr	Feb Nolek Korr	Mar Barahlu Korr	April Korr	May Korr	June Disi	July Tobaski	Aug Tamhari	Sept Digi	Oct Gamo	Nov Raki Gamo	Dec Rakati Gamo
HEALTH	Meningitis (Jodara 1)						eye problem + diarrhea ←----- malaria (Schisto) ----->	hungry mth malara (Schisto) X Schisto (Korr)		Z Malnutrition (Korr)		
ACTIVITIES	S Trade Season III Youth migration	III Youth migration	L Relax	L pond	← FIELD CLEARING →		I Sowing	^ harvest maize	V harvest Elm early mil	∞ harvest	∞ glut S Trade Season	
PEST						~~~~~ Millipede (Korr)	☹ striga	N Blister beetle ∞ Pigs + monkeys				
RAINFALL												~ rainfall ponds dry up

- X - Schisto
- Z - malnutrition
- S - Trade Season
- III - Youth migration
- L - Relax period
- I - Sowing
- ✓ harvest Elm
- ^ harvest maize
- ∞ harvest strit
- ~~~~~ - millipede
- ☹ - striga
- N - blister beetle
- ∞ - pigs + monkeys
- 0 - bird scaring
- ~ - rainfall ponds dry up

Figure 12

Pie charts of land tenure and land use (men)



## **Cropping Pattern**

The type of crops grown depends on the type of soil, seed quantity, preference, available labour force and farmland available to the individual. Since most farmlands in the east, south and most of the west are rocky and not suitable for crop production (see Figure 5), major farming activities especially groundnuts are concentrated in the north (Cassamance) (see Figure 6). Alongside groundnut fields are maize, cotton and early millet. Other crops grown by the villagers are sorghum, beans, potatoes and cassava. Groundnuts and cotton are principle cash crops but part of the groundnut produce is kept for home consumption while the rest are all subsistence crops. Sales of surplus is necessary to meet other family requirements like clothing and rice since the village is not a rice-producing area because of the geographic location.

The area planted with groundnuts is more than the rest of the crops because both men and women grow it. The second most important crop after groundnuts is early millet which constitutes a large portion of the villagers' diet, followed by maize. Sorghum, beans, sweet potatoes and cassava are sparsely grown (according to 6 men informants). As mentioned earlier, the amount of labour and farm inputs (draught animals and implements) enhances timely farm operations and, as such, less time is spent on sowing and weeding.

## **Credit for Agricultural Inputs**

According to our informants, GPMB is the only parastatal giving seasonal input credit (for fertilisers, batteries and chemicals), mainly for cotton production. This activity has gone on for the past six years. There was less credit activity in the village until 1991 when AATG came to the village with 1 sinehoe, 1000 kg groundnut seed and 20 bags of fertilisers. According to the male informants only women benefitted (see Figure 10 and 15).

During the matrix exercise conducted with one young man to find out the credit preference of the young men in the village, it was clear that they would like all categories of credit. Oxen are ranked first priority for spending credit on as they have many functions: draught power, meat production and a means of transport. Fertiliser is ranked last because it could only serve one purpose, ie to increase crop quality. In the absence of other agronomic practices such as early sowing, weeding and pest control, fertiliser application has little effect and since their cattle can supply manure, fertiliser requirement would not be seen as the first priority.

## **Crop Production Problems**

Before mechanisation, most of the time was spent on weeding which was then the most hectic activity for the village, causing some people to lose their fields to weeds. In terms of planting, early millet is sown first, followed by maize and groundnuts and then all other crops (see Figures 11 and 13).

Figure 13

Seasonal calendar of activities, income and expenditure (young men)

	'Sabate' (June)	'Nawet' (July - sept)	'Lolli' (Oct - Nov)	'Teret' (Dec - Jan)	'Norr' (Feb - May)
N° of months	.	. . .	. .	. . .	. . . .
Activities					
Food Stock	. .	.			. . .
Cash Availability					
Expenditure					

- Leaves
- maize
- Sorghum
- glut shell
- Cotton
- E/millet
- maize seed
- Glut
- glut seeds
- root maint.

Now the most hectic farm operation for the villagers is considered to be groundnut threshing, and early millet and maize harvesting, which also involves stocking and shelling (Oct-Nov and Dec) (see Figure 11). Due to the location of the village, there is no vegetable garden, though a series of requests was made to various government and non-governmental organisations with no success. We were informed that the depth of the village wells is about 33 metres, meaning that vegetable production may not be feasible for the village.

Problems told to us by our informants (2 men) regarding crop production are many and varied:

1. suitable land availability, especially when the villagers were renting from Senegal;
2. quantity and quality of planting materials, especially in poor rainy seasons;
3. insufficient farm inputs (implements and draught animals) as not all households own one;
4. too few production credit facilities for, eg fertilizers;
5. destruction by animals - monkeys and bush-pigs;
6. insect pest infestation - millipedes, blister beetles, grasshoppers etc;
7. striga hermonthica - serious weed in early millet and maize;

Two men informed us that Njoren is not able to use all its farmland due to the following reasons:

1. Rockiness of most places especially in the east, south and most parts of the west. Therefore more activities are in the north (see Figures 5 and 6).
2. Inadequate labour force - the village has a human labour force of 204, 23 pairs of oxen, 6 horses and 12 donkeys. They said more land is available than there is labour force and therefore all the farmlands cannot be used in one cropping season (see Figure 12).
3. Inadequate farm inputs (implements, draught animals and seeds) was also considered important.
4. Observance of the rotation patterns. According to the men and Figure 12, the villagers observe rotation patterns in order not to lose soil fertility and compactness, and because most people cannot afford to buy mineral fertilisers. Continuous planting of the same crop on the same piece of land could render the land very infertile and an increased need to tackle pests would be inevitable.

## **Livestock**

The number of livestock owned depends on the well-being of an individual, and distribution in the village is not even. From interviews with 6 men, they told us there were 218 heads of cattle in the village of which 46 are work bulls. During the wealth ranking exercise conducted with 3 men to determine well-being in terms of livestock, it was discovered that 20 compounds owned livestock. They were not able to give us information on small ruminants (goats and sheep), as these are mostly reared by the women.

Our informants also told us that D2.50 tax is paid annually to Area Council for every head of cattle from birth to death, except on work bulls. Veterinary services are not frequently received therefore animals suffer from serious sicknesses especially during the peak period when grasses are in short supply and watering points are dry. To avoid these problems, the livestock owners start to collect hay and other animal feed from November to January. Watering the animals is from November to June, when other watering points are dry (see Figure 15).

After cattle, goats and sheep are the most common animals. There are 12 donkeys and 6 horses. The women said there are few horses in the village because of prevalence of several diseases that kill horses.

According to our informants, the different types of livestock have their own economic values based on need and preference. Sheep have high religious value as they are preferred for sacrifice during Tobaski feast. If there are no sheep, goats and cattle are preferred in that order. Traditionally sheep or goat are sacrificed during many ceremonies, such as naming and wedding ceremonies.

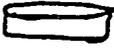
Livestock have economic value for the people of Njoren. Cattle, sheep and goats provide: milk for the people, manure, meat, power for farm cultivation (only cattle) and are a source of income. Horses and donkeys also provide farm yard manure, power for farm cultivation and can be sold during times of difficulty. They can sell one of their livestock and settle some of their domestic needs. Cattle, horses and donkeys are the principal transport system in the village for carrying the sick to the hospitals and health-posts, carrying the farm inputs and outputs to and from fields and to marketing centres.

Main problems for livestock in the village are general lack of veterinary services and inadequate watering points for livestock.

## **7 INCOME AND EXPENDITURE**

The major source of income for the majority of the population is through crop production. Cash crops such as groundnuts and cotton are primarily cultivated for income, and food crops, such as early

MAXIMUM SCORE PER BOX is 5 stones .....

						
EASY LABOUR	...	....	.	....	....	
INCREASE AREA under Cultivation	....	.....	...	.	....	.....
INCREASE PRODUCTION	....	....	...	..	....	.....
EASY TRANSPORTATION		.....		.....	....	
SUBSISTENCE NEED	....	....		....	.....	
Quality Yield	...	...	.		.....	.....

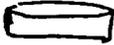
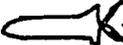
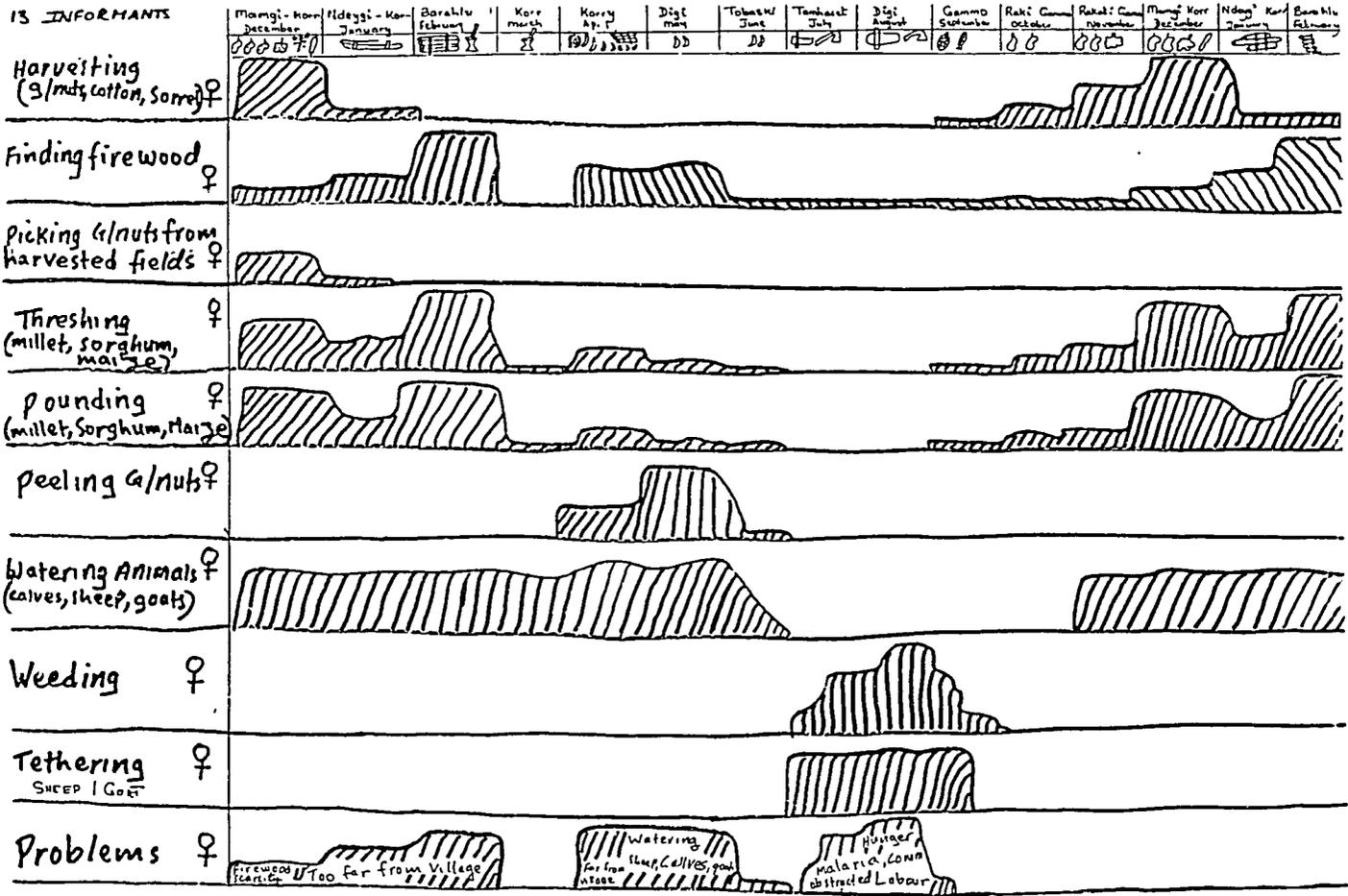
 - IMPLEMENT   
  - OXEN   
  - FERT   
  - CARTS   
  - CASH  
 IF ONLY ONE? THEY CHOSE OXEN.  
 - SEEDS

Figure 1A Matrix of preferences for using credit (young men)

Figure 1.5

Seasonal calendar of women's work (women)



millet, maize and sorghum for household consumption.

Another source of income is small ruminants, like goats and sheep, which are sold especially during the hungry seasons, sebet and nawet, to purchase food for the household. Other sources of income includes the sales of cattle to those with herds of cattle, doing wage labour for individual farmers and also the renting out of farming implements to the farmers who do not have any themselves.

Six young men were the informants for the income and expenditure seasonal calendar (see Figure 13). Showing the five seasons in the year, their calendar reads as:

<b>Sebet</b>	<b>Nawet</b>	<b>Lolli</b>	<b>Teret</b>	<b>Norr</b>
June	July-Sept	Oct-Nov	Dec-Jan	Feb-May

The diagram indicates the number of months in each season and the lengths of sticks representing the various levels of expenditure. The diagram also shows the levels of food stock within the year and cash availability in each month. Stones were used to represent the different ratios. More food is available during Lolli (Oct-Nov) when villagers are harvesting crops like early millet, sorghum, maize and groundnuts, and the stock reduces each season. Norr (Feb-May), which lasts for four months, is the relaxing period for the villagers, and social and cultural activities such as marriages occupies most of their time. Cash availability increases during Lolli towards Teret when the marketing of cash crops starts, which also shows the highest level of expenditure.

Expenses differ per season and the necessities of each season. The calendar shows that during the Sebet, (June) when Nawet is approaching, expenses are basically on preparation for the rainy season and related to seeds, fertilizers, repairs of farm implements and the purchase of more food to add to the stock before the hungry season (also see Figure 14). The lowest rate of expenditure is very little and is mainly for food. Expenditure is higher during Lolli than during Nawet when cash is more from the sale of crops and related expenses are more a personal matter. The highest rate of expenditure is in Teret when more cash is available with expenses such as clothing, repayment of creditor of high interest rates, medicine, fish, meat (which also shows the quality of food within the year), maintenance of houses etc. The following are the problems and possible opportunities forwarded by the young men.

<b>Name of season</b>	<b>Related problem</b>	<b>Possible opportunities</b>
Sebet	Food is the basic problem during this season. The stock of food is almost coming to an end and farmers have	Credit in both cash/kind can help so as to enable farmers to buy fertiliser to increase food production particularly of food crops and more farmers to

little cash at this time of the year.

have farming implements for higher yields.

Nawet

This season is the hungry season. It is the most difficult time of the year, when food is the main problem. Poor health, sickness, malnutrition is also a problem then.

Inputs on credit to increase farm yield and technical advice on innovations can help to increase food production. A storage facility for farmers to store some of the produce from Lolli for

Nawet.

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## 8 HEALTH

Njoren has no health facility. The nearest health post is Njoren Babou, which is 5 km away. This is a MCH (mother and child health) clinic and it only attends to children under 5 years and pregnant mothers. The MCH team operates every fortnight and provides them with: health education sessions, weighing, immunisation and treatment. For serious health problems like obstructed labour pains, accidents etc. people must go to Bansang hospital which is 12-13 kms away from Njoren, on carts, foot or pedal bicycles. This entails a lot of risks and difficulties due to poor road conditions and is slow. As can be seen on the seasonal calendars (see Figures 11 and 14) the months of August, September and October are terrible months for the villagers in terms of health problems. Incidence of diseases such as cerebral malaria, diarrhoea, schistosomiasis, conjunctivitis, meningitis, measles and malnourishment are very common and are difficult times for both children and their parents. These diseases are known locally as: Sibiru, Bri-bu-Ndaw, Hanyan, Wanet, Jadaral, Yoss/bat/Nqass, Lapa .

According to the 17 women interviewed, they complained most about obstructed labour pains, cerebral malaria and diarrhoea and the difficulties experienced during transportation of patients, which causes most deaths before they reach the hospital (see Figure 2). Thirteen of them also noted that food scarcity (see Figure 15) is specially high during the rainy season, which leads to malnutrition (see Figure 11). A vegetable garden is highly needed for food supplements that will help them to obtain good health. According to the women, the most needed facility is a health facility (see Figure 16).

Meanwhile, the village has only two potable wells. The one with a hand pump is used for safe drinking water and for domestic purposes, and the other well serves for the animals. The hand pump well was constructed by Water Aid and the second well was dug by the community. There is also a water committee with 6 members. This committee was trained by Water Aid, to be able to control the

# MATRIX SCORING → PROBLEMS & POSSIBLE OPPORTUNITIES.

## NJOREN WOMEN

PROBLEMS	BATTERY	GLUT CELLS	A BOOK	STONES	TABLETS	TOMATO TIN	SORGHUM	MATCH BOX	OKRA	CASSETTE
POSSIBLE OPPORTUNITIES	CREDIT	STORE	SCHOOL	FEEDER ROAD	H-FACILITY	NEW PUMP	THRASHING MAC	CAPTS	V GARDEN	PETTY TRADING
TOMATO	4	—	—	2	—	4	—	4	3	3
VEGETABLES	—	—	—	—	—	—	—	—	—	—
F WOOD	5	—	—	3	—	—	—	5	—	7
F WOOD	—	—	—	—	—	—	—	—	—	—
TRES- HING	—	—	—	—	—	—	20	—	—	—
SOACH	—	—	—	—	—	—	—	—	—	—
WATER	—	—	—	—	—	20	—	—	—	—
CUP OF WATER	—	—	—	—	—	—	—	—	—	—
SICK PERSON	4	—	—	3	6	—	—	4	—	3
ALL HEALTH	—	—	—	—	—	—	—	—	—	—
COMMUNICATION	—	—	—	20	—	—	—	—	—	—
STONES	—	—	—	—	—	—	—	—	—	—
EDUCATION	—	—	20	—	—	—	—	—	—	—
A BOOK	—	—	—	—	—	—	—	—	—	—
STORAGE	7	8	—	—	—	—	—	—	—	—
GLUT CELLS	—	—	—	—	—	—	—	—	—	5
FARM IMPLEMENT	20	—	—	—	—	—	—	—	—	—
AXE	—	—	—	—	—	—	—	—	—	—
DALAS COIN	10	—	—	—	—	—	—	—	8	2

Figure 16

Matrix of problems and possible opportunities (women)

animals and help the community in maintaining the surroundings of the well.

Rules are made to ensure proper hygiene which includes a fine of D5.00 for defaulters who climb with shoes on top of the well and D10.00 for washing clothes too close to the well. They also ensure cleaning of the well surroundings. The money generated from fines is used to repair and maintain the well. However, in view of the existence of only two very deep wells, an acute shortage of water and long times to fetch water are indeed problematic.

In Njoren nearly every household possesses a latrine. There are 32 earth-dug temporal latrines, not cemented and without covers. There is also one public latrine built by Water Aid in collaboration with the community. The community contributed with labour and provision of locally available resources while Water Aid provided materials not available locally and technical advice.

## 9 EDUCATION

The people of Njoren have not been very fortunate as far as educational/literacy opportunities go. Since its foundation in 1906, the village had only three secondary school graduates (from Bansang secondary school), two high school graduates (from Naser Ahmadiya and Armitage High Schools). At the moment, 5 children are being schooled at different levels and at different places in the country.

As the village is far from places with schools, the few who have been educated or are being educated are those with close relatives living in places with schools. The young men said that though parents are quite willing to send their children to school, they fear the lack of parental control if there are no close relatives near the schools. This has affected the girls more than the boys because parents think that girls need strict parental control if they are not to run into troubles like delinquency and teenage pregnancies. This would not conform with the traditions and norms of their community. Because of the long distance, 12 km for the children to walk to and from Bansang daily, it has been impossible for them to attend school there. Considering all this led the young men to opt for a school in the village as the highest priority (see Figure 17).

The interview conducted by the young men's group with their informants revealed that there is no Arabic/Koran school in Njoren. However, they discovered that the village Imam conducted ad hoc Koran sessions for both adults and children. These sessions were free of charge and open to whoever was interested. The villagers value education greatly. They see it as a way of providing job opportunities by enabling people to read and write confidential letters, and also by making young people aware of what opportunities they could make use of to improve their living conditions. From the young men's interview, it was discovered that Sane Debo village was

PREFERENCE FOR NEW FACILITIES - INFORMANTS - 2 MEN  
NJOREN VILLAGE

	 Seed Store	 Health Centre	 Road	 School	 Water supply	 Food
Poor Storage	.....	.....	.....	.....	.....	.....
Lack of Health Services	.....	.....	.....	.....	.....	.....
Poor Communication			.....	.....	.....	.....
To Educate c. children	.....	.....	.....	.....	.....	.....
High human + animal pop.	.....	.....	..	.....	.....	.....
Food	.....	.....	..	.....	.....	.....

When asked what they would choose if they could have only one, they said School. At the community meeting this was changed to Health Centre.

the closest village with adult literacy classes. But because Sane Debo is 5 km away and classes were conducted in the afternoons and at night it is impossible for the people of Njoren to attend such classes.

The young men's group were happy to learn from their informants that ActionAid The Gambia is starting adult literacy classes in Njoren and that 16 adults (8 males and 8 females) from Njoren will be enrolled while 4 adults (2 males and 2 females) from Sankabari village (less than one km from Njoren) will also attend.

## 10 PROBLEMS AND POSSIBLE OPPORTUNITIES

The results of discussions with men, women and young men are shown in the matrices in Figures 13, 16 and 17.

### Problems in Njoren

(as stated by the villagers in various discussions)

1. Difficulty in the transportation of on-farm products and carrying out of farm activities, especially firewood collection.
2. Lack of vegetables to increase the income earning capacity of women and improve nutrition.
3. Inadequate water points for livestock and people, resulting in overcrowding of the only reliable hand pump well with safe water.
4. Poor health care services for people and poor veterinarian services for livestock. There is a monthly visit by the Bansang MCH team to Njoren, some 5 km from Njoren. Njoren has an untrained traditional birth attendant.
5. The condition of the roads is so bad that the people of Njoren find it very uncomfortable and time-consuming to reach facilities when in need, for example for hospital, education, market outlets.
6. Few educational opportunities, allowing only the few rich people in the village or those with relatives or friends in Bansang (who host their children during their schooling) to send their children to school.
7. Few cash income earning opportunities, inability to buy food especially in Nawet and inability to buy farm implements and increase the labour force.
8. Inadequate farm inputs, such as a threshing machine, oxen, seed and other farm implements.
9. Poor storage facilities -- farmers keep their seeds in their houses where they get infested and are prey to fire and theft.

10. Deforestation - forest cover depletion encourages wind erosion.
11. Uncertainty of access to land because some of the land they use is in Seregal. The land originally belonged to them but when the border was changed, they lost land to Senegal. They are currently able to use the land but this is subject to relations between Senegal and The Gambia.
12. Pest and insect infestation on farm crops eg millipedes, striga, blister beetles, monkeys (see Figure 11).

### **Possible Solutions to Njoren's Problems**

The people of Njoren say that the only successful way they can think of addressing these problems is through the intervention of outside agencies, especially in an integrated form as started by AATG and Water Aid with the community's full involvement. They provided locally available resources and unskilled labour during the construction of the hand pump and VIP latrine with Water Aid. In this way they might be able to have a health post, school, extra hand pump, seed store, better roads and adequate credit facilities. They think a health post and a school have the highest priority.

The PRA team's suggestions concerning the above was:

- The villagers could write an application letter, jointly with their close neighbours in Sankabarr, for a health post from the Medical and Health Department in Banjul.
- The villagers could discuss with the eventual literacy facilitator (classes to start in 1992) the possibility of starting classes with children.
- The community could embark on tree planting, obtaining free seedlings from AATG and the Forestry Department.
- Sharing a seed store with Sankabarr. One already exists but this would depend on its size and condition.
- Rehabilitation of the old well under the direction of the Njoren water committee.

## **11 PROCEDURES IN INTERVIEWS AND DIAGRAMMING**

### **1. Mapping Njoren showing facilities (women)**

Seventeen women were present during the exercise. From there they selected one woman to do the drawing and they discussed amongst themselves to agree on where to locate each facility.

## **2. Preparing seasonal calendar on women's work (women)**

Five women were involved initially and they were asked to identify their work done in various months during a year, using the local names of the months. They used symbols like stones, firewood, sorghum, batteries to show various types of work done.

## **3. Preparing matrix on problems and possible opportunities (women)**

Ten women were informants and they identified all their problems and the possible opportunities to deal with them. These were ranked across and down in a matrix. They were given 20 stones to place against any opportunity they thought would be of help to solve the problem identified. So we moved on until all the possible opportunities were considered for each problem.

## **4. Matrix scoring of credit preference (young men)**

An individual informant was used to show the priority for using credit by representing the number of stones according to the levels of preference. A maximum score of five was placed for the maximum priority, with least scores on items of low preference.

## **5. Transect of natural resources (young men)**

In doing this transect exercise, six young men were accompanied by the PRA team during a one hour walk. The team walked through the fields to the Cassamance border and back. While on the walk, questions were asked and notes taken for the transect diagram.

## **6. Seasonal calendar on income and expenditure (young men)**

An individual informant was used and he was asked to use a calendar as a technique to demonstrate the income and expenditure levels of the community.

## **7. Producing the map of Njoren (young men)**

A number of informants were asked to draw the map of Njoren on the ground, showing any infrastructure or any important thing that they wished to show. It was then drawn putting symbols to represent each thing.

## **8. Producing transect of natural resources (women)**

Three women accompanied the PRA team and made a walk of 1 hour and 45 minutes. We walked to the borders of Cassamance and back. Questions were asked and notes were taken and the lay-out of the area was sketched roughly. Later the team sat and drew a transect showing natural resources.

#### **9. Mapping the venn diagram on village institutions and NGO intervention (young men)**

Informants were involved and asked to draw the village in a circular form and to indicate the existing institutions of the village. Each group was asked to name the NGOs and parastatals working with each institution. It is important to note that the size of the circle represents the level of intervention. Each institution has its own committee which is assigned for the operations of the village.

#### **10. Mapping Njoren showing village demography (men)**

The process was with six informants, of which one was identified by the villagers to outline the village while the others were watching carefully. They located all the compounds starting with the Alikalo's compound No. 1. They indicated the number of people in each compound and also the households with latrines and other facilities.

#### **11. Preparing the pie chart on land tenure and land use (men)**

Two old men were used as informants. They agreed and assumed that the land available to Njoren people was one hundred stones. The stones were divided into Kabilos. This was later transferred to percentages and finally they were asked to show how many of the stones (ie how much land) was owned by each Kabilo and had been under cultivation. This led to the figures shown on land tenure and use.

#### **12. Getting timeline on village history (men)**

In a semi-structured interview, they were asked to review all the major events and changes that took place in the village up to the present time. They were using sticks to mark major events in the village.

#### **13. Preparing a matrix on preference for new facilities (men)**

The semi-structured interview technique was used and through discussions they came up with their preference. Thirty old cobs of maize were used to mark the scores against their preference for facilities. The school was their first preference.

#### **14. Wealth ranking**

Three different informants were interviewed by each sub-group separately in their houses. They ranked the compounds in terms of how well off they are compared to each other. The final ranking was compiled by the team from all informants and calculated to an average percentage to find out which is the richest household and so on to the poorest household. The notes below are extra

information obtained on informant's criteria for categorisation of households in different groups during the interviews.

### Young men

The notes below (against each household number) are products of questions asked during a wealth-ranking exercise with three different individual young men of Njoren. Questions like "why do you say household x is better off than household y" or "what makes household z rich" were asked. These came from just one of the informants, which will explain why the information does not exactly correspond with the household order resulting from the average scores.

- Household 3: herd of cattle, 3 horses, 4 pairs of oxen, farm implements with a big family hence very good labour force.
- Household 15: herd of cattle, 3 pairs oxen, 1 horse, 2 carts and subsistence business and farm implements.
- Household 7: herd of cattle, 3 pairs oxen, farm implements, strong labour force.
- Household 10: herd of cattle, 2 pairs oxen, farm implements and fair labour force and carts.
- Household 20: pair of oxen, 3 donkeys, very hard working household head.
- Household 19: 1 horse, a pair of oxen, farm implements, some heads of cattle.
- Household 8: a pair of oxen and farm implements.
- Household 2: 2 horses, a pair of oxen and good labour force.
- Household 14: 2 pairs oxen, farm implements and strong labour force.
- Household 23: good labour force, 1 pair of farm implements.
- Household 9: a pair of oxen, farm implements and a good labour force.
- Household 18: a pair of oxen, farm implements and a fairly good labour force.
- Household 12: 1 pair of oxen, farm implements and a big family (strong labour force)
- Household 11: pair of oxen, farm implements, big family (strong labour force).
- Household 21: a pair of oxen, farm implements, cart, fair labour force.
- Household 6: a pair of oxen, farm implements, good labour force.
- Household 4: 2 donkeys, a herd of cattle farm implements and a fairly good labour force.
- Household 5: 1 donkey and farm implements.
- Household 17: strong labour force, 3 donkeys and farm implements.
- Household 16: 1 donkey and farm implement.
- Household 1: 2 donkeys, farm implements, fairly good labour force.
- Household 24: 1 pair of oxen, farm implements.
- Household 22: 1 donkey, weak labour force, household head suffering from a chronic disease.
- Household 28: has none of the above mentioned but 2 wives.
- Household 25: no assets but 1 wife.
- Household 13: no assets as above but 1 wife.
- Household 26: has none of the above mentioned but 3 wives.

Household 27: has none of the above mentioned but 2 wives.  
Household 29: has none of the above mentioned but 1 wife.  
Household 31: no assets but 1 wife.  
Household 30: has none of the above mentioned and no wives.

### Men

This is one man's view as information is missing for some households.

Household 15: 3 pairs oxen, 1 horse, 7 labourers, 1 corrugated house, 30 head of cattle.  
Household 3: 4 pairs of bulls, 2 horses, 4 male children, 6 cows, money in cash.  
Household 19: 1 machine, 1 pair oxen, 10 cows, a horse.  
Household 10: -  
Household 7: has a rich wife, 2 pairs oxen, 6 cows.  
Household 8: 1 pair oxen  
Household 2: 1 donkey, 2 horses, 3 cows.  
Household 23: no machine, only 1 donkey, no labour, spent only 2 years in the village.  
Household 11: 1 pair oxen, many children, 1 sewing machine.  
Household 20: -  
Household 14: -  
Household 18: 1 pair oxen, some labours, a lot of harvest.  
Household 21: -  
Household 4: 1 donkey, 1 machine, less labour.  
Household 6: -  
Household 12: -  
Household 9: 2 pairs oxen (one for wife, one for child), none for himself.  
Household 16: 1 donkey, 1 corrugated house.  
Household 1: more labour.  
Household 5: -  
Household 22: trader, 1 pair oxen.  
Household 17: -  
Household 24: -  
Household 13: nothing to eat, offer contract to earn living.  
Household 25: 1 pair oxen, makes baskets for sale.  
Household 26: -  
Household 27: -  
Household 28: no labour, no horse, 1 donkey, 1 implement.  
Household 29: -  
Household 31: -  
Household 30: -

### Women

A wealth ranking exercise was conducted in Njoren with 3 individual women. The following information was obtained.

Informant 1 - This lady was asked to rank the compounds according to their wealth/well-being, with the head of the compound written on a piece of paper which was read out to her. As she proceeded to rank the compound she was asked why she was "ranking Mr x before Mr

y". She answered that she was considering the inputs available to Mr x, eg farm implements such as sinehoes, seeder and work animals such as donkeys, horses and oxen. To her a wealthy man is one who has all or some of these or owns a herd of cattle.

As she proceeded the questions put to her revealed that she was also considering the labour force available to the compound head. She ended up ranking the whole village of 31 compounds into 9 groups.

**Informant 2** was asked to use her own criteria to rank the compounds of Njoren into groups according to wealth. As she ranked the names of the compound heads she was asked why she ranked some richer than the others. She said she was considering their power of production. "What makes one more powerful than another in terms of production?" asked the PRA team. The answer was the possession of farm implements such as sinehoes, seeders and the owning of oxen, donkeys, horses as work animals. Being a trader and therefore being able to buy fertiliser was also mentioned as a criterion. She ranked the 31 compounds into 8 groups.

**Informant 3** also used almost the same criteria as the first two informants, putting more emphasis on family size being large with few workmen and women, large family size with more workmen and women. She also emphasised the availability of sinehoes, seeders, donkeys, horses and oxen. "One who owns cattle or has a shop would be wealthier than others", she said.

All 3 informants ranked wealth/well-being in Njoren in almost the same way. The wealthiest were ranked the same by all three informants and the poorest all came at the same rank. Variations were quite insignificant.

**APPENDIX 1 LIST OF PARTICIPANTS**

**Dobang Kunda PRA Team**

Amie Nyang	Agricultural Assistant
Keba Sima	Research Assistant
Omar Jammeh	Agricultural Assistant
Abdoulie Jawo	Agricultural Assistant
Mama Manneh	Agricultural Assistant
Ebrima Taal	Agricultural Assistant
Biram Jallow	Agricultural Assistant
Lamin Jatta	Health Motivator
Ebrima Konteh	Agricultural Assistant
Pa Ebrima Jammeh	Health Motivator
Kantong Mareena	Agricultural Assistant
Sherif Jallow	Agricultural Assistant
Matar Gaye	Agricultural Assistant
Lamin Jobarteh	Research Assistant
Adi Cole	Sponsorship Assistant
Baboucarr Cham	Agricultural Assistant
Karafa Manneh	PRA facilitator, AATG
Irene Guijt	PRA facilitator, IIED

**Misera PRA team**

Yusupha Dibba	Assistant Research Officer, Kanifing
Habibou Badgie	Literacy Supervisor, RDA 4
Wurri Jallow	Senior Research Assistant, RDA1
Tijan Sinyang	Credit Audit Assistant, Mansa Konko
Babou Sarr	Research Assistant RDA 4
Sainey Jadama	Agricultural Assistant, RDA 3
Abdoulie Baldeh	Agricultural Assistant, RDA 3
Saikou Jabbi	Agricultural Assistant
Salieu Samba	Agricultural Assistant, RDA 4
Sulayman Kolley	Community Health Motivator, RDA1
Ebrima Jallow	Agricultural Assistant RDA 1
Matti Njai	Agricultural Assistant, RDA 1
Terri Sarch	PRA facilitator

**Njoren PRA Team**

Pateh Jallow	Agricultural Assistant
Marie Manga	Community Health Motivator
Demba Sanyang	Senior Sponsorship Field Assistant
Sainey Njie	Agricultural Assistant
Babucarr Bojang	Agricultural Assistant
Adama Jeng	Health Education Specialist
Samba Leigh	Agricultural Assistant
Omar Mass	Agricultural Assistant
Ousman Ceesay	Agricultural Assistant
Momodou Jallow	Agricultural Assistant
Ebrima Jawneh	Research Assistant
Sainey Jobe	Research Assistant
Mary Martin	PRA facilitator

**APPENDIX 2      NOTES ON THE BANSANG WORKSHOP DAYS 1-4**

**DAY 1      TUESDAY DECEMBER 3**

0730      Arrival at Keh's Disco, venue of the PRA training. Arrangement of the tables around the pillar and general preparations for the logistics of the first day (generator, overhead projector, slide projector, video machine).

0850      Introduction by Ousman Cham, RDA 3 Manager, host of the PRA training, and by Pauline Wilson, ActionAid programme manager of AATG.

0900 **Introduction of IIED and pair-wise introduction of participants**  
Participants were asked to interview each other asking the following question:

"What are the three best things that happened to you the past year?"

The question was concise and flexible enough to open the training informally, with many laughs at each other's expense. It was a good start to the workshop.

0940 **Ground rules**

Brief discussion of ground rules for the training. This was intended to be a brainstorm session to help set group norms for the two weeks. However, the concept was unfamiliar for most and they probably understood it to mean imposed rules. For next time, guidelines is probably a better word than rules.

0950 **Mood meter and suggestions chart**

Part of the monitoring was to be daily filling in of the mood meter (type of 'thermometer' of group mood of the day). This worked well as it was informal and anonymous, yet gave good overall information. In addition, each participant was asked to fill in a suggestions chart with two things they liked about each day, two things they did not like, and providing two suggestions for the facilitators to consider. To avoid 'traffic jams' around the chart, we decided to collect individual slips of paper and report back with a summary of the comments each morning. We also suggested choosing two representatives to channel any complaints through to us but that idea was not implemented.

1000 **Key concepts**

A brainstorm on the main working principles of ActionAid, to set the scene for how PRA fits into its Mission Statement. The plenary discussed two questions:

Q1: What does ActionAid's work intend to do?

Q2: What is the strategy AA uses to achieve this?

Although it served the purpose, we felt that discussing one key concept such as sustainability or participation would have led to a more focused discussion.

#### **1017 Expectations**

The previous brainstorm led into a brief exploration of participants expectations. Expectations included:

- to be able to better involve the community in identifying and initiating projects
- to learn about PRA and use it as a tool
- to help villagers become owners of the projects
- to be fully equipped to apply PRA and to receive recognition for this
- to learn new and more efficient ways for data collection
- to help find solutions to problems
- to encourage more responsibility from the bottom (from the agricultural assistants)
- to empower farmers to determine their own development
- to also need decision-makers in AATG to be trained in PRA if it is to have a real impact.

#### **1100 Ways of collecting information**

This was a "buzz session" (a short discussion on a specific question in small groups) on the following:

- Q1: What methods do you use to collect information?
- Q2: What problems do you have with these methods?

It was important to get the participants thinking about appropriate ways of working with villagers and led on well to the introduction of PRA as a set of methods, in a process and based on particular working attitudes.

#### **1135 Introduction to PRA**

A brief presentation using overheads on the main components of PRA principles, process and methods.

#### **1150 Myrada video**

This is a 25 minute video of a PRA carried out by Myrada in India, showing the application of some PRA tools for catchment planning. There was a short feedback session on whether the participants felt it would be a relevant approach for The Gambia. We decided to show it again in the evening. The participants saw how PRA was applied and, although the context was completely different, the use of PRA became more concrete. The video proved a useful reference point when introducing new methods later on.

#### **1230 Introduction to SSI (semi-structured interviewing)**

A brief presentation of what SSI is, why it is important and how to conduct an SSI. Theory about SSI preceded most of the exercises of the afternoon (see below).

#### **1245 SSI photo game**

The exercise was done in 8 groups of 5. During the

feedback using the slides, there was considerable confusion about the role of body language and the physical interview setting. Participants were assuming the topic of the interviews and building on this hypothesis in judging what was happening. We stopped with the feedback on slides and moved into an open plenary brainstorm about appropriate behaviour which worked well. A list of Do's and Don'ts about SSI was produced.

**1355 Leading and ambiguous questions**

A list of leading and ambiguous questions, mixed on one overhead was used to illustrate bad and good questions. In a plenary, the participants were asked to guess which was a leading and which an ambiguous question, and why they thought this. They were then asked to formulate better alternative questions or for possible interpretations of the ambiguous questions. This proved an excellent introduction as they explained the differences to each other and was the first of many discussions on the difference between probing and leading questions.

1415 Lunch

1445 Recapitulation of elements of SSI presented before lunch.

**1450 FOR (Fact, Opinion, Rumour)**

Following an introduction on the need to assess the quality of information on the spot, two interview extracts were read out and participants asked to indicate F/O/R with three agreed hand movements. The hand movements worked well in the field with participants reminding each other about the type of information that needed cross-checking.

**1510 Fruit salad**

Two circles of twenty people each were made, with each circle naming five fruits and allocating them to the participants. The fruits were shouted out and people rushed to different seats with much laughing, screaming and pushing. Each circle was facilitated by a different person, who had to eventually stop the exercise. There were now 10 groups of 4 each formed for further exercises.

**1525 BUT why?**

Each 'fruit' group was given a sheet of paper with a simple observation from the field (eg "the cow is thin", "the child is crying"). There were three groups with the same observation. They were asked to identify an informant and interviewer(s) and to pursue the topic until they were satisfied they had probed into the issue and found out more about the reasons behind the observation. For the feedback one observation was picked and three groups asked to present their final statement,

explaining some of the steps that led to the conclusion. There was no time to list appropriate probing questions, but the learning point of going beyond a first reply was well illustrated by the three very different final statements based on the same initial observation.

#### 1550 Role plays

In the 'fruit' groups, the participants were asked to prepare a short sketch of good/bad interviews using the learning points that had been raised that afternoon. We assigned two good group interviews, 2 bad group interviews and one bad individual group. It was interesting that all the "bad interview" groups portrayed extreme examples of both bad informants and interviewers.

1650 Mood meter and suggestions chart filling in.

#### Comments and Schedule Changes

We had originally planned to include both the Line Game and the Saboteur Game but had to drop them as discussions about the photos took longer than anticipated, as did the feedback from the buzz and brainstorm sessions. We opted to drop the Saboteur Game rather than the Role Play as we felt the group needed an energiser before closing for the day. It was a good choice as all seemed to enjoy the acting and seeing, although it did make us go beyond the planned closing time of 16.30.

The SSI Photo Game took longer because the term 'lay language' seemed to be unfamiliar. Mary had assumed a lot of information about the context of the photographs which led to a good discussion on assumptions that everybody makes about other people which are not always correct.

#### DAY 2 WEDNESDAY, DECEMBER 4

0835 Recapitulation of the previous day by the participants.

0845 Feedback of the likes, dislikes and suggestions from the suggestions chart.

#### 0850 Introduction to mapping

Brief presentation of participatory mapping with examples of maps done in other PRA exercises.

#### 0900 Memory maps exercise

Each 'fruit' group from the previous day got a set of four memory map (one each from Sierra Leone, Malawi, Ethiopia and Los Angeles). They were asked to look at them and identify what type of person had drawn it (male, female, old, young, etc). They were also asked to look at what information the maps do and do not provide.

**0930 Feedback of memory maps exercise**

There was some excellent discussion about each map, with many interesting assumptions about who had drawn which map! This was a good continuation of the discussion on assumptions from the SSI Photo Game as most of the groups had incorrectly guessed who had drawn which map. Straight lines were associated strongly with further schooling and urban planners, whereas they were often maps drawn by women. The notion of a perceptual map "from memory" came out clearly as a variation of the normal maps from observation.

**1015 Participatory mapping and transects**

The training notes were handed out (with copies of the correct answers of the memory maps) and several other examples of focus maps were explained. Transects were also explained using examples from the training notes.

1030 Coffee and briefing of the participants chosen to be key informants for the afternoon transect and mapping exercise.

**1100 Slides on mapping and transects**

About 30 slides of participatory maps, models and transects were shown to inspire the participants for the afternoon session and to help them visualise how mapping and transects can be done. Everybody seemed to enjoy them very much.

**1135 Vegetable stew**

A five-vegetable variation of Fruit Salad, with all 40 in one big circle, which worked just as well, despite the hot sun. This was followed by an explanation of the mapping and transect exercise.

**1155 Bansang mapping and transect exercise**

The five vegetable groups were each assigned a "key informant", a participant familiar with Bansang. They were told to walk a 30 minute transect through Bansang after deciding which types of categories to look for. They were asked to walk through Bansang with the informant, and then come back to let her/him do a map of Bansang.

During the mapping exercise several groups started drawing on paper but were encouraged to draw on the ground, to simulate the village situation as much as possible, where they would not be using paper. The first of the confusion about mapping versus transects soon arose. As they had walked a transect and were then asked to do the map, they thought they were drawing a 'transect map'. Transects proved difficult to explain, for which we used terms such as slice versus a bird's eye view. As most groups had finished their maps by 1330 and to stress the difference between a transect and a map, they were then asked to develop transects. None of these were

finished but the difference between a transect and a map became clearer.

1230 First group returned from transect walk. Most finished maps by 1330 and started with a transect diagram.

1400 Lunch

**1430 Feedback about the maps**

Issues discussed during the feedback included: Was it difficult not to get involved with the map making? Was it difficult to start? Who held the stick? Did the informants learn something new about Bansang? What Mandinka/Wollof words were used to discuss mapping/transects? Can villagers draw maps?

The feedback about the maps was excellent to reinforce the idea of perceptions and focus maps. As all the maps were about Bansang, there was a lot of cross-checking about why certain buildings had been left out. This led into discussions about how people's perceptions of the same area differ, and that there is no right or wrong. There was much checking of the process with other groups, ie "Who held the stick" questions. This created general confusion about the role of the PRA team when doing maps and transects. The participants suggested leaving the feedback of the remaining maps. A lengthy talk followed about the different roles of the PRA team in the villages and again about the difference between probing and leading questions.

When the feedback about transects started, everyone was quick to note that the transect being discussed was confusing and that it is important to have clear information categories and zones. Though short, the discussion helped clarify the difference between transects and maps.

1625 Mood meter and suggestions chart filling in.

**Comments and Schedule Changes**

Although we spent more time on the memory maps and slides than planned, the groups finished quickly with their map/models. We got behind schedule again due to the lengthy feedback that followed. We had planned to present venn diagrams, historical diagrams, crop biographies in the afternoon but this had to be rescheduled.

We agreed that it was confusing for the participants to walk the transect and then be asked to draw a map. They made a logical, though incorrect, link between the actual walk and the map. It was good that we had included a transect diagram after the map drawing but agreed that for a next time it is better to do a transect diagram immediately after the walk, and then go on to the map.

The discussion cleared the differences between a participatory map and a transect. Some of the confusion was also due to the difficulty of identifying zones in a small town, compared to the zoning that is clearer in rural transects. The participants drew a type of 'memory transects', adding details they had not actually seen. The idea of zones and categories needs to be stressed well. A possibility for next time is to show one example of a transect and then have a plenary brainstorm about all the kinds of categories that could be investigated by a transect walk. One other improvement on mapping would be to have the groups do very focused thematic maps of Bansang rather than 5 general maps (although one was tried to focus on health facilities). This would have stressed that maps can be used to investigate specific topics.

The feedback discussion was excellent with much greater clarity about the role of fieldworkers in applying PRA as a catalyst. The process of map making was clearer, ie the difference between helping someone to do something or doing it for them. This was a very worthwhile discussion and brought home the lesson of "who holds the stick" well. We decided to reemphasise the conceptual side of PRA the next day.

**DAY 3      THURSDAY, DECEMBER 5**

0840      Recapitulation of the previous day by participants.

0845      Feedback of likes, dislikes and suggestions.

**0850 PRA and the role of the AATG field worker**

This session was inserted following the previous day's discussion on probing versus leading questions, and maps and transects. To reinforce the conceptual side we decided to go back to what the PRA approach is about and how AATG would use PRA in its work. In fact, after this regular reference was made to these issues.

**0905 Summary of differences between maps and transects**

After the confusion with the mapping and transect exercise, we went over the advantages of diagramming by villagers again. The role of SSI in mapping and transects was stressed and the essential differences between the two techniques repeated in terms of the role of villagers and that of the field worker.

**0940 Poverty discussion**

To start off the wealth-ranking, a plenary brainstorm was held focusing on:

Q1: What is poverty?

Q2: Why are people poor?

Q3: How do you identify poor people in your fieldwork?

**1010 Well-being ranking**

The technique of wealth-ranking was explained using overheads, focusing on the purpose and related to the brainstorm session, the procedure and the calculations of the final scores.

**1025 Coffee**

**1055 Demonstration of well-being ranking interview**

A 10 minute demonstration of wealth-ranking followed. This was done in Mandinka with one participant who was familiar with the method acting as the informant. The demo was of an imaginary village of 10 compounds, although the informant discussed people he knew from his own village, which caused great hilarity.

The explanation of wealth-ranking calculations was repeated and we discussed local terms for well-being and what type of social unit was best to rank: compounds, farming groups or cooking groups. We settled on compounds.

**1310 Knotty Problem**

To energise people we did the knotty problem game in two circles of 20. Two volunteers left while the others were asked to hold hands in a circle and create a knot without letting go. On their return, the managers were given 3 minutes to undo the knot by giving verbal instructions only, in which they did not succeed. The exercise was repeated, with the facilitator asking the knot to 'undo itself'. The point was brought home that outside intervention in a community does not always solve problems.

**1325 Matrix scoring**

A brief explanation of the purpose and procedure of matrix scoring, using examples to show the difference between ranking and scoring.

**1400 Lunch**

**1445 Matrix scoring exercise**

In the fruit salad groups, one informant and a topic for the exercise were chosen (even one on soft drinks). The groups were encouraged to do it as they would in a village setting, ie with symbols and on the ground rather than on paper. Feedback focused on the difference between scoring two options per criterium or scoring one option using all the criteria.

**1600 Seasonal calendars**

The purpose of seasonality analysis was presented. Overheads and slides were used to show how they are constructed. As no exercise was done, a question and answer session followed to clarify the process in the field.

1645 Mood meter and suggestions chart.

### **Comments and Schedule Changes**

Overall too much was planned for this day. We had to drop both the seasonal calendar and the wealth ranking exercises due to a long question and answer sessions on well-being ranking and on matrix scoring.

It would have been better to include an exercise on well-being ranking, especially discussing the definition of well-being and probing about the distinction between wealth groups. The use of well-being ranking could have been emphasised more:

1. to choose informants from different socioeconomic groups;
2. to relate the wealth groups to different 'overlays' (such as recipients of AATG credit, levels of literacy, etc).

For matrix scoring, more examples of different topics would have helped to show how widely it can be used. A problem-solving exercise of "What would you do if... (something went wrong/differently than anticipated)?" would have resolved some of the remaining queries regarding matrix scoring.

The usefulness of seasonal calendars for understanding linkages between different aspects of the livelihood system was not emphasised enough and the examples from The Gambia in the Training Notes should have been presented more as possibilities rather than as models.

### **DAY 4 FRIDAY, DECEMBER 6**

0830 Recapitulation of previous day and feedback of suggestions.

#### **0845 Historical diagrams**

A presentation of the purpose and variety of historical diagrams, including historical transects, pies, maps.

#### **0915 Review of the PRA process**

To tie the techniques together and in preparation for the fieldwork, the PRA process was presented again, using a sequence of slides to show how the fieldwork starts and what can happen on the way, ending with workshop analysis and presenting back to the community.

#### **0945 Case study of PRA in The Gambia**

Terril presented the work she had done in July 1991 with PRA in AATG villages, referring to the many examples from her study that had been included in the Training Notes that everyone had.

### 1000 **Postcard puzzle**

To balance the teams, we had divided the participants over the three villages the evening before. In this way, each village team had a gender mix, speciality mix, and team members with prior RRA experience and local language skills. Each village was represented by a postcard of an animal, which was cut up into jigsaw pieces with the name of one participant on the back. The names on the pieces were read out at random and the participants asked to piece together their postcard again without speaking. This proved a very good (and lengthy!) exercise to cement team ties from the beginning: the Misera Monkeys, the Kunda Crocs and the Njoren Bulls and Cows (gender mix ensured!).

1030 Coffee

### 1100 **Planning the fieldwork**

After a very short plenary on the overall planning for the fieldwork, the plenary split into the village teams to prepare the field work.

After a general introduction to each village based on profiles prepared by AATG RDA 3 office, each of the village teams had a group brainstorm about the overall objectives of the fieldwork for their village. From this a general issues checklist was written. Then the village teams split into focus groups (to speak with old men, young men, old women and young women from the village) to define their focus group checklist. They were asked to identify which of the PRA methods they had learnt were most appropriate to investigate each issue, so they would all be able to try all in the field. Finally the groups came together again to merge the focus group issues into the first checklist for the village.

Each village team decided who would explain our purpose during the community introduction. We agreed on what we wanted to include and what to emphasise.

1330 End of day

### **Comments and Schedule Changes**

It was very good to have a case study from The Gambia, although there was the chance that it would serve too much as a model. The participants seemed relieved to know that mapping and wealth-ranking had already been done in their country. The slides were another important component, besides for inspiration, also to prove that all this had been done, albeit mainly in other contexts. However, more time should have been spent on each slide, therefore less slides should have been shown.

There was too little time for the field work preparation. Despite having thought it through, we had been over-optimistic about the

timing, so it was not a surprise. The Postcard Puzzle took quite long, probably because the pieces were very small (one postcard was cut into 16 bits). We had planned to have a problem-solving exercise after the field preparation in order to formulate team contracts. However, the checklist formulation proved a difficult process and we felt that was a priority. We all decided to try the problem-solving the next day in the villages just before setting out.

A lengthier plenary introduction on checklists and sequencing would have been good to emphasise the purpose of the PRA training and for a clearer idea of the different level of AATG involvement in the villages. This would have also helped the groups understand better what types of information to keep looking for. Besides lack of time, another difficulty was that the three village teams had different agendas, from impact monitoring to general appraisal, without discussing at length which of the tools are best for which purpose. Impact assessment was especially difficult.

With Dobang Kunda had four extra team members, the focus group checklists created a sense of identification with the focus groups rather than with the village team, which made it difficult to make an overall village checklist again. The objectives formulation for the other two village teams worked better but the checklist definition needed considerable guidance, especially with reminders about why they thought a particular topic was important. The participants tended to focus only on AATG's agenda in mind.

A thorough brainstorm on objectives and key themes in village teams is a good start for a village checklist, followed by a second focus group brainstorm. Three important questions seemed to be:

"What is interesting to know?"

"How can we look at that?"

"How does it link to our PRA objectives?"

### APPENDIX 3 LIST OF KEY PRA TERMS IN WOLLOF AND MANDINKA

#### Wollof Terms

Wollof words/expressions used by the team to explain some of the PRA techniques.

Well-being	=	<b>am am</b> (literally "having", am is "to have")
Map	=	<b>raadd</b> ( <b>raaddko</b> = "to write the line")
Calendar	=	<b>admeciwerr</b> ("the year in months") and <b>wahtu admi</b> ("times of the year" = seasons)
Matrix	=	<b>natalee</b> ("comparison", "preference")
History	=	<b>cosan</b> ("the beginning of" from <b>sossu</b> , "to be coming into being")
Pie chart	=	<b>seedelea</b> ("sharing", "apportioning")
Transect	=	<b>dagge dem</b> ("cut across and continue")
Problem	=	<b>jefe jefe</b> (difficulty: ( <b>jefe</b> = difficult) and <b>texa texa</b> ("that which is pulling you back"))
Income	=	<b>am am</b> (NB also "well being")
Expenditure	=	<b>ferema</b> (from the french "frais" - costs, expenses)
Trade	=	<b>teret</b> (from the english "trade")
Learning	=	<b>janga</b> (the "n" should have a tail and be pronounced something like a nasal "ny")
Compound	=	<b>kerr</b>
Household	=	<b>njal</b>

## Mandinka Expressions

English	Mandinka
Transect	Muunuu tilindingo (ming ka bankoo laanya yitandi)
Village map	Saatee nuunuu (ming ka dulalu yitandi Saati Banta ning a kono) or Alhalo misal nuuwo (mapo)
Pie chart	Nuunuu murun murun digo nin bere kesoolu ming (ka fotobuloolu ning yitandi idundulalu) or Tallaro nuuwo tamansero/misalo
Wealth ranking	Naafuloo/Sotoo laanaa saatee kono (min ka soto buloolu laanaa yitandi)
Matrix scoring	Nuunuu wo ming ka taamangnsereoolu soto ka saatee la soto buloolu yitandandi naakito fii fenolu or Tallaro meng si fengolu la kunma ya yetandi
Well-being	Fanko
Historical map/transect	Satewo la chossano alhalo
Seasonal calendar	Sanjanolu (kuncha maro, Sama, Tilkando) (referring to income earnings)
Income sources	Soto bundalu
Expenditure	Soto domo bundalu
Interventions	Bantala makorlolu
Problems	Koleya kwolu
Opportunities	Ferre kwolu

## APPENDIX 4 SUMMARY OF PRA AND RRA METHODS

### 1. Review of Secondary Data

Secondary data can help a great deal; it can also mislead. Secondary data is not heavily stressed when concentration is upon the reorientation of outsiders and participation of villagers.

### 2. Observe Directly

See for yourself. It has been striking for many outsiders to realise how much they do not see, or do not think to ask about. Observation should be related to questions. Always probe for reasons for what you see. Use what, when, where, who, why, how?

### 3. Participatory Mapping and Modelling

This is marking, drawing and colouring on the ground by rural people with the minimum of interference and instruction by outsiders, only asking a question such as "Could you make a map of your village for me?" In addition, the issue of 'who holds the stick' is very important. The person who holds the stick talks about what is most important to them. Outsiders use local materials, such as sticks, stones, grasses, wood, cigarette packets, tree leaves, coloured sands and soils, rangoli powders - but many also bring outside materials, such as coloured chalks, pens and paper. But paper and pens are often familiar only to outsiders. For villagers it can be quite different: their hands shake when they hold a pen, and when they get to the edge of the paper, they stop. Some organisations are using mobile models of clay and card that can be moved from village to village and rearranged. As maps and models take shape, more people become involved, and so will want to contribute and make changes. Often when the map is left as the group moves on for focused discussions or to go on a transect walk, another group of villagers takes over and makes further changes. This sequential development is very important. Participatory mapping is not a one-off exercise - it often leads to another and another, and this development encourages further participation.

There are several types of maps and models and many uses:

- o resource maps of catchments, villages, forests, fields, farms, home gardens;
- o social maps of residential areas of a village;
- o wealth rankings and household assets surveys on social maps;
- o health mapping, where the health and welfare status of each farming member is marked on or by each house using coloured stickers or other markers; categories might include cases of TB, malnutrition, ear infection, handicapped, post/ante-natal mother, jaundice, does or does not visit primary health care centre, family planning operations and so on. Generally the chronically ill are invisible, but with this method of health mapping we know where they are.
- o topical maps, such as aquifer maps drawn by the local water diviner, soils maps by soils experts, irrigated fields' maps by tank controller, etc;

- o impact monitoring maps, where villagers record or map pest incidence, input usage, weeds distribution, soil quality etc; some of the most illuminating maps and models combine historical views with those of the present and future. In one case a model of a catchment showing today's situation was compared with one for 20 years past and 10 years in the future. At the most sites maps or models are constructed by different interest groups within a community, as these will represent their particular interests, eg. men and women, old and young, poor and wealthy etc.

#### **4. Transect Walks**

These are systematic walks with key informants through the area, observing, asking, listening, looking, identifying different zones, seeking problems and possible solutions. The findings can be mapped on a transect diagram. There are many different types of transects - vertical, loop, combing, nullah, tank, sweeping etc. Most transect walks result in the outsiders discovering surprising local practices, such as indigenous soil and water conservation practices, multiple uses of wild plants, great numbers of varieties of crops etc.

#### **5. Seasonal Calendars**

These explore seasonal constraints and opportunities by diagramming changes month by month throughout the year. Use ceremonies to crosscheck that names of months are in common, and ask people to use pieces of stick, draw histograms in the dust or with chalk or make piles of stones, seeds or powders to represent relative quantities and patterns of rainfall, soil moisture, crops, livestock agricultural and non-agricultural labour, diet, food consumption, illnesses, prices, animal fodder, fuel, migration, pests, income, expenditure, debt, children's games and so on. Seasonal calendars can be drawn in linear fashion with 12 months to show a typical year or 18 months to illustrate changes between year; or can be drawn in a circle.

#### **6. Activity Profiles and Daily Routines**

Explore daily patterns of activity through profiles and routines, Chart for each hour of the day typical activities, amount of effort, time taken, location of work. Compare for different people eg. men, women, old, young; compare profiles and routines for different seasons.

#### **7. Semi-Structured Interviewing**

This is guided interviewing and listening in which only some of the questions and topics are predetermined, and questions arise during the interview. The interviews appear informal and conversational but are actually carefully controlled and structured. Using a guide or checklist the multidisciplinary team poses open-ended questions and probes topics as they arise. New avenues of questioning are pursued as the interview develops. The output is usually in the form of hypotheses and propositions but can also be in quantitative

form.

## **8. Types, Sequencing and Chains of Interviews**

There are many types of interviews that may be combined in sequences and chains:

- o Key informant interviews - ask: who are the experts? This is so often overlooked. Put together a series of interviews with key informants of a different stage of a process (eg. men on ploughing, women on transplanting and weeding, shopkeeper for credit and inputs etc.)
- o Group interviews. These may be groups convened to discuss a particular topic (focused or specialist groups); comprising a mix of people whose different perceptions illuminate an issue (structured groups); casual groups met, say, at a tea shop; community and neighbourhood groups. Most participatory diagramming is with groups - the maps, calendars etc. provide the focus for discussion. Group interviews are often powerful and efficient, yet in the past have often been neglected.

## **9. Permanent Groups**

Formation of groups with a common interest, eg. farmer's groups or panels growing a similar crop or all having fields in a micro-watershed; credit groups; issues groups of farmer contributing to a particular nullah, etc. These often take several meetings to make clear to farmers that they are a group with a common interest.

## **10. Time Lines**

A history of major recollected events in a community with approximate dates. This has been found to be a good icebreaker for field exercises.

## **11. Local Histories**

Detailed accounts of the past, of how things have changed, particularly focusing on relationships and trends. These include technology histories and review - outsiders cannot be sure that technologies will always be useful, crop histories; livestock breed histories; labour availability; trees and forest histories; education change; population change. Folklore, songs and poems are valuable resources for exploring history.

## **12. Local Researchers and Village Analysts**

More and more local people are taking an active role in analysis and presentation. Village extensionists conduct complete participatory analyses with no outside help; villagers conduct transects, interview other villagers, draw maps, observe and produce plans. Other potential researchers include school teachers, students, the poor etc.

## **13. Venn Diagrams (chapati diagrams)**

Use of circles to represent people, groups and institutions, with

the size of the circle determining the importance. People arrange in overlapping patterns to represent degree of contact. Innovations include drawing lines between circles and village circle, with thickness of line representing strength of relationship; or representing strength by distance from the centre.

#### **14. Pie Diagrams**

Over and over again people have shown their capacity to understand and produce pie diagrams and bar charts using seeds, fruits, stones on the ground as well as pens and paper. Topics for pie diagrams might include conflict sources; contribution to livelihoods of common property resources; crop mixes etc. As for all other diagramming it is essential to repeat with informants representing different interests, such as men and women, old and young, wealthy and poor.

#### **15. Wealth Rankings**

A range of methods to identify groups or clusters of households according to relative wealth or well-being. Informants sort a pile of cards or slips of paper, each with one household name recorded on it, into piles. The wealthiest are put at one end, the poorest at the other, and as many piles as desired are made. The process is repeated with at least three informants. A different method is to conduct the ranking directly onto a social map. The social maps are also helpful in acquiring a complete list of households. Villagers are then asked to indicate on the houses the relative wealth classes. These are coloured for easy identification. Individual assets can also be marked for each household, such as land ownership, animals, tools etc. There have been no apparent problems with confidentiality - an issue dominating the former method. Wealth rankings are useful for:

- o leading into other discussions on livelihoods and vulnerability;
- o producing a baseline against which future intervention impact can be measured;
- o providing a sample frame to cross-check the relative wealth of informants who have been or will be interviewed. Biases against the poor and vulnerable can thus be offset;
- o producing key local indicators of welfare and well being. Ask participants how someone can move from one group to another. How do local indicators vary from outsider measures of wealth and poverty?

#### **16. Matrix Scoring and Ranking**

These versatile methods confirm their value for learning from local people of their categories, criteria, choices and priorities. Matrix ranking and scoring uses criteria for the rows in a matrix by asking what is good and bad about each item? People fill in the boxes for each row and each item. The items are given a score, with a predetermined maximum, for each of the criteria (eg. for 6 trees - which is best to worst for fuelwood, fodder, erosion control, fruit supply etc.); or participants may indicate with piles of stones, seeds, berries for semi-quantitative scoring.

## **17. Matrices**

Matrices are also useful for ordering and structuring information gathered and for planning. They include:

- o attributes matrices for technologies eg. dams and catchment structures along the top and attributes down the side;
- o problems - opportunity matrices, with column headings including, eg local name for zone, local name for soil, soil type, cropping pattern, problems resources available in village and lastly possible solutions;
- o manual discriminant technique matrices for contrast comparisons. Ask group A why group B is different or does something different. For example, set up three groups of high, medium and low maize yielding farmers, and ask why they get the yields they get, and why other get theirs. Record the key findings in a matrix;

## **18. Inventory of Local Management Systems and Resources**

Local people know their area best, and have evolved their own systems of management. Focus on how they manage water, trees, credit, etc. Use local classifications where possible - these are often more diverse than those used by outsiders. Every village has its local taxonomy and classifications.

## **19. Portraits, Profiles, Case Studies and Stories**

Brief summaries of a household's history, a farmer coping with crisis, how a conflict was resolved etc; short, colourful descriptions of situations encountered by the team; stories recounted by local people; folklore, songs and poetry.

## **20. Futures Possible**

Questions can be asked like "How would you like things to look in the year's time?" "What will happen if nothing is done, if something is done?" Exploration of desires, wishes and expectations can be done through maps, models and other diagrams.

## **21. Team Interactions**

Pay great attention to the group dynamics of the team. Change team mixes, hold evening discussions and morning brainstorming sessions. Make a play on "who hold the stick talk and don't listen. Elect one person to monitor team interactions during a group interview or discussion to provide feedback further to provoke attitude changes in outsiders. They should record the location of each person, and record interactions by:

- o drawing a circle around each person when they speak; break the circle if they are interrupted;
- o drawing an arrow from talker to person being talked to, with duration of speech recorded in seconds.
- o record each contribution in seconds and put a circle around the number if interrupted.

The results are used simply for illustrating to team members what has happened during the discussion. It is visually clear who has

dominated, who has been quiet, who was always interrupted, etc.

## **22. Diagrams Exhibition**

Before group meetings to discuss analysis and planning put diagrams up on a wall in public place for all to see. When they attend the meeting they will know partly what to expect.

## **23. Shared Presentations**

The findings are presented back to villagers and outsiders. Best if done by villagers themselves. Another opportunity for cross-checking and feedback. Outsiders stand up, present, and invite comment and criticism - a reversal of roles. Essential that outsiders concentrate upon both presentation and analysis of who contributes. Elect two people to record group interactions. Who talks? Who interrupts whom? Whose ideas dominate? Who is different from everyone else? Who lectures? Outsiders must concentrate in listening and facilitating. Not lecturing.

## **24. Questionnaires**

If necessary, these must be short, not conducted early in the process, and preferably tied to a focused issue. Best if light, late and tight.

## **25. Report Writing in the Field**

This is easier said than done. But it is essential to record as a team the key findings before dispersal of members to their own organisations, and before arriving back at your desk where other priorities dominate. Report writing is made easier by:

- o writing a brief summary of each diagram;
- o writing up the process in diary form.

## **26. Self-Correcting Notes and Diaries**

Keep a private diary or series of notes to focus on where you, the outsider, would desire things to go better next time. Ask yourself questions like: Where were the problems? What could be done to avoid them? Who might be able to provide some solutions?

## **27. Local Practices and Beliefs**

These are focused on before and during PRA to make explicit that rural people have much to say to outsiders on indigenous practices, but these may not necessarily fit into conventional scientific thinking. There may be no explanation, but it is important to record them without judgement.

THE PROCESS OF PRA



SHIFT IN ATTITUDES AND BEHAVIOUR

THE USE OF PRA IMPLIES ROLE REVERSALS FOR BOTH OUTSIDERS AND LOCAL PEOPLE.

- WE
- establish rapport
  - converse, catalyse, facilitate, inquire
  - suggest, adapt, improvise methods
  - watch, listen, learn
  - "hand over the stick"
  - probe

- THEY
- map and model
  - draw
  - rank, score, quantify
  - discuss and analyse
  - inform and explain
  - demonstrate
  - identify and choose priorities
  - plan, present, take action

## A USER'S NOTE: WELL-BEING RANKING

Well-being ranking, better known as wealth ranking, is a method to understand **relative** wealth within a specific area. It helps us to learn how richer and poorer households (or individuals) in an area differ from each other and about local criteria of well-being. It is particularly useful to identify informants from different socio-economic groups and to investigate the impact of an intervention on these different groups. Well-being ranking is best done with up to 100 households (or other unit) who know each other well. Three informants should carry out the exercise for the same community to reduce bias.

### A. Preparation

- o discuss the way families are organised within the community to determine how it is sub-divided and what the most relevant local unit is to rank, eg household, compound, cooking unit, production unit, and find the best local term or phrase (NB household to be used for this explanation)
- o discuss local criteria and terms for well-being and identify the best local word or phrase

### B. Preparing the cards

Making a list of all households to be ranked can be based on a social map of the community and finding out who lives where. You can also ask different groups or individuals from the community to name the households. If based on local health records or a census, the list will need to be checked to ensure it is complete. Each informant should also check the list.

- o obtain names of all households (or other unit) and write them down; check this and give a code number to each
- o write the name and number of each household on a card (eg an index card)
- o find a willing and able informant, who knows the community
- o find a quiet place to discuss well-being

### C. Introduction to the informant

Each informant should understand the purpose of the exercise well, especially that the discussion is about relative wealth and not absolute overall well-being or a sub-set of wealth, such as cash, number of cattle etc.

Discuss:

- o the purpose of your research and of the exercise
- c the general difference between rich and poor in the area
- o general differences of problems between rich and poor
- o the local word/phrase for well-being (you must have a common understanding of its meaning)

- o the unit being ranked
- o the list of households being ranked to check
- o the name on each card and ensure it stands for the whole household, not only the individual.

D. Card sorting

- o Explain that the informant will be asked to put the cards into piles (or rows), each of which is a different level of well-being; that they can make as many piles as possible and change the number of piles or location of a card during the exercise.
- o Shuffle cards.
- o If the informant is not literate, explain you will read out the name on each card and that they can put them into the different piles.
- o Simply put down the first card, reading the name on the card (if the informant is not literate).
- o For each card, read out the name and ask the informant to place it below or above, to the left or the right of existing piles/rows, considering in which pile it belongs. If necessary, read out the names of all the cards in each pile so that the informant is clear about who is in which pile/row.
- o One by one, the informant puts cards into piles/rows.
- o At the end, review each pile with the informant, reading out each card in the different piles to check the cards have been grouped correctly. Start with the pile of the richest or poorest and continue with the pile/row next to it. Make changes if necessary.
- o If one pile is very large, ask the informant if that pile can be sub-divided.
- o Write down the household numbers by pile on a recording sheet (see example below).

E. Follow up discussion

- o For each pile/row, ask the informant what characterizes those households (or other unit) in terms of well-being.
- o Write down the responses for each group of households (pile/row).
- o If you are investigating a specific issue, ask the informant to identify particular households relevant for your research, for example: those households that have a latrine, those that have received credit/inputs, those that have school-going children, those that have a pregnant woman or a case of tuberculosis.
- o Other possible questions to probe with are:
  - Are there any cases of households moving from one group to another? For example, has anyone ever moved from the poorest pile upward, or vice versa?
  - How have things changed in the past 10 years?

F. Repeat C, D, E with two or three more informants (individuals or groups).

### G. Computing and Grouping

- o Calculate the score for each household for each informant. This is easiest by calculating the score for each pile/row for each informant (see Sheet 1 below):

$$\text{The score} = \frac{\text{Pile number in which household is located}}{\text{Total number of piles made by informant}}$$

- o Write the household numbers in a line and use this to record the scores (see Sheet 2 below). Do not include any households that were ranked by less than two informants.
- o Calculate the average score for each household.

$$\text{Average score} = \frac{\text{total of its scores}}{\text{number of scores}}$$

- o Find any unreliable scores, where one informant gave a low score and another gave a much higher score. As they are unreliable, they should be treated with care and could be investigated further to understand why they have such different scores.
- o Write the average score for each household on the cards you used for the exercise.
- o Put the cards in order from lowest to highest average score (rich to poor).
- o Make a second recording sheet by copying this row of households on it (see Example 3 below).
- o Divide this list of households, ranked according to relative well-being into groups. This can be done by looking for large gaps in average score (which implies a big jump in difference of well-being) and making that a dividing point between two categories of well-being. You can also take the average number of piles used by the informants (never more! as this would be false accuracy) and use any large gaps in average scores to divide it into that number of groups.

**NB** Great care must be taken about where results are recorded and kept, who uses them and how they are used. If the data is misused, you will lose the community's trust and it will be impossible to use this type of well-being ranking in future.

For further reading: **Wealth Ranking in Smallholder Communities: A field manual** by Barbara E Grandin (ITDG, 1988) and **Introduction à la Méthode Accélérée Participative** by Bara Gueye and Karen Schoonmaker Freudenberger (IIED, 1991).

WEALTH RANKING BY PILES  
Record Sheet 1

(Record Information from the Informants Piles)

INFORMANT #1 (Divided Cards into 3 piles)	SCORE *
Pile #1 (Richest) : Cards 10, 4, 14, 19, 1, 5, 18	$1/3 = .33$
Pile #2 : Cards 1, 6, 9, 15, 20, 7, 17	$2/3 = .66$
Pile #3 : Cards 2, 8, 12, 16, 3, 11	$3/3 = 1$

INFORMANT #2 (Divided Cards into 5 piles)	SCORE
Pile #1 (Richest) : Cards 9, 14, 4, 6	$1/5 = .20$
Pile #2 : Cards 10, 5, 18, 13, 1, 15	$2/5 = .40$
Pile #3 : Cards 9, 20, 17, 7	$3/5 = .60$
Pile #4 : Cards 16, 8, 11	$4/5 = .80$
Pile #5 : Cards 2, 12, 3	$5/5 = 1$

INFORMANT #3 (Divided Cards into 4 piles)	SCORE
Pile #1 (Richest) : Cards 14, 6, 1, 15, 12	$1/4 = .25$
Pile #2 : Cards 4, 9, 13, 5, 8, 10	$2/4 = .50$
Pile #3 : Cards 7, 17, 20, 19	$3/4 = .75$
Pile #4 : Cards 8, 11, 16, 3, 7	$4/4 = 1$

WEALTH RANKING BY PILES

Sample Record Sheet 2

(To Calculate the Average Score of Each Card)

Card #	Score from Informant #1	Score from Informant #2	Score from Inf. #3	AVERAGE
x 1	<u>.66</u>	.40	<u>.25</u>	.43
2	1	1	1	1
3	1	1	1	1
4	.33	.20	.50	.34
5	.33	.40	.50	.41
x 6	<u>.66</u>	<u>.20</u>	.25	.51
7	.66	.60	.75	.67
8	1	.80	1	.95
9	.66	.60	.50	.59
10	.33	.40	.50	.41
11	1	.80	1	.93
x 12	<u>1</u>	1	<u>.25</u>	.75
13	.33	.40	.50	.41
14	.33	.20	.25	.26
x 15	<u>.66</u>	.40	<u>.25</u>	.44
16	1	.60	.75	.78
17	.66	.60	.75	.67
18	.30	.40	.50	.41
x 19	.33	<u>.20</u>	<u>.75</u>	.45
20	.66	.60	.75	.67

181

- Now calculate a score for each pile.

If there are three piles, the richest pile gets a weight of  $1/3 = .33$ .

The middle pile gets  $2/3 = .66$

The poorest gets  $3/3 = 1$

If there are four piles proceed in the same way except now the denominator in the fraction is four. The richest pile gets a weight of  $1/4 = .25$ , the 2nd gets  $2/4 = .50$ ; the 3rd gets  $3/4 = .75$  and the poorest gets  $4/4 = 1$ .

Note that in this system, the poorer people have higher numbers.

- Calculate an average score for each card.

Example Card #1: Add the scores given by the three informants ( $.66 + .40 + .25 = 1.31$ ) and divide by 3 to get the average  $\frac{1.31}{3} = .43$

- Find any discrepancies where one informant gave a low score and another gave a higher score. Circle these cases since they are not reliable rankings

WEALTH RANKING IN PILES

Record Sheet 3

(To classify the cards according to wealth)  
? are the unreliable rankings; see Sheet 2

	Average Score	Card Number
	1	2
POOREST	1	3
	.93	8
	.93	11
	<hr/>	
	.78	16
	.75	12 ?
	.67	20
	.67	17
	.67	7
	.59	9
<hr/>		
	.51	6 ?
	.44	15 ?
	.43	1 ?
	.41	10
	.41	5
	.41	18
	.41	13
<hr/>		
	.34	4
RICHEST	.26	14
	.18	19 ?