5 How does gender impact on vulnerability and capacity?

Purpose

Participants will develop a deeper understanding of how drought effects various members of a community differently. They will improve their knowledge of how capacities and vulnerabilities are related to each other.

Note

This article is a case study of how drought impacts on the lives of women within the context of economic, environmental, social and health conditions. It provides useful information about women's coping mechanisms, and illustrates how capacities and vulnerabilities are interlinked. The activity should lead participants to the stage where they can plan disaster reduction strategies that realise the potential of emergency situations for the creation of development programmes.

Procedure

This is a reading and group discussion activity.

Time

- 1½ - 2 hours

Materials

- copies of "The effects of drought on the condition of women" by W. Tichagwa for each participant (see resources)
- pens and paper
- discussion questions written on flipchart

Process

Introduction

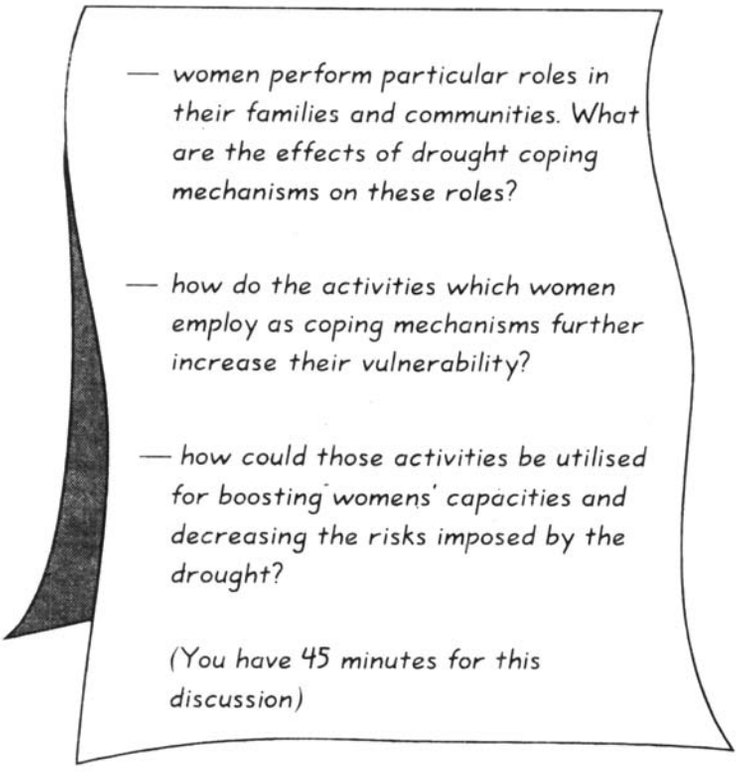
1. Outline the purpose and procedure of the activity.

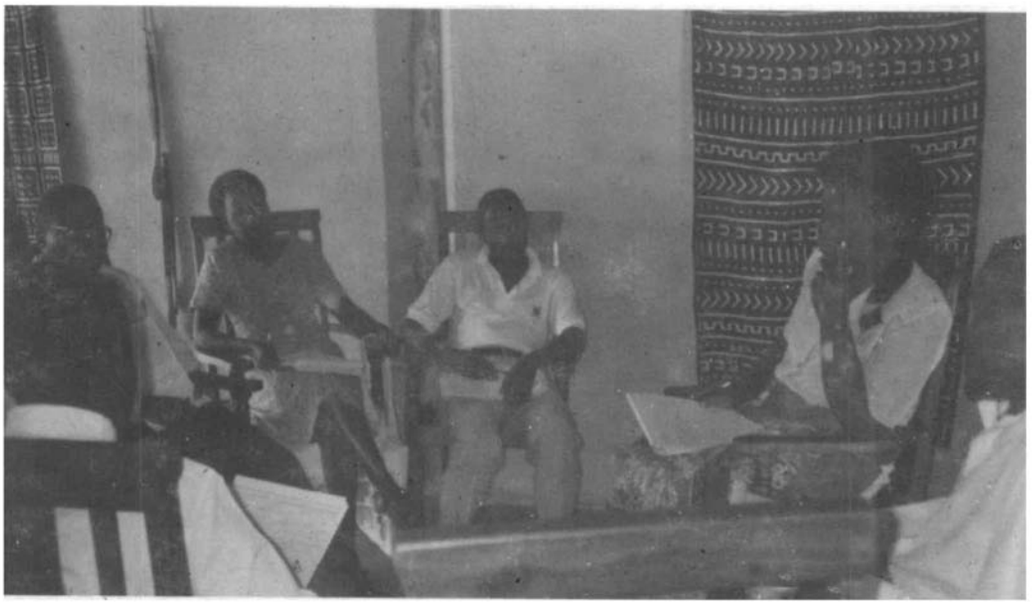
Participant Action

1. Hand out the reading and ask participants to read the article, making notes of key issues such as the strategies for coping with the drought, interrelationship of different factors impacting on food security, etc. (Allow participants 30 minutes for the reading).

2. Ask participants to get into discussion groups of 4-5 people. Reveal the discussion questions written up on newsprint and invite the groups to discuss the article using the questions as a guideline. Point out that there will be no report backs from the discussions.

   The following are sample questions; you may want to develop your own:





Review and Discussion

1. In plenary take up any points that might need clarification.

2. Ask participants to give other examples of coping strategies that people in their own communities use in drought situations.

3. Analyse briefly the potential impact of those strategies within the framework of vulnerabilities / capacities.

4. Refer to the 'policy and planning implications' in the article for examples of how emergency situations often present possibilities for introducing mitigating interventions.

5. Request participants to get back into their discussion groups and introduce the following task:

> — list further suggestions of how short-term relief could be combined with long-term development programmes.
>
> Write your ideas on flipchart.
>
> (You have about 10 minutes for this task).

6. Briefly ask for report-backs and review the suggestions in the light of the following question:

   Do they strengthen rather than further burden women's position?

7 Ask a participant to summarise the key issues from the session.

The effects of drought on the condition of women[1]

Wilfred Tichagwa

This paper, looks at the real or potential impacts of drought on the material conditions of life as they affect rural women. The rationale for focusing on rural women is two-fold. First, rural women are the backbone of the rural economy. Any change in the condition of women which will affect their performance in economic activities will inevitably affect the performance of the rural economy as a whole. The second point is that at household level, women are to a large extent responsible for food provision and the overall survival strategy of the family. The effects of drought are therefore important to the extent that they undermine the women's efforts to fend for their families.

The following discussion focuses on the economic, environmental, social and health impacts of drought on women.

Economic impacts

As shown in Figure 1, crop failures caused by drought result in food deficits in terms of the household's needs. Also there will be little or no crop surplus for sale, therefore income from his source is reduced or even wiped out completely. It will not be possible therefore for women to buy food when stocks are depleted.

A further possible consequence is increased male labour migration. The women remaining at home end up with an increased number of tasks as they must now do the work for which the migrant males were responible. Where the men stay away for extended periods, the increased burden of women could result in reduced agricultural productivity. Figure 1 shows that this could lead to vicious circles in which reduced productivity leads to food deficits and reduced income form the sale of reduced surpluses. This in turn could lead to a reinforcement of the male labour migration as part of the solution in the household's needs for food and cash income.

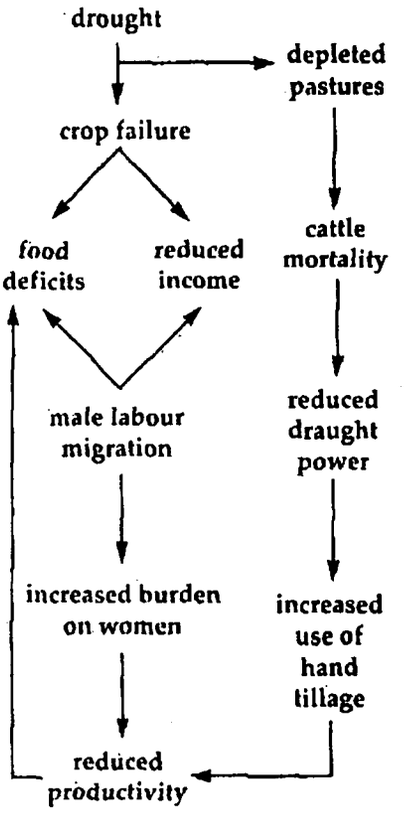


Figure 1: Effects of drought on women's agricultural production and marketing

The right-hand part of figure 1 shows another effect of drought on agricultural production. Depletion of pastures leads to high mortality of cattle. The resultant reduction in a power means that women have to till the fields by hand which is back-breaking work; and women are often forced to reduce the area they cultivate.

At national level, the traditional response to drought is the food-for-work or money-for-work programme. Often, the food-for-work projects rely mostlyon women's labour because women are seen as the providers of food. Men tend to prefer money-for-work projects as these are seen as substitutes for paid employment, traditionally regarded as men's area. Drought-relief programmes

thus tend to reinforce the traditional division of labour which places on women a heavy responsibility for reproductive work.

Finally, it is obvious that hunger and malnutrition will leave people in a weak physical condition. There will therefore be a drop in productivity until the nutrition status of the labour force is restored to previous levels. Child labour, in particular, will be greatly reduced. Since children's work is usually undertaken as a helping hand to mothers, then the weaker the children, the more work their mothers must take back from the children. Such tasks as fetching firewood, washing dishes, fetching water, cleaning the house and yard, laundry, gardening, food preparation, and child minding, will all have to be done by the mothers on their own. This, in turn, will have adverse effects on agricultural production.

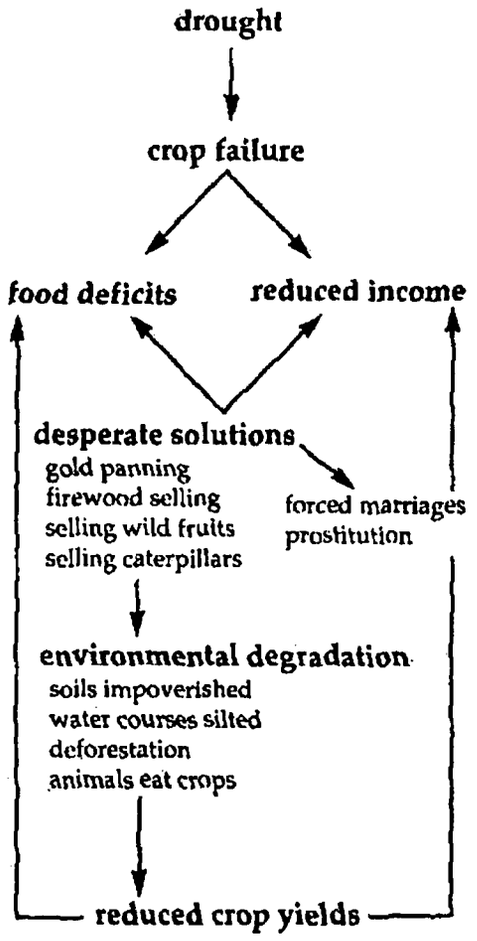


Figure 2: Environmental and social consequences of drought

Environmental impacts

In Figure 2 it can be seen that in some instances women will resort to desperate measures to avert the crisis of hunger in the family. For example, gold-panning in river banks is on the increase in many rural areas. Also the collection of wild fruit and caterpillars for eating and selling has increased in the last decade. These activities have enabled families to supplement their diets in the times of drought. However, they can be dangerous, as when holes dug into river banks cave in and entomb gold-panners; and they can create environmental problems, such as the extensive silting of water courses resulting from indiscriminate gold-panning.

In Matebeleland South, collection of caterpillars has escalated as a consequence not only of recurrent drought but also of the commercial processing and packaging of caterpillars by some big food companies. Villagers have been felling trees for easy access to the caterpillars. The Mopani tree on which caterpillars are found is a slow growing hardwood, therefore regeneration will take decades. The excessive harvesting of caterpillars threatens them with extinction.

The collection of wild fruit for sale is also reaching alarming proportions. In the area around Domboshawa, the writer witnessed the felling of trees so that fruit could be collected. The fruits were not ripe and therefore could not be shaken down from the high branches, and as the tree has a weak bark and a rather brittle trunk, it is unsafe to climb. The solution is to cut the tree down. As a result, this fruit tree is becoming extinct in some areas.

A group of women were lamenting the likely consequences of tree felling to collect upripe fruits. Firstly, there will be less fruit the following year. Secondly, harvesting both ripe and upripe fruit leaves nothing for the baboons and monkeys to eat at a time when farmers are planting maize seeds. As the animals are capable of uncovering and eating a large proportion of the maize seed, there was a fear that this will result in very low germination rates and reduced crop yields.

Tree felling for firewood for hungry people to sell is also a serious threat to the environment, and has resulted in extensive deforestation in some communal areas and resettlement areas. Denuding the land of trees makes it extremely vulnerable to erosion and gully formation.

These desperate solutions to the problem of recurrent food deficits will result in environmental degradation so that in future women will have great difficulty in finding firewood, and timber for building purposes. Denuding the land of its forest cover will result in impoverished soils and consequently poor crop yields. Excessive tree-felling could result in reduced evapo-transpiration, a vital element in the water cycle.

Social impacts

Recurrent drought has in many instances resulted in increased labour migration. In the rural areas, many households are now female-headed. Where the migrant husbands do not remit cash regularly, the wives have a difficult time tying to run the affairs of the household.

In some cases, the trappings of city/town life have turned the otherwise seasonal migrant workers into permanent urban dwellers, with a second wife or more in their second homes. A husband in town may even require his wife in the rural areas to send food to him and his other wife after the harvest, and this practice increases in drought periods.

Another unpleasant consequence of chronic food deficits has been forced marriages for girls so that their parents can survive on the *lobola* (bride price) paid by her husband. Wives of relatively prosperous men face the danger of finding themselves in a polygamous marriage. In the peasant sector, the amount of a man's wealth often correlates directly with the number of wives he has. Polygamy gives a man a large reserve of unpaid labour and makes him the envy of other men. Thus, for a hunger-stricken and desperate family - usually it is the father who is anxious to marry off a daughter as the means of survival - there is no shortage of would-be-polygamists. For a young girl, it is a high price to pay for the benefit of others, not herself. It must also be a cause of great sorrow and anguish for the mother as she watches helplessly.

Prostitution is increasing among women, particularly unmarried mothers, in an effort to earn income to support their family. Prostitution carries with it the ever present danger of sexually-transmitted diseases, including HIV/AIDS. Other women face the danger of infection by promiscuous husbands and/or boyfriends.

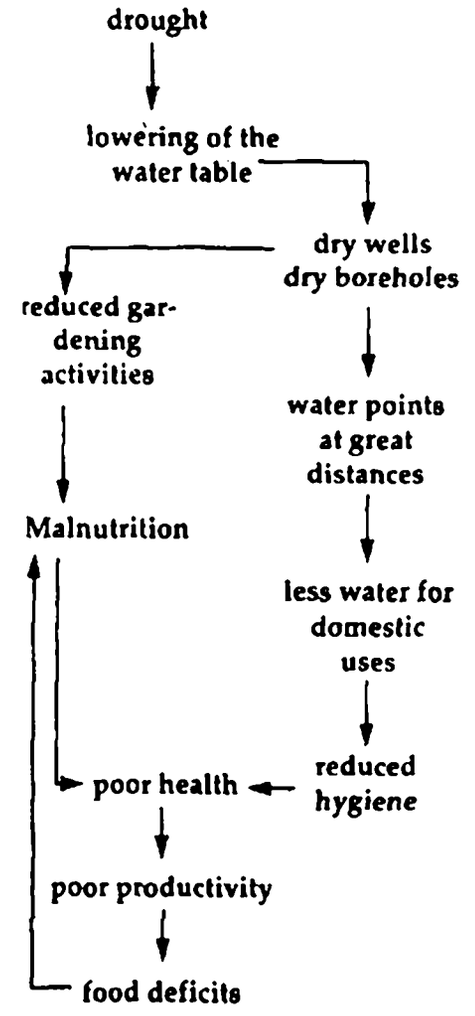


Figure 3: Health impacts of drought

Health impacts

Figure 3 illustrates a situation where progressive lowering of the water table due to drought leads to the reduction of gardening activities as wells and boreholes dry up. This has adverse consequences for the nutritional status of the family.

Another consequence is that access to clean water for domestic purposes will be difficult as water points get farther and farther away. Women will not have time to collect sufficient water to meet the family's needs. The consequent reduction in domestic and personal hygiene has obvious implications for health. Poor health, in turn, result in reduced agricultural productivity and consequent food shortage.

The increased mortality of domestic animals means that there will be less milk and meat for the family, with very serious effects on nutrition and health. The loss of draught power and resultant increase in the exhausing work of hand-tillage ultimately takes a toll on the women' health. It is likely that some women's life expectancy has been adversely affected by drought.

Food shortages also pose health risks to pregnant mothers and their unborn babies; and poor nutrition in the early years can have life-long consequences for young girls. Girls who are healthy and well-fed during their own childhood and teenage years have fewer problems in pregnancy and at childbirth.

It should also be noted that rural hospitals do not provide food to mothers-in-waiting and their attendants. Because of food shortages at home, these mothers cannot take much food with them they go to hospital to seek antenatal care, and many women do not go to the hospital at all, for this reason. The inevitable consequence will be increased levels of maternal mortality as the combination of under-nourishment and inadequate antenatal care takes it toll.

Drought-induced poverty also results in reduced access to medical care. Cost recovery measures were introduced for health services as part of the Economic Reform Programme. Many women and their children cannot now afford medical care because their resources of income - crop surpluses - were wiped out by the drought.

Policy and planning implications

Drought relief and rehabilitation of food production must respond to the needs of women farmers in a manner that increases their capacity to withstand the effects of drought, at the same time reducing the burden of reproductive work. Future relief and rehabilitation programmes should aim at:

1. Meeting immediate food needs
2. Strengthening women's role as farmers in their own right.
3. Introducing environmentally sustainable long-term solutions to food deficits.

Current programmes are heavily biased towards short-term solutions such as food handouts, work projects and supplementary feeding schemes. Such interventions may immediately improve the material conditions of life in the existing drought situation, but do not empower women to fend for themselves in a future drought.

In future, reform programmes should be introduced alongside the traditional solutions to drought-related problems, with a view to improving the positions of them as farmers. Women should enjoy the same rights to arable land as men, the same access to extension services and agricultural credit, and equal control of agricultural produce and income. This will increase women's ability to plan for and maintain greater food self-sufficiency at household level, with cumulative effects at local level. While nothing can prevent drought, such reforms would enable women to plan for food production and make provision for a possible drought in the following season.

The effects of drought can be reduced through environmental-protection programmes, such as controlled-grazing schemes, reforestation projects, gully-reclamation projects, construction of silt traps, and construction of dams for irrigation purposes. Such programmes will reduce overgrazing and denudation of the land as well as improve the organic content and moisture-retention capacity of the soil, and should be in the form of on-going programmes rather than food-for-work projects in drought periods.

The combined effects of the socio-economic reforms and environmental protection programmes proposed here would improve women's socio-economic status and enhance their agricultural productivity. In turn, the role of women farmers in ensuring food self-sufficiency and food security would be stregthened, to the benefit of their families and society as a whole.

It would be wise to maintain a reasonable level of preparedness at national level to respond to severe drought. We now know that drought is a recurrent phenomenon. There is therefore no need to be caught unprepared. Both government and NGOs should allocate resources for appropriate contingency plans. Such plans would include a stand-by Drought Relief Fund or a Foodgrains

Bank, or both. To facilitate effective food-distribution, a system of roads and convenient storage and distribution points should be established. This would avoid the costs of foreign loans to fund drought-relief operations in a country that is quite capable of feeding itself; or the embarrassing situation where existing food reserves cannot be delivered to starving people because of the poor road network.

Above all, contingency drought-relief plans should recognise the exisiting burden to reproductive work on women, rather than assume that women have an unlimited capacity to sustain this burden.

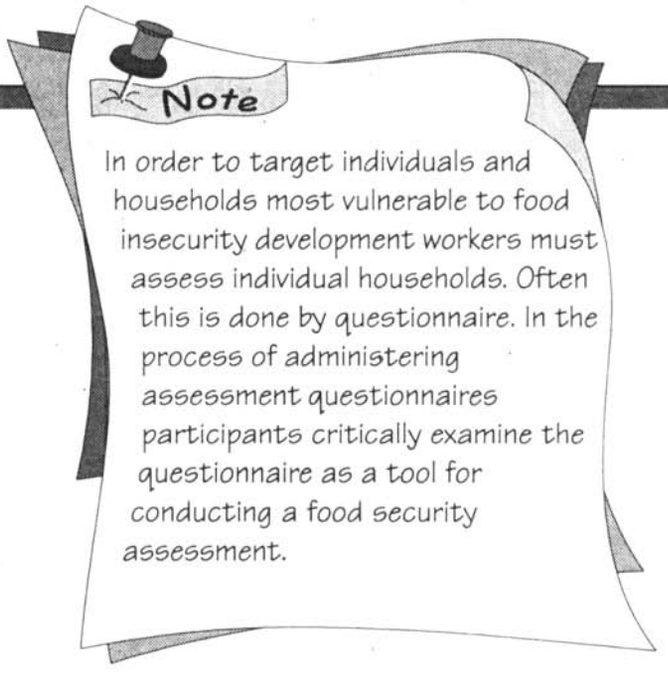
In short, what is being advocated is gender-sensitive forward planning for the prevention of food deficits in the event of drought. Where such food deficits are unavoidable, food distribution systems should be sensitive to women's existing burdens, and should not lose sight of the need to empower women to produce their own food as far as possible in future.

This paper was presented at a workshop on drought organised by the Zimbabwe Women's Resource Centre and Network in December 1992. Published in Focus on Gender 2 (1), 1994.

6 How do we assess household food security?

Purpose

Participants practise how to use household food security questionnaires, and process the information to assess vulnerability.



Procedure

This is a role play in which participants assume the roles of development workers conducting assessments, or household representatives.

Time

- 2 hours

Materials

- two sets of household briefing cards (see resources)
- sample questionnaires for each group of participants (see resources)

Process

Introduction

1. Introduce the activity by outlining the purpose and procedure.

2. Explain that this exercise focuses on household assessments; ask participants to respond to the following questions:

   - ? What type of questions would you ask in order to assess food security?
   - ? What signs of food security / insecurity would you look for?
   - ? How would you go about testing whether your signs and questions are right?

   Record suggestions on flipchart.

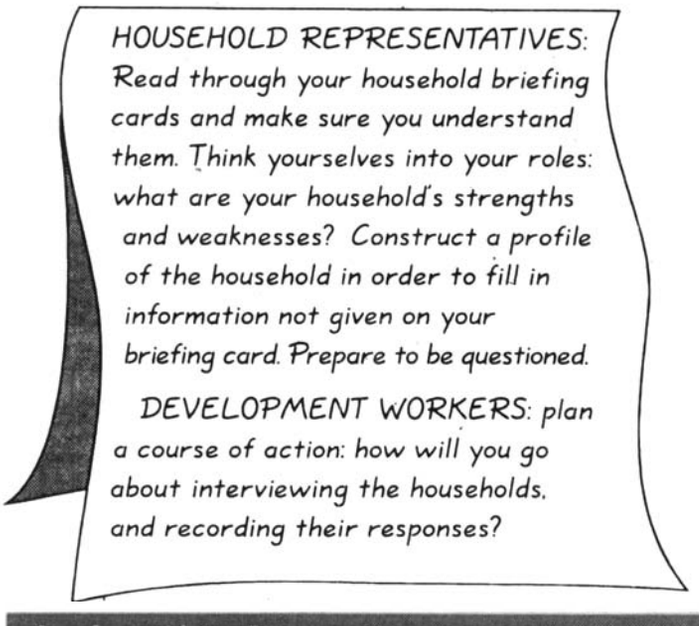
3. Distribute copies of the 'food security assessment' questionnaire (see resources). Briefly, check for understanding of the questions. Compare them with the sample questions on the flipchart: there should be an overlap. Briefly discuss differences and similarities. Point out that the following activity asks particpants to test the questionnaire.

Participant Action

1. Ask participants to get into two groups: both groups will be made up of household representatives, two community development workers, and an observer. Participants may hold more than one household briefing card. Point out that the groups will work independently from each other.

2. Appoint 'development workers' and 'observers' and distribute all the household briefing cards to the remaining participants. Ask participants to read through their cards.

3. Give the following instructions to household representatives and development workers:



4. Give the following instructions to observers:

> OBSERVERS: observe the process of interviewing: focus on both the process and the actual questions. Note down problems or difficulties during the interviews. Prepare to report-back..
>
> You have 5 minutes to prepare and approximately 25 minutes to conduct the interviews.

5. Monitor the process and assist where necessary.

Review and Discussion

1. Call participants together and initiate a process of unpacking the role play.
2. De-brief the players and review the process of interviewing:
   - ? What resources did participants draw on in order to play their roles?
   - ? How did they feel about being interviewed?
   - ? How did the development workers feel about asking questions?
   - ? What resources did they draw on in order to facilitate the process of interviewing?
   - ? Ask observers to report their observations regarding the interviewing process.
3. Facilitate a discussion on 'helpful things to do when interviewing vulnerable households'.

   Summarise the main recommendations that arise from the discussion on flipchart.

Example:

> HELPFUL THINGS TO DO WHEN INTERVIEWING...
>
> — consult with community representatives / leaders in advance of the assessment process
>
> — ensure you know culturally appropriate forms of address and greeting
>
> — record data together with informant
>
> — make your own observations about the well-being of the household

4. Focus on the questionnaires and ask questions such as the following:
   - ? Which questions worked well / generated useful information
   - ? Which questions were problematic?
   - ? Which questions generated the most useful data about household food insecurity? Why / How?
   - ? How do you know whether responses given are an accurate reflection of the respondant's circumstances?
   - ? Given the data collected - which households would you rate as being most vulnerable? What are the criteria used for the decision?
5. Sum up what has been learnt about assessing food security.

Household briefing cards.

(1) You are a woman in her mid-thirties. There are 7 members in your household: your four children (two under 5), one of whom has a disability due to polio, your sister and her teenage daughter. Since your husband abandoned you three years ago you have been the head of the household. You have two small plots of land and in a good year you manage to grow enough maize, beans and groundnuts to see you through the year. You also raise chickens. Your sister contributes financially, when she manages to find piece-work. Your oldest son works once a week as a gardener; his employers give him old clothes. You attended school for 7 years.

(2) You are the head of a household of 6: your wife, her mother, your younger brother, and two children. You have a basic school education and as a young man you worked as a mechanic apprentice; now you are unemployed. You like listening to the radio; you sing in a choir; you own some cattle and small livestock. Your homestead is situated next to the river and you use most of your land to grow vegetables.

(3) You and your three children live in a small mud house in the compound of your brother-in-law; you do not own any land. Your husband works in the mines in South Africa and only comes home once a year. Your eldest daughter collects wood and sells it; your son looks after his uncle's goats and sheep. Your baby suffers frequently from respiratory infections. You have to walk far in order to draw water. Your prize possession is a sewing machine.

(4) Your most important possession is an old car which you picked up with the help of your employer in town. You are currently at home on a visit; your second wife just gave birth to twins. You married her when your first wife died from AIDS. You are now a father of 4 boys and 3 girls; other members of your household include your cousin's daughter who helps out in the house, and your aged sister who suffers from severe arthritis. You have recently erected a new extension to your house and built a toilet. You own 4 large fields, including some fruit trees.

(5) You are a widow of forty; you have three grown-up children who have moved to their own homes. Your one grand-child lives with you because there is a school near your house. Your husband used to grow enough maize and vegetables to feed you all; he established a rainwater tank and you still have farming implements for three people. You used to have livestock but now you can only manage a few chickens and a pig. Your children come to visit every other month; they give you some money so that you can afford to pay medical bills, or buy essentials.

(6) You are a pensioner looking after 5 grand-children, whose mother lives and works in town; there is no trace of her husband. Three of the children are under five years old, they were brought to you severely malnourished. You know the water from the river is bad, and you have a constant fear of infections leading to diarrhoea. You manage to grow a small amount of vegetables, and you have a dairy cow. You are much respected in the community for your knowledge of health care.

(7) You are a widower in his early fifties; you moved back to the rural areas after surviving a politically motivated attack on your life that left you disabled. You managed to get a loan in order to buy a tractor which you hire out. Your daughter and her two school-going children live with you. She sells second-hand clothing. You live with relatives and own no land. You dream of one day building your own homestead with a house for your daughter and her family.

(8) You are the mother of 6 children, two under-5, three of school-going age and a 16 year old daughter who is pregnant. Your second-born is sickly and painfully thin. Your husband owns large fields and grows mainly maize; this years' harvest was poor. He is often drunk and abusive. You know that he sells maize stocks for beer. You sell home-grown vegetables as your main source of income and you are an active member of the school committee.

(9) You and your wife work hard on the fields in order to grow a variety of cereals and vegetables; your one son tends the 5 heads of cattle while the other still goes to school. Your daughter fetches water and firewood and helps with the baby, but you insist that she must attend school as long as possible. Your young sister and brother help you in the fields; they also work for other members of the community. You have a radio and a bicycle. You are very worried about the ongoing drought because you live far away from the spring.

(10) You are an old woman, tired from a long life of hard labour. You live in a small house with your husband who is sickly and can no longer work. You have not heard from your sons and daughter for a long time; a young girl, the daughter of a cousin, looks after you.

Questionnaire for Food Security Assessment

1. Identification of homestead / household

2. Indicate the following about resident household members (including yourself)

	self	1	2	3	4	5	6	7	8	9	10
a) Age											
b) Sex											
c) Marital Status											
d) Relationship to head of HH											
e) Years of school											
f) Main occupation											
g) Amount of money contributed to household / month											
h) Fitness for physical work Y / N											
i) Type of work											
j) Availability for work / week											
k) Is s(he) involved in other community development projects? Describe.											

3(a) Information of children under 5 years of age (use code)

Member no. from 2. above	Age in months	Illnesses in the last 2 weeks

CODE
1. Respiratory
2. Intestinal
3. Malnutrition
4. Skin & tissue
5. Viral disease
6. Other (specify)

(b) Number of pre-school children _____

(c) Number of school age children in the household _____

(d) Number of children in school _____

4. Number and types of structures in household:

Rooms _____ Building material _____

5(a) Livestock owned:

i) Cattle _____ ii) Goats and sheep_____ iii) Chickens _____
iv) Pigs _____ iv) Other (specify) _____

(b) Household possessions

Item	No.	Item	No.	Item	No.
Plough		Sewing / knitting machine		Coal / gas stove	
Hoe		Television		Tractor	
Spade		Radio		Vehicle	
Other		Other		Bicycle	

(c) Ownership of fields or land:

Field no.	Planted last year yes / no	Size	Planted this year yes / no	Size
Field 1	Y N		Y N	
Field 2	Y. N		Y N	
Field 3	Y N		Y N	
Field 4	Y N		Y N	

6. Horticulture: number of fruit trees _____
Number of garden crops _____

7. Household Facilities (circle if used now; tick if exists but not used):

WATER SUPPLY	FUEL	TOILET
Piped on site	Electric	Flush toilet
Private boreholes	Gas	VIP (NRSP)
Communal piped	Coal	Other
Communal handpump	Paraffin	Latrine
Covered spring	Charcoal	Bucket
Other spring	Wood	Fly screen
Rainwater tank	Dung	None
River	Crop residue	
Dam	Shrub/weeds	

Time to collect: _____ _____

8 (a) Does anyone in the household have a bank account now?

1. Yes 2. No 3. Amount: _____

(b) What is the main source of income for this household? _____

(c) Where / how else do you get income? _____

(d) Expenditures in last week:
Maize ____ Wild spinach ____ Sugar ____ Fuel ____ Water _____ Transport ____

(e) Expenditure in last 6 months:
School fees ____ Health ____ Building ____Furniture ____ Animals ____Clothing _____

(f) Farming expenditure this season:
Fertilizer ____ Seed ____ Pesticide ____ Ploughing ____ Labour ____

9 (a) When are the months when it is most difficult for you to feed your family?
Beginning month _____ to month _____

(b) In a good harvest year do you get enough food to feed your family? Yes, No.

(c) Food and crop grown this year and condition of crop

Field no.	Anticipated harvest		Condition of crop Good / Fair / Poor
	Month	No. of Units	
Maize			
Beans			
Sorghum			
Wheat			
Other (specify)			

(d) Cereal stocks in household (bags and tins)
Maize _____ Sorghum _____ Wheat _____ (units)

(e) Please describe what household members have eaten during the past 24 hours:

	Morning	Afternoon	Evening
Infants			
School-age children			
Adults			

10. General Comments: (housing / well-being etc) _____

_____

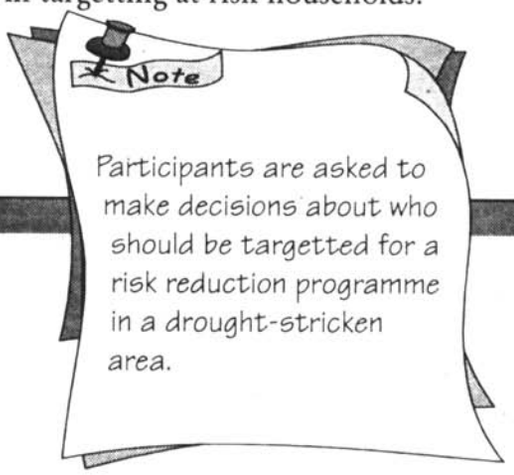
_____

_____

7 How do we target households most at risk?[1]

Purpose

Participants improve their understanding of the pros and cons of using different approaches and criteria in targetting at-risk households.



Procedure

This activity is a simulation in which participants assume the role of households in a small village.

Time

- 2 hours

Materials

- observer instructions (see resources)
- household information cards (see resources)

Process

Introduction

1. Introduce the activity by outlining its purpose and procedure.

2. Explain that this activity builds on programmes in which the most vulnerable households in a community are targetted for relief or development action. Often the beneficiaries of such action are not people most at risk. This happens for two main reasons: firstly, because the process of targetting is difficult, and secondly, the decision-makers within communities are rarely the poorest members of the community.

3. Point out that this activity assumes a clear understanding of concepts like 'targetting', 'community', 'household' and 'wealth'.

Agreeing on common terms

1. Ask participants to define 'community' and 'household'.

2. Write the key terms on flipchart.

3. Discuss some of the problems that might arise when defining 'community' and 'household'; issues that might arise include the following:

   ? How are the boundaries of a 'community' defined? What are the markers or criteria used to define the boundaries? How does the community signal it's boundaries to the outside?

   ? How do different communities define 'household'? Who belongs to the unit and who is excluded? What are the criteria used? How does the delineation relate to the question of head of household? Whose name is given to the household?

4. Work towards an agreed use of terminology.

Participant Action

1. Introduce the role play by describing the process:

   — most participants will get one or more household information cards; three participants will be observers with specific instructions; you will act as an NGO field officer

   — participants will work for 30 minutes as a group making a decision about who to target for a risk reduction programme

   — in plenary, you will unpack the activity and discuss implications

2. Ask for three volunteers to act as observers; hand them the observer instruction sheets.

3. Distribute the household information cards to the rest of the participants. Point out that participants will act as representatives of those households.

4. Point out that the information on the cards is based on real data collected from a village comprising 110 households in northern Ghana. Go through one of the cards and explain what the information means.

5. Introduce yourself as the local field officer of an NGO.

6. Call participants together and inform them that this is an important meeting of household representatives.

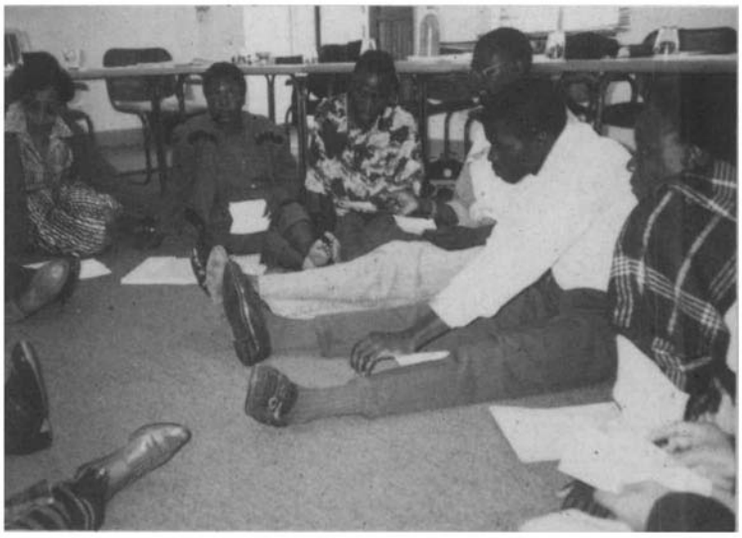
   You will address this meeting.

7. Make the following announcement (you may want to write the key terms on newsprint and point to them as you speak):

> "I have come to assist this community. My organisation is implementing a risk reduction scheme in the region. We note that in the recent drought you have had devastating losses of livestock. We offer you the following: **interest free loans of 50.000 Cedis, repayable over four years, available to half the households in this community, for purchase of livestock** to replace those lost in the drought. We will organise the buying of the livestock from outside the drought-affected region.
>
> It is up to you to decide which households are to be eligible for the loans. However, you have only 30 minutes to make your decision. If you fail to agree within this time no loans will be disbursed."

8. Ask whether participants / household members have understood the announcement and instruction. Repeat the key points, if necessary.

9. Withdraw from the process and allow participants to find their own way of dealing with the task. Let the session run for more than 30 minutes if this will help the participants to arrive at a decision.



Review and Discussion

1. Thank all participants for playing and initiate a plenary discussion; ask questions such as the following:

   - ? Describe how you found the process: How did you feel? What did you think?
   - ? What were the main problems you faced?
   - ? How did you work together as a group?
   - ? Did all participants have an equal say in the process? Did each voice carry equal weight?
   - ? What were the main considerations and preoccupations on which you spent time?
   - ? How were decisions made? Who made them?

2. Ask observers to report their responses to questions (i) assumptions made, and (ii) process of cooperation and decision-making as a community.

3. Ask participants to focus on the criteria for selecting half of the households: what selection criteria did they use? Record them on newsprint. Check with observers whether this list is accurate and complete.

4. Ask participants to examine the advantages and disadvantages of the various criteria.

   - ? How did they go about eliminating them?
   - ? What are the crucial questions to ask in a wealth assessment of this kind?

   Write key responses on newsprint.

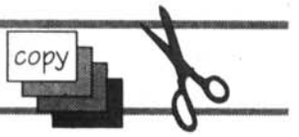
5. Ask participants to consider the decision-making process.
   - ? Was there a problem about this being a mixed man/woman group?
   - ? How does this relate to the field: who (generally) does most of the talking in a community meeting such as this?
   - ? What is the impact of who speaks on the decisions reached?

6. Ask participants to reflect on the role of the donor agency. Ask questions such as the following:
   - ? What are the strengths and weaknesses of this form of targeted credit?
   - ? In selecting criteria for the allocation of funds, which considerations are more important: the criteria of the donors, or the sense of fairness in the community?
   - ? What happens if a sense of fairness amongst the community is ignored?
   - ? What is the difference between a welfare approach and a development approach to risk reduction?

7. Sum up by asking each participant to make a brief statement that summarises what s/he learnt in this activity.

1. This activity is based on a role play prepared by Food Studies Group, Queen Elisabeth House, 21 St Giles, Oxford OX1 3LA, UK. It was facilitated and tested in the SADMTP course, in April 1995, by Graham Eele.


Notes



ROLE PLAY

Observer instructions

Please observe the community meeting and take notes of the following:

(1) assumptions made by the heads of household

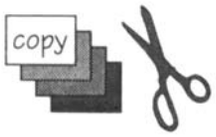
(2) the process of discussion: who speaks? Who dominates? Who is silenced?

(3) the selection criteria suggested

(4) the procedure for eliminating criteria and making decisions

You will be asked to report your observations.

Household Information Cards



HOUSEHOLD INFORMATION CARDS															HOUSEHOLD NO. 1.34.2
ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	2	1 200	0	2	5	4 000	0	0	1	0	7	5 900

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
7 800	1 120	12 000	20 920	YES	YES	1	2	2	4	0

HOUSEHOLD INFORMATION CARDS															HOUSEHOLD NO. 1.37.1
ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	2	0	2	8 200	0	3	4	3 900	0	0	1	0	700	12 800

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	18 200	2 000	20 200	YES	YES	1	1	2	3	0

HOUSEHOLD INFORMATION CARDS															HOUSEHOLD NO. 1.38.4
ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	3	1 800	0	2	5	4 000	0	0	1	0	700	6 500

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
21 800	0	6 000	27 800	YES	YES	2	2	3	4	0

HOUSEHOLD INFORMATION CARDS															HOUSEHOLD NO. 1.42.1
ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
4	4	5	5	14	300 900	2	7	11	60 100	2	2	10	0	232 000	593 000

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
41 200	10 400	448 000	499 600	NO	NO	3	3	10	7	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.10.2

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	5	60	25	50 500	0	45	95	7 400	1	2	5	1	60 500	118 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
102 400	0	190 200	292 600	YES	NO	2	3	3	4	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.12.2

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	1	2	10	15 500	0	2	5	4 000	1	0	4	3	65 800	85 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
23 400	11 000	1 000	35 400	YES	YES	2	3	3	8	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.12.3

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	3	1	7	17 700	0	2	6	4 600	0	0	3	2	32 100	54 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
13 000	1 400	30 000	44 400	YES	YES	2	3	3	8	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.13.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	3	1	3	15 300	0	2	5	4 000	0	0	2	0	1 400	20 700

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
15 600	3 200	0	18 800	YES	YES	2	3	2	3	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.44.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
3	5	10	21	19	344,400	2	4	20	64 000	2	1	17	12	239,900	648,300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
34 700	0	228 000	262 700	NO	NO	3	4	13	22	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.46.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	7	4	16	5	295,000	2	5	20	64 500	1	2	3	0	89,100	448,600

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
48 800	41 900	80 000	170 700	YES	NO	3	4	5	13	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.55.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	3	0	5	13 500	0	3	8	6 300	1	0	5	0	21,500	41 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
10 000	9 600	0	19 600	YES	YES	2	3	3	5	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.58.2

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	1	0	1	4 100.	0	2	3	2 800	0	0	1	0	700	7 600

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	2 200	7 400	9 600	YES	YES	1	2	2	2	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.15.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
9	12	25	2	46	826 100	2	16	29	75 400	2	0	19	10	119 300	1 100 800

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
36 550	118 300	296 000	450 850	YES	NO	3	3	14	16	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.16.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	1	0	2	0	26 000	1	1	7	29 700	1	0	0	0	18 000	73 700

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
56 900	18 500	26 000	101 400	YES	YES	2	3	5	6	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.17.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	0	3	3	6	113 100	1	3	6	30 100	1	0	0	0	18 000	161 200

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
3 200	51 400	48 000	102 600	YES	YES	2	3	5	14	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.23.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
1	0	2	5	11	73 600	1	3	6	30 100	1	0	3	0	20 100	123 800

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
14 000	11 500	2 500	28 000	YES	YES	3	3	4	11	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.64.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	2	1 200	0	3	7	5 700	0	0	0	0	0	6 900

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	0	29 100	29 100	YES	YES	2	2	2	4	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.02.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
1	1	2	4	5	87 000	0	6	13	10 800	2	1	8	5	128 600	226 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
49 400	7 400	134 000	190 800	YES	NO	3	3	8	12	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.05.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	4	4	7	25	220 000	1	3	10	32 500	2	2	10	2	97 000	349 500

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
32 000	21 500	400 000	453 500	YES	N	3	3	9	12	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.05.2

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	1	5	6	22	158 700	1	4	5	30 000	2	2	5	3	108 500	297 200

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
160 900	0	153 600	314 500	NO	NO	3	3	8	13	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.06.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	3	1 800	0	1	5	3 500	0	0	1	0	700	6 000

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	1 400	0	1 400	YES	YES	2	2	2	4	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.07.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	10	6	5	9	331 400	1	3	12	33 700	3	3	17	9	236 900	602 000

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
13 200	8 000	672 000	765 200	YES	NO	3	3	16	11	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.10.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	6	5	0	8	232 300	1	0	4	28 400	0	0	4	0	2 800	263 500

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
84 600	54 000	18 000	156 600	YES	NO	2	3	4	4	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.12.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	0	0	0	1	4	2 900	0	0	0	0	0	2 900

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	0	18 800	18 800	YES	YES	2	2	2	4	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.15.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	0	0	3	1 800	0	4	4	4 400	0	1	3	0	14 100	20 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
23 200	800	10 500	34 500	YES	YES	2	3	4	4	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.18.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
4	2	2	10	18	267 800	2	6	8	57 800	2	0	7	0	40 900	366 500

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
44 900	74 600	54 000	173 500	YES	NO	2	3	6	3	2

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.20.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	4	0	7	18 200	0	3	8	6 300	0	0	1	0	700	25 200

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
17 300	8 300	1 500	27 100	YES	YES	1	2	1	3	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 2.42.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	2	0	0	20	142 000	1	7	20	40 500	1	0	4	1	35 800	218 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
62 300	25 000	44 100	131 400	YES	YES	3	3	4	8	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.02.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	4	0	1	14 600	0	2	6	4 600	0	0	2	0	1 400	20 600

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
0	0	28 800	28 800	YES	YES	2	-	2	0	1

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.04.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	5	3	3	21	222 100	1	2	8	30 800	1	1	5	5	108 500	361 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
121 600	112 000	176 000	409 600	NO	NO	3	3	4	9	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.09.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
0	0	5	3	4	28 900	0	2	5	4 000	1	0	3	2	50 100	83 000

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
20 800	6 800	128 000	155 600	YES	YES	3	3	2	3	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 1.10.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
3	6	4	10	30	317 000	2	15	25	72 500	1	1	7	6	124 900	514 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
101 800	51 200	434 000	587 000	YES	NO	2	3	9	13	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.29.1.

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
1	0	5	3	8	76 300	1	0	5	28 000	1	1	4	3	77 800	182 100

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
58 200	3 500	8 000	69 700	YES	YES	3	3	3	6	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.31.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	0	5	0	12	114 700	1	7	13	36 300	1	1	5	2	63 500	214 500

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
33 800	8 800	40 000	82 600	YES	NO	3	4	4	7	1

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.33.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	0	3	7	20	133 500	1	9	12	36 700	1	2	6	4	106 200	276 400

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
210 800	12 000	113 000	337 800	YES	NO	3	3	9	12	0

HOUSEHOLD INFORMATION CARDS

HOUSEHOLD NO. 1.34.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	2	0	3	1	139 600	1	1	4	27 900	0	0	4	0	2 800	170 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
12 000	3 500	1 000	16 500	YES	YES	2	3	3	1	2

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 2.44.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	0	0	3	4	101 400	1	3	6	30 100	2	1	4	0	50 800	182 300

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
27 000	0	64 000	91 000	YES	YES	3	3	5	3	2

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 2.58.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
2	0	4	2	24	124 400	0	4	12	9 200	0	0	6	4	64 200	197 800

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
38 600	25 000	28 000	91 600	YES	YES	3	3	7	8	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 2.59.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
4	10	3	8	14	422 900	1	1	14	33 900	1	2	7	1	316 900	773 700

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
39 000	0	874 000	913 000	YES	NO	3	4	4	12	0

HOUSEHOLD INFORMATION CARDS — HOUSEHOLD NO. 2.62.1

ANIMALS						FARM TOOLS				CONSUMER GOODS					TOTAL ASSET VALUE
BULLS	COWS	GOATS	SHEEP	FOWLS	VALUE	PLOUGH	CUTLASS	HOES	VALUE	BIKES	RADIOS	LAMPS	ROOFS	VALUE	
1	2	2	2	6	101 600	0	3	5	4 500	1	0	3	0	20 100	126 200

INCOME				FOOD SECURITY				HOUSEHOLD SIZE		
CROP SALES	ASSET SALES	OFF FARM INCOME	TOTAL INCOME	BOUGHT GRAIN	RATIONED FOOD	MEALS/DAY		ADULTS	CHILD	60+
						ADULT	CHILD			
6 600	39 400	88 000	134 000	YES	YES	3	3	3	2	1

8 Why do we need to understand perceptions of risk?

Purpose

This activity demonstrates how perceptions of risk are related to socio-economic and cultural factors, as well as gender.

Note

The particular conditions under which people live impact on how they perceive risk. Development workers need to understand their own perceptions of risk. These may differ from those that inform decision-making at individual and community levels.

Procedure

This is a simulation in which a participant - playing the role of 'woman' - is confronted with a variety of options, all of which present additional pressures. Participants are asked to argue for or against options on the basis of differently perceived risk.

Time

- 1 hour

Materials

- role descriptions (see resources)

Process

Introduction

1. Introduce the activity by telling a story that illustrates how perceptions of risk vary greatly; give an example taken from a typical situation in daily life in order to illustrate different perceptions of risk.

Sample story

This is a sample story; try to think of your own or ask one of the participants to offer an example.

Mrs. Kahuma knows that it is illegal to make charcoal: the government has said that the charcoal-making uses up too much wood, and this poses a risk to the environment. A little while ago an official caught her neighbour when she was trying to sell charcoal, and she had to pay a heavy fine or go to prison. But if she could sell her pile of charcoal today, she could go to the shop and buy some candles and tea...

2. Ask participants to list the risk factors that women are exposed to:
   - Firstly, in their various reproductive, productive and community management roles, and
   - Secondly, due to cultural, religious or other factors;

   Record them on flipchart.

3. Point out that the following simulation asks participants to explore some of these risks.

Participant Action

1. Explain that this simulation requires 11 people:

   5 to act as observers; 5 to act as 'options'; 1 to act as 'woman'.

   Ask for volunteers and allocate roles; ensure that the actress/actor of the part 'woman' is assertive and able to interrogate her 'proposers'.

2. Hand each of the observers, 'options' and the 'woman' their role descriptions (see resources), and ask them to read through it.

3. Ask 'options' to stand in a circle; ask each observer to positon her/himself behind one of the 'options'. Ask 'woman' to enter the circle.

4. Outline the process of the simulation:

   There are three 'rounds' to this simulation.

   Round 1: 'woman' turns to each of the 'options' and they make her an 'offer'.

   Round 2: she attempts to find out more about the 'offer', and they give her information. Bit by bit, she enters into discussion with them, trying to assess the risk involved.

   Round 3: she is left to make a decision. Participants will be asked to advise her.

   The observers will record the process and at the end, feed back some of the observations and information gathered.

5. Begin the process:

   — Introduce 'woman' by reading out her role description:

   This is Natsai; she lives in a small house in a village some 120 Km from the nearest larger town. Natsai has attended school for four years. She had her first child when she was 17; she now has four children; the youngest two are under five. Her husband left the village like many men, in search of work; his remittances stopped over two years ago. Natsai has a small plot of land about 20 minutes walk away from the village.

   Her area has been hit repeatedly by severe droughts and the land is badly degraded and eroded. Flashfloods occur in the rainy season. It is unclear how many villagers are HIV positive, but many young adults suffer from chronic chest infections.

   — Outline the present situation:

   It is winter. For weeks Natsai has not been able to feed her children anything but porridge. Her food reserves are depleted.

   Unable to continue life in this manner, Natsai tries to make a decision as to what to do.

   In the course of trying to make a decision Natsai is propositioned by various 'options'.

6. Begin round 1: Spin 'Natsai' around randomly, until she faces one of the 'options'. Allow for a brief exchange, then spin her again, until she faces another 'option'. Repeat this process until she has spoken to each of the 'options'.

7. Round 2: continue to spin 'Natsai'around, stopping for interrogations with various 'options', and allowing sufficient time for exchanges of information. Move 'Natsai' whenever the 'option' has run out of ideas. Continue this process until the descriptions of risks have been exhausted.

Review and Discussion

1. Ask observers to report what they saw / heard:
   - ? What did they see happening?
   - ? How did it happen, and why?
   - ? What were the options presented?

   Record the options in columns, on flipchart and write up the key risks related to each.

2. In plenary, discuss the options:
   - ? What are the advantages / disadvantages of each?
   - ? What are the risks involved? Identify the elements at risk;
   - ? Weigh up the risks in terms of considerations such as long-term / short-term risk; risk at personal, household, community level;

3. Ask participants to reflect **individually** on 'Natsai's' options. Ask them to reach a decision on what advice they would give her.
   (Allow 5 minutes for this)

Participant Action 2

1. Request participants to stand in a circle; ask 'Natsai' to stand in the middle.

2. Explain that 'Natsai' will turn to each participant and ask him or her for advice on which option to choose. Ask participants to explain the reasons for their decision and inform them that they may remain silent, if they so choose.

3. Monitor the process and record key advice on flipchart.

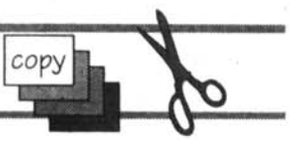
Review and Discussion

1. Discuss how the different advice given relates to different perceptions of risk.

2. De-brief participants; thank them for taking the risk of participating in this simulation.

3. Initiate a plenary discussion on the process. Ask questions such as the following:
   - ? What did you learn about risk?
   - ? What did you learn about perceived risk?
   - ? What did you learn about options open to the poor?
   - ? What did you learn about options open to women?

4. Ask a participant to sum up what s/he learnt from this activity.



ROLE PLAY

(you may want to change the role descriptions, depending on the context within which you are working):

Role of Woman

Your name is Natsai; you live in a small house in a village some 120 km from the nearest larger town. You have attended school for four years. You had her first child when you were 17; your now have four children; the youngest two are under five. Your husband left the village like many men, in search of work; his remittances stopped over two years ago. You have a small plot of land about 20 minutes walk away from the village.

Your area has been hit repeatedly by severe droughts and the land is badly degraded and eroded. Flashfloods occur in the rainy season. It is unclear how many villagers are HIV positive, but many people suffer from chronic chest infections.

Option: Migration

Present 'migration' as an exciting option; outline all the possibilities such as:
- there may be job opportunities in town; migrating to the urban area might bring financial independence with it.
- Urban life is exciting;

What are the possible risks?

Option: Prostitution

Present 'prostitution' as a viable alternative; outline the advantages, such as
- escape from the hard rural life
- financial independence

What are the possible risks?

Option: Take on handicraft

Present 'home-crafts' as a way out; outline the positive spin-off effects such as
- financial independence
- you can stay in your secure home-environment

What are the possible risks?

Option: Take on handicraft

Present continued subsistence living as the only realistic option; outline the advantages, such as
- you have been able to survive in the past
- at least you know the risks involved

What are the possible risks?