

**INTEGRATED FOOD SECURITY  
PROGRAMME EASTERN PROVINCE  
IFSP – E  
A KENYA – GERMAN DEVELOPMENT  
CO-OPERATION  
GTZ / MINISTRY OF AGRICULTURE,  
LIVESTOCK DEVELOPMENT AND  
MARKETING**

***“.....someone has finally  
remembered us.....”***

***An elderly lady in Kamula  
Village Workshop***

**REPORT ON PARTICIPATORY RURAL  
APPRAISAL CONDUCTED IN FOUR  
VILLAGES OF KYUGO DIVISION,  
MWINGI DISTRICT**

**AUGUST – SEPTEMBER, 1995**

**BY:**

**PREMESE AFRICA**

**KYANY'A, BERNADETTE  
KIAMBA, SUZANNE  
MULWA, FRANCIS**

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To GTZ Administrative staff - Elly Aguko and his team, we salute you for making sure the teams had all the survival kits they needed in the field.

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## Executive Summary

The IFSP-E PRA exercise took place in July through to August and ended with a one week ZOPP Planning workshop in September.

The PRA exercise served as an end to a long process of having a community based programme in Eastern Province (Mwingi and Makueni Districts) which began with a Baseline Survey on Nutrition and Health earlier in the year (May). The PRA exercise was to help give qualitative data to the quantitative results of the survey.

The PRA process began with a theory training session for the partners who were to get involved in the programme in one way or another. This was followed by ten days of field work where village workshops were held.

The village workshops formed the basis for the PRA exercise. These were facilitated by the team members with team leaders drawn from ACTIONAID Kenya and PREMESE.

Results of the village workshops indicate that there is a high degree of food insecurity in the area and this has mainly been caused by various factors e.g. recurrent crop failure due to drought or inadequate rain and poor or depleted soils. The historical profiles show these recurrences and the trends too strengthen this fact.

The area has several institutions working there, both local and external. However, these institutions do not seem to have a positive impact on the lives of the people otherwise their standard of living would have improved. The approaches they are using for development do not seem to be appropriate for empowerment. Most of them have created dependency in the people. The local institutions however keep the people together as they try to solve their own problems.

The Gender framework of analysis shows that women are overburdened by reproductive work while men are the stakeholders in productive work. However the men are involved in the community activities by proxy through their wives. It would be important to note that the men should be involved in the decision making process for the community based activities.

The seasonalities have shown that there is a relatively high level of diseases in the communities especially during the rainy season, a time when people need to work in their farms and yet they are also compounded with food shortages. Animal diseases seem to be prevalent too and this makes livestock production and management difficult due to inadequate resources - money, knowledge and resources

People in the areas visited work very hard in their farm yet the output of their labour is not commensurate to their income. This is attributed to the fact that crops are sold immediately after harvest. Reasons given for this were need for money and also to get rid of the grains due to high pest food destruction. This suggests that there is a problem with post-harvest handling and storage. Most village groups suggested that they should begin community food stores to counter the problem of post-harvest sale which causes food deficiency.

It was found that almost all the people in the area live below the poverty datum line. Very few can be said to be self sufficient in food. Even those who are said to be self sufficient are still affected by the other problems e.g. inadequate water for domestic and livestock use, diseases and general lack of social amenities.

Farming practices in most of these areas are still traditional. The people still practice shift cultivation - they move to new farms after every three seasons and this has affected the environment adversely. Most of them, though they have domestic animals, do not use manure in their farms and this has affected yields. Shifting has also contributed to deforestation and a general lack of fruit trees since these need constant care. Education in better farming methods is imperative.

Poor health status of the people seems to be a problem due to inadequate health facilities in the area. Few or no such facilities exist and where they do (Miyukoni), they have no drugs. Thus peoples health status is poor. This could also be attributed to poor nutrition and lack of access to food and the use of it, hence the need for pre-nutrition education is felt.

Water problem seemed to be a key problem in all the four villages visited. This is due to lack of big enough dams which could retain the water during dry spells. Various modes of providing water were discussed and each community came up with its priority mode.

It is important to follow up what the communities suggested in the CAPs to help solve their problems each according to their priorities, needs and capacity with assistance from IFSP-E and other partners in the region.

As IFSP-E continues with the work the communities need serious awareness raising programmes and training for empowerment. These trainings would be for group leaders in animation, mobilization and leadership skills as well as conflict management in groups. This would help build the internal capacity of the communities for sustainability.

## 1.0 INTRODUCTION

### 1.1 Background Information

June 1995 saw the end of an emergency phase of the IFSP-E programme which had been initiated in November 1994 after a project identification mission was carried out in July 1994 to identify project area for IFSP-E.

The emergency phase of IFSP-E in Mwingi was initiated as a response to continued drought in Eastern province since 1992 thus causing high food shortages amongst the community members. Mwingi, Kitui and Makueni districts were identified as the hardest hit.

Activities of the emergency phase were a mother and child feeding programme, food for work programmes, seeds and tools supply and the supply of essential drugs amongst others. These activities were undertaken by the programme through partners working in the programme area. These were mainly ACTIONAID - Kenya -Kyuso Development Area, Catholic Diocese of Kitui (CDK), AMREF, Church of the Province of Kenya (CPK) and different Government Departments.

The end of the emergency phase brought the need for a more community based approach to the programme and also for a closer touch of IFSP-E with the community. The programme management felt that for the programme to be sustainable, an input by the community members on their problems and possible solutions to these problems was imperative.

During the emergency phase a baseline survey on nutrition and health was carried out (may 1995) while a survey on farm management had been carried out earlier (Feb/March 1995). These two activities provided a quantitative aspect to the IFSP-E programme. The PRA exercise is intended to give a qualitative aspect to the two previous activities.

### 1.2 Aims Of IFSP-E

The IFSP-E, being a German and Kenyan intergovernmental programme, has its main objective as sustainable improvement of food security in three districts of Eastern Province. Aspects in focus are the availability of food (production), the access to food (income and means), and the use of food - (nutrition, health, storage, sale etc) by the target community.

The target community in this case are the food insecure households of the programme area who were to be identified through the PRA exercise.

### **1.3 Expected Results Of The Programme**

By the end of the programme duration, it is expected that there will be improvement in the lives of the target community through improved livestock and agricultural production, rural water supply, basic health services (PAC/CBHC) and promotion of income generating activities (IGAs) for community groups. It is also expected that through interaction of IFSP-E staff and communities, drought monitoring and emergency preparedness of the communities will be improved.

### **1.4 Mwingi District Profile**

This is one of the ten (10) districts in Eastern Province but it was recently created (Oct 1993). It is comprised of six (6) divisions, 25 locations and 73 sub-locations. It has a population of approximately 300,000 people. Majority of these are of the Kamba ethnic group but there are also a few Tharaka people mainly found in the north western part of the district, which borders Tharaka Nithi District (along the Tana river). Average population density is 30 persons per square kilometre.

### **1.5 Rainfall**

Most of the district is rather dry and classified as agro-ecozones Lm5 and Lm6, in other words fall under the ASAL regions. It has an annual rainfall of between 600 and 850 mm. It has a bimodal rainfall pattern with the long rains occurring between March and May and the short rains in October to November.

### **1.6 Agriculture**

The district is characterised by frequent crop failure due to the unreliability of rainfall. It is therefore very prone to drought and food insecurity. Crops grown to cope with this status are mainly maize (north east), sorghum, millet and cowpeas, pigeon peas and green grams. Beans are mainly grown in the western & central parts. Green grams and beans are mainly grown as cash crops though other crops are also sold but in lesser degree to provide much needed cash.

Livestock keeping is also practised with the main types being cattle (local zebu), goats, sheep and poultry. Bee keeping is also widely practised as a cash earning activity.

### **1.7 Food status.**

The district is characterised by peasant farming which is mainly for subsistence purposes. Most food harvested does not last the season and some of it is sold immediately after harvest for income. They sell at throw-away prices to the few merchants who cash on the situation because these are times of plenty. Transport costs and poor infrastructure to areas where the farmers can get competitive prices hamper their attempts

## **1.8 Health status**

There is one district hospital and other ten health facilities which are compounded with problems like inadequate drugs, shortage of personnel and lack of transport. The health status of the people is poor as evidenced by records from the district hospital which enumerated diseases like Malaria, acute respiratory infection, diarrhoea and intestinal worms as very prevalent.

## **2.0 CONCEPTUAL FRAMEWORK**

### **2.1 What is Participatory Rural Appraisal (PRA)?**

Participatory Rural Appraisal (PRA) is a family of approaches and methods used to enable rural people (and urban ones too) to present, share their knowledge and analyse their life conditions after which they collectively plan and implement programmes that enable them to resolve their own/identified problems.

#### **Why PRA?**

It was with this view of PRA in mind that (GTZ) IFSP-E decided to conduct a PRA exercise in four pilot villages so that the results could be used in a forward looking target oriented planning workshop for its next operational phase (1995,1997). The PRA exercise was also to give the community views, in a participatory way, about their problems, their causes and what opportunities exist for them to assist in alleviation of their suffering. This was in a bid to avoid the commonly used top-down approach to development, where agencies and Governments plan for the people without consulting them or getting their input. The PRA exercise was also to serve as a forum for awareness raising and empowering the communities to take part in identifying and articulating their own needs, problems and priorities in project planning. This in itself is a move towards capacity building for communities towards own problem solving by implementing their own micro projects and setting models for monitoring them.

### **2.2 Strategy of institutionalising PRA for integrated**

#### **Development.**

To make the concept a reality IFSP-E decided to incorporate all development actors in Mwingi district i.e development Agencies (CPK, CDK, Action Aid) and line Government ministries. A steering committee of the Government department heads was formed and a workshop to introduce Ministry extension Workers, departmental heads and the NGO staff to the participatory process of PRA was organised for two days - (see report Appendix 1)

Here the theory behind participatory development and PRA was extolled. This was followed later by 3 days of learning and simulating PRA tools in a classroom situation to prepare the participants for the field. Key questions and a checklist based on the objectives of the PRA exercise were formulated to act as a guide to the participants (members of the PRA teams). This thorough preparation was followed by ten days in the village where village workshops were held.

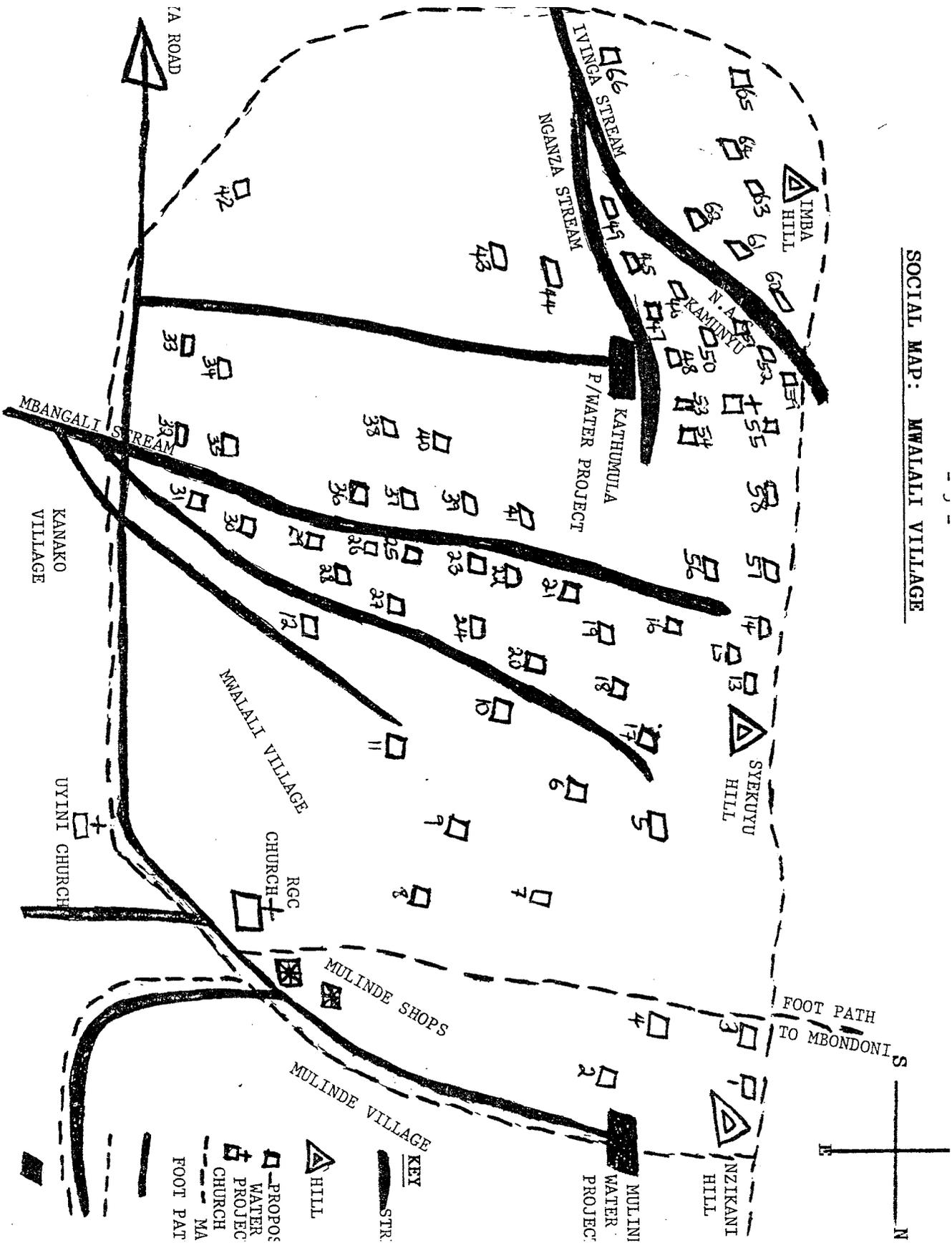
### 3.0 PRA Methods (Tools) and Techniques.

After the participants were equipped with the PRA philosophy and approach in addition to an 'ala carte' of tools to choose from they set off and from their village workshop reports the following tools were used.

#### 3.1 Social & Resource Maps

This is a tool for mapping out the village boundaries for the PRA team to familiarise itself with them, existing resources and even homesteads. The resource maps could show potentials or under-utilized resources which could be exploited to benefit the community. It could also show concentration of people and give the PRA team the desire to probe further why this is so. The boundaries would create the feeling of belonging among the villagers as they discuss their problems and means of solving them.

SOCIAL MAP: MWALALI VILLAGE



### 3.2 Transect walk

These were meant to crosscheck what the farmers had said and drawn on the map as well as adding more details to the map. Such details could be agro-ecosystems, socio-economic indicators of the lives of the people, types of livestock, natural resources, soils, enterprises, land use patterns and at the same time help the team to start focusing on areas for future discussion in terms of problems, potential and opportunities. It was also an opportunity for the PRA team to get to know how the farmers live. (See figure below)

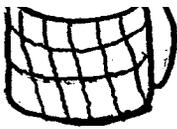


SOIL TYPE	Red-clay soils	Coarse soils	Sandy clayish loose soils	Sandy loam	Sandy greyish	Clayish Red
LAND USE	Farming Grazing	Bee keeping	Habitation Farming Grazing	Habitation Farming IGP (Kiosk)	Habitation Framing Earth Dam	Habitation Farming Grazing
CROPS GROWN	Millet cow peas sorghum maize	-	Maize, millet sorghum, mango pawpaw, castor seed, pegeon peas	Cassava, millet, cow- peas, sorghum, maiz, castor seed	Millet, sorghum mango tree	Millet, sorghum maize
LIVE-STOCK	Cattle goats chicken	Cows chicken	Goats, donkeys	Chicken, bee keeping donkey, cows goats	Cows, donkeys goats, chicken	cattle donkey, goats chicken
VEGETATION	Tall-trees (Acacia) Shrubs Grass	Bushes Grass	Grass, trees bushes	Boabab trees, grass Acacia	Trees bushes, grass	Bushes, trees grass
WATER AVAILABILITY	No water source No latrines	No water source	No water pit latrines	No water No pit latrines	Water pan Pit latrines Earth dam with little water	No water no pit latrines
LAND SHAPE	Relatively flat	Flat	Small valley	Relatively flat	Slopy	Slopy
UTILIZATION OF NATURAL RESOURCES	Not fair Unconser- ved soils.	Not fair	Few terraces	A few terraces A few bee hives A few crops	Overgrazing Under utilised potential Water sources	Unterrazed Unutilized small valley
POPULATION DENSITY	Low density	Not habited	Sparce but more population	Low density	Sparcely populated	More dence
SOCIAL ECONOMIC	2 shops canteens Grass thatched house	Not habited	permanent semi-permanent and Temporary houses	Mud and grass thatched houses make shift kiosk	mud build + iron thatched grass thatched and wood carving done	semi-permanent grass thatched houses kiosk-stone + iron thatched
PROBLEM	soil erosion over graz- ing Defore- station water shortage	few tree scatterd No water	No water soil erosion Deforestation over grazing (madered farms	Soil erosion shift cultivation overgrazing No water	Slight cultivation unutilized water potent- ial area overgrazing No terraces water not there	Soil erosion shift cultiva- tion, over grazing, No water
OPPORTUNITIES	Dig terraces, plant trees, dig pit latrines, Avoid shifting cultiva- tion, Avoid grazing on farms, Dig wells S.H.Groups		Plenty of land, bee- keeping utilize valley Dig wells in terraces Afforestation proper grazi-	Boabab trees build- ing trees plenty of firewood -Earth dam Afforestra- tion, soil	Unutilized water potent- ial area building sand Expand earth dam Terraces Afforestation	plenty of build- ing trees, valley terraces Dig well Afforestation utilize valley Dig pit latrines

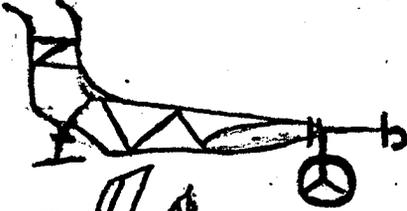
### 3.3 Seasonalities (seasonal calendar)

These were meant to identify seasonalities of various aspects in twelve month or eighteen month calendars and compare how they affect each other. These were issues related to the checklist for example food availability, disease occurrences and types (livestock & human) labour demand and supply to name but a few issues focused on. The comparisons helped the farmers to relate issues like cash availability with food availability and draw parralles for action.

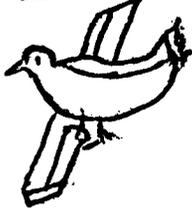




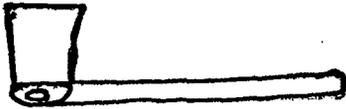
HARVESTING



PLANTING



BIRD SCARING



WEEDING



THRESHING/WINNOWING



LAND PREPARATION



FOOD AVAILABILITY



WATER AVAILABILITY



HUMAN DISEASES



CASH FLOW



RAINFALL



DISTRESS MONTHS



CONSTRUCTION OF GRANARY

### 3.4 Trends and Historical profile

These were used to look at histories of the villages and any important events, past and present which affected the village either positively or negatively and how they coped. The impact of these events was also discussed. This helped to show the farmers their ability to cope and also for the PRA teams to learn from the farmers how they have managed to survive over time. Could the coping mechanisms be build on for the future? This was a question the PRA team was to ask itself.

Trends of different important variables and aspects to the lives of the community were also presented in order to look at change over time and probe why things have been happening in that way.

(See figure below)

MWALALI HISTORICAL PROFILE

Year	Events	Effects	Copping Mechanism
1921	Permanent settlement	Change of life style from pastoralism to clan settlement	
1929	"Kakuti" famine	Loss of people and livestock	Importation of food from Meru and Embu
1935	"Mbemba" famine	Loss of people and livestock	Eating of wild fruit wild animals and livestock
1942	Outbreak of livestock disease - Ikeme	-Loss of livestock -Created poverty -Food inadequacy	-Rustling from the Gala people -Agriculture started being practised -Vaccination from Nguni
1944	Outbreak of livestock diseases - Rinderpest	-Loss animals -Created poverty -Food inadequacy	-Hunting wild animals -Vaccination from Nguni (free)
1950	War with Galas	-Loss of Human lines and livestock -Tribal enmity	-Rustling continued

1955	Dismantling of manyatta (Mbenge)	-Individual land ownership -Started serious farming	-Received protection from the Government
1958	Education at Ngomeni	-Reduced labour force for grazing -Exposure to literacy	-Parents bribed chiefs with goats and cattle so that they could withdraw their children from school
1962	"Nguti" famine	-Food not available -Poverty -Malnutrition and disease	-relief food -Migrated to work at Embu and Meru -Imported food
1963 - 64	Floods (Mbua ya Nzomo)	-Rockslide -Pests on crops -Loss of crops	-Relief food -Import of food
1965	Famine of Kasana/Ndeke	-Lack of food	-Relief food -Import of food -Hunting
1966	Floods	-Rockslides at Kyemukuyu -Springs developed at Nyumu -Farming of sugarcanes and potatoes	-Selling at open market
1973	War between Akamba and Galas	-Loss of human lives -Enmity	-Rustling
1974 - 76	Drought	-Inadequate pasture -Loss of cattle -Lack of food -Poverty	-People migrated to Katumba for grazing -Hunting of wild animals

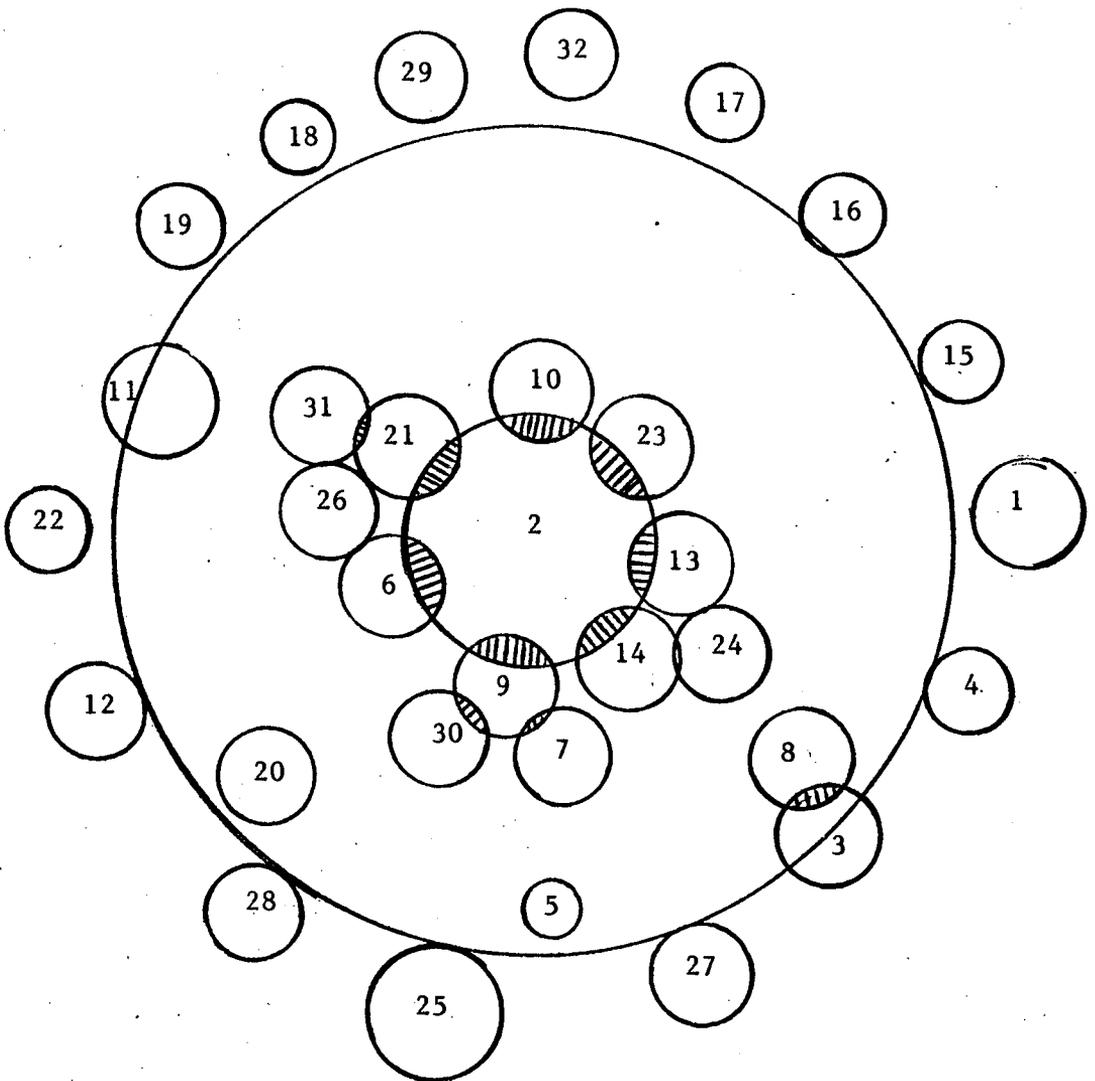
1975	Construction of Mulinde Rock Catchment	-Group/Team work spirit	-Food for work from the Government and the catholic Church
1977	Nursery school started	-Education	-Parents had to divert more money to education
1978	Shopping centre for Mulinde started	-Modern buildings -Start of business -Goods brought to shorter distances	-Learnt how to use money
1979	Drought	-Death of livestock -Poverty	
1980	Heavy Rains	-Crop destruction -Pests (weevils) -Lack of food	
1981	Mulinde Primary school was started	-Advanced education brought nearer	-Sense of team work -More funds given to primary schools -Parents accepted change and allowed children to go to school
1983	New Apostolic Church started	-People joint christian faith	-Leaving traditional lifestyle
1984	Famine (nikwa ngwete)	-Lack of food -Poverty -diseases - malnutrition	-Buying food from Embu and Meru -Hunting -Relief food

### 3.5 Venn diagrams (chapati)/institutions.

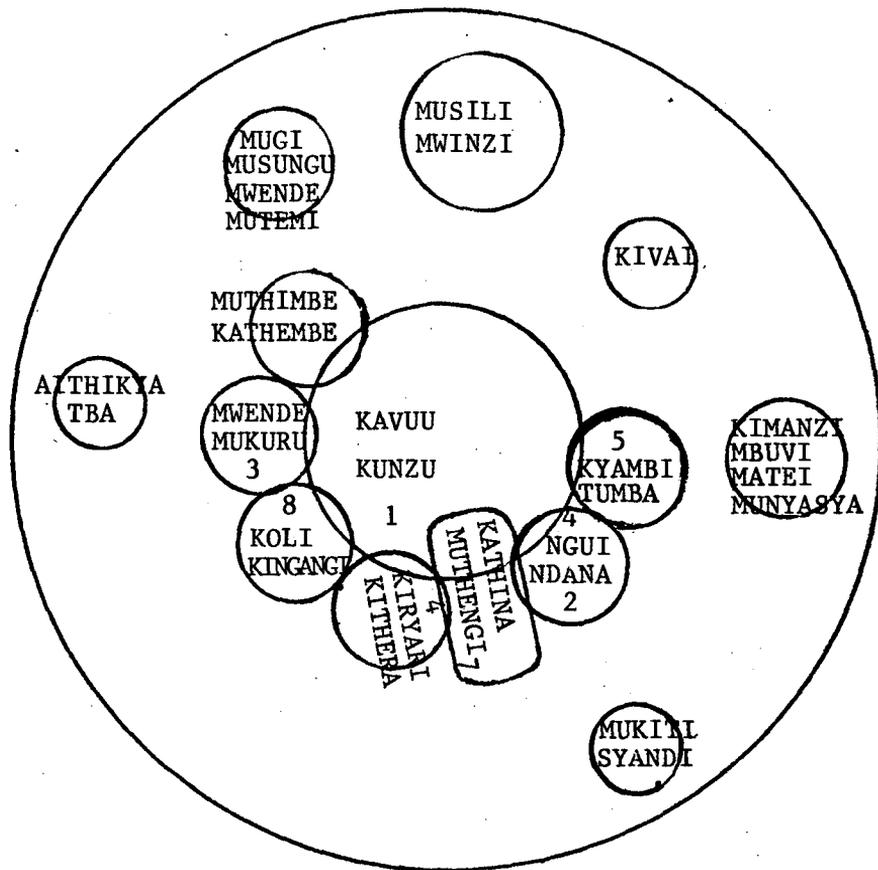
Institutional diagramming was done to show/identify the existing institutions in the communities and how they relate to the community and to each other. These institutions could be indigenous, foreign or Government departments. The exercise also was intended to show the impact the institutions had on the community if any and also to show which institutions are held near the community and for what reasons. (See figure below)

VENN DIAGRAMS - NGALANGE VILLAGE

MEN  
VENN  
DIAGRAM



WOMEN  
VENN  
DIAGRAM

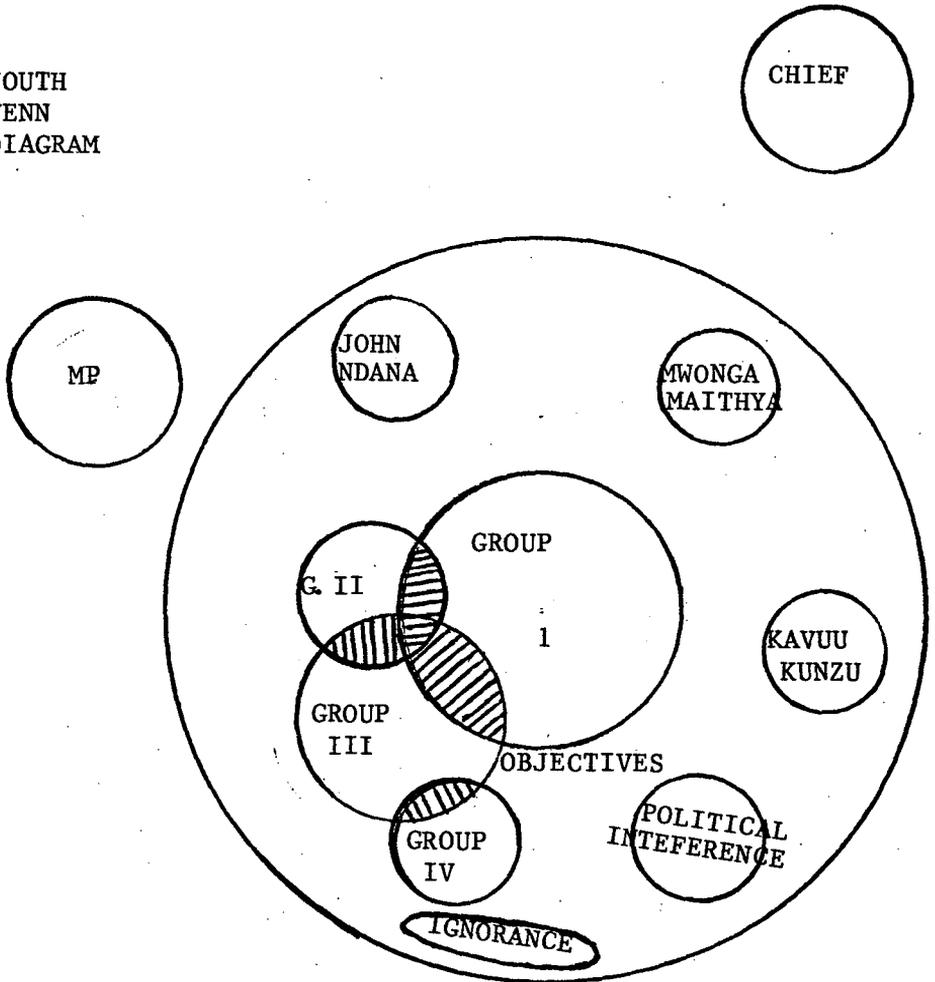


VILLAGE WORKSHOP IN NGALANGE, DAY 3, NOTE-TAKER S.M. NZILU

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INSTITUTIONS WITHIN  
NGALANGE VILLAGE

YOUTH  
VENN  
DIAGRAM



### 3.6 Matrixes

These were used to help the farmers to compare various issues and rank/score them for preference or levels of importance. The farmers came up with different criteria and weighing stones, leaves, mud blocks and any available material was used to help in the ranking. They were used especially in prioritizing of problems and ranking of opportunities for action. (See figure below)



### 3.7 Semi - Structured Interview (households, groups and key informants)

Throughout the whole process of PRA, Semi Structured Interviews (SSI) were used to gather information. It was an interactive process where all were participating and sharing information and knowledge without reservations or lecturing. Where necessary focused group discussions, key informant interviews and small group discussions or even plenary discussions were held. Farm/household interviews were also held for deeper information sharing.

### 3.8 Gender Analysis Framework

The teams used the frame work to analyze especially the time use of both gender and also to analyse who does what for purposes of awareness on intensity of work. This was also to enable those who will implement the projects to target the gender with less work and decide what kind of activity will be done by which gender. (See figure below)

Daily Activities Profile For Men.

<u>Time</u>	<u>Activities.</u>
6.00 a.m - 8.00 a.m	Farming
8.00 a.m - 12.00 p.m	Farming Fencing Looking after cattle Casual labour Brick making
12.00 p.m - 4.00 p.m	Looking after cattle Building houses Watering livestock.
4.00 p.m - 9.00 p.m	Visiting friends Making mats and baskets Taking local brew Attend clan meeting Making storage structures (kiinga) Spraying livestock.
9.00 p.m - 10.00 p.m	Advising young children. Planning for tomorrow activities
10.00 p.m - 6.00 a.m	Sleeping Human reproduction.

## Daily Activities profile for women

### 1. During rainy season.

Time	Activities
4.a.m to 6 a.m	- Waking up - Preparing children for school.  - Milking - Making tea.
6 a.m to 6 p.m	- Going to the farm for cultivation, planting, harvesting, chasing monkeys and birds. - Food preparation at the shamba - Fetching water and fire wood - Cooking - Making mats & baskets.
6 p.m to 11 p.m	- Serving evening meal - Making baskets and mats - Advising children
11 p.m	- Sleeping

### During dry season.

6 a.m	- Waking up
7 a.m	- Preparing children for school - Milking - Making breakfast
7 to 11 a.m	- Collecting grass for thatching. - Looking after livestock.
11 to 1 p.m	- Fetching water - Making waste baskets .
2 p.m to 4 p.m	- Food preparation.
4 p.m to 5 p.m	- Collecting fire wood
5 p.m to 8 p.m	- Preparing evening meal. - Making baskets and mats. - Washing cloths.
8 p.m to 10 p.m	- Eating and sleeping.

KAMAYAGI VILLAGE

Gender analysis productive

ACTIVITIES - Economic & social.

Activities	M	B	W	G
1. Clearing of land	✓	✓		
2. Cultivating with oxen ploughing)	✓	✓		
3. Hand cultivation (weeding)	✓	✓	✓	✓
4. Planting	✓	✓	✓	✓
5. Making hives/harvesting honey	✓	✓		
-				
6. Casual labours	✓	✓	✓	✓
-				
7. Cutting grass (for thatching)	✓	✓		
-				
8. Looking after cattle	✓	✓	✓	✓
-				
9. Making local brews			✓	
-				
10. Construction of houses	✓	✓		
-				
11. Thatching houses	✓	✓		
-				
12. Harvesting	✓	✓	✓	✓
-				
13. Thrashing	✓	✓	✓	✓
-				
14. Making mats (basketry)	✓	✓	✓	✓
-				
15. Making of baskets (kiondo)			✓	✓
-				
16. Making of bricks	✓	✓		

KAMAYAGI VILLAGE

Reproductive Activities.

HOME MANAGEMENT:

ACTIVITIES	M	B	W	G
1. Cooking			✓	✓
2. Washing children			✓	✓
3. Advice youth	✓		✓	
4. Fetching water			✓	✓
5. Washing cloths			✓	✓
6. Looking after food			✓	✓
7. Looking after firewood			✓	✓
8. Human reproduction	✓		✓	
9. Milking		✓	✓	✓
10. Sweeping house			✓	✓
11. Eating	✓	✓	✓	✓

KAMAYAGI VILLAGE

DECISION MAKING PROFILE.

	MEN	FEMALE
1. Selling of land.	✓	✓
2. Selling of food.	✓	✓
3. Selling of cotton.	✓	
4. Sending child to school.	✓	
5. Child to be circumcised.	✓	
6.(a) Child to be send for treatment (Hospital)	✓	✓
(b) Child to be send for treated traditionally (hospital)	✓	
7. Giving land to a child.	✓	
8. Giving or receiving dowry.	✓	
9. Agreement on marriage issues.	✓	

### 3.9 Health Ranking

This tool was used to identify the most vulnerable people in the community and those at the highest risk in terms of social and economic capacity as well as those hardest hit by food insecurity. The communities set their own criteria for measurement and grouped each one of them in the social strata they belong. This also helped to make judgement on how vulnerable the whole community is and assess the percentages of those at greatest risk. (See figure below)

## Wealth Ranking - Kamula Village

The Community did the Wealth Ranking as shown below:

### **1. Category one (1st class)**

- \* Permanent houses
- \* Shop
- \* Bank account
- \* Vehicle
- \* Harvest of 30 bags
- \* Employ on casual and monthly basis
- \* Not less than 30 cows
- \* Shop or Plot that is operational
- \* Water tank
- \* Not less than 20 goats
- \* Solar lighting or generator
- \* Employ on casual and monthly basis

### **2. Category two (2nd class)**

- \* Permanent houses
- \* Not less than 20 cows
- \* Not less than 15 goats
- \* Shop
- \* Bank account
- \* Vehicle
- \* Harvest of 30 bags
- \* Employ on casual and monthly basis

### **3. Category three (3rd class)**

- \* Semi-permanent house (mud-built but iron sheet roofed)
- \* Not less than eight cows
- \* Not less than ten goats
- \* Not less than 3 donkeys
- \* Several chicken
- \* Bank account
- \* Harvest of 80 bags
- \* Employed

### **4. Category four(4th class)**

- \* Five cows
- \* Ten cows
- \* Two donkeys
- \* Employed or unemployed
- \* Harvest of 30 bags
- \* 40 bee-hives

### **5. Category five (5th class)**

- \* At least five cows
- \* Not less than 10 goats
- \* Not less 2 donkeys
- \* Employed or unemployed
- \* Grass thatched houses
- \* Harvest of 30 bags

### **6. Category 6 (6th class)**

- \* Grass thatched house
- \* At least 2 cows
- \* At least 2 donkeys
- \* At least 5 goats
- \* Harvest of 15 to 20 bags
- \* 10 bee hives
- \* Some chicken
- \* Grass thatched houses
- \* Small piece of land

### **7. Category seven (7th class)**

- \* At least 5 goats
- \* No cows
- \* Small farm
- \* One donkey
- \* Few chicken
- \* Harvest of not more than 10 bags

### **8. Category eight(8th class)**

- \* Atleast one donkey
- \* Few chicken
- \* Small farm
- \* 5 bee hives
- \* Harvest of 6 to 10 bags

### **9. Category nine (9th class)**

- \* No land
- \* No goats
- \* No cows
- \* No donkeys
- \* Harvest of less than 2 bags
- \* No chicken
- \* No bee hives

The Community placed the members in the respective classes as shown below:-

**Class 1**

Kimwele Simba  
Munuve Mati  
Elizabeth Mati

**Class 2**

Muatha Mathuva  
Mutia Mutheki  
Muthui Kaluva  
Gideon Munuve  
Musili Gideon  
Sammy Kinyungo  
Maithya Kili  
Sammy Masya  
Muthengi Mwari  
Muithya Mavulya

**Class 3**

Kasengo Kalio  
Mwali Mukwato  
Kili Mutheki  
King'ang'a Syengo  
Mwasya Muvulya  
Mwangangi Musembei

**Class 4**

Matei Kili  
Kirugi Kilyungi  
Kairu Kilyungi  
Mwangangi Ngomango  
Mutemi Nzungi  
Kilungya Mutheki  
Mwasya Mbiki  
Kiseve Munyasya

**Class 5**

Sivi Munyithya  
Kaluri Mathuva  
Muthili Kilyungu  
Saidi Kiseve

**Class 6**

Kalunda Mavulya  
Musong'a Mathuva

**Class 9**

Musya Mutunguli  
Kamene Mutambuki  
Kilonzi Kili  
Ngau Mukiti  
Mbaka Munyithya  
Kimanzi Kimwele  
Kamani Kitheka

**NB**

- \* Most people are in lowest classes (below poverty line)
- \* Low harvest -some have little or no harvest
- \* Some have nothing completely (no basic resources)

Syengo Kasengula  
Muthui Mukiti  
Richard Mathuva  
Joseph Masavi Mbiti  
Muthui Masya  
Mbiki Kinyungu  
Mwendwa Ngau  
Kalei Syengo  
Kasyula Kivulu  
Muthui Musembei  
Muthui Musembei

**Class 7**

Vundi Mukwato  
Kiluti Mathuva  
Kavati Mathuva  
Musili Ngau  
Muithya Munyithya  
Kayumya Kalio  
Muthengi Kang'orya  
Muthome Kili  
Kathukya Kangangi  
Makau Muithya

**Class 8**

Munyithya Ngau  
Musya Mukwato  
Mati Mutisya  
Mutisya Mukwati  
Mulyungi Ngomango  
Syenthi Mathuva  
Musyoki Mathuva  
Kasyoka Ngau  
Mutemi Kimwele  
John Mwendwa  
Mwendwa Munyithya  
Musyoka Musembei  
Mwendwa Kang'onya  
Muthengi Masya  
Mutemi Mulyungi  
Maithya Kangangi

Kang'onya Mwinzi  
Syengo Musyoka  
Syonhi Musyoka  
Muneeni Kangangi  
Ngui Mwavu  
Ngui Kangangi  
Kavata

### 3.10 Livelihood Analysis

Hand in hand with the wealth ranking, the livelihood analysis of the community was done to assess where most of their income goes and also where they get the income from. This was to help the team identify areas of interventions to step up the income resources.

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NB: 100 stones were taken to represent total income and each stone represented Ksh. 100/= (total Ksh. 10,000). The farmer (A) could not distribute that money against all her expenses. It was too much. She could only use 50 stones. Farmer B however needed more stones as he is employed and has more expenses according to his status.

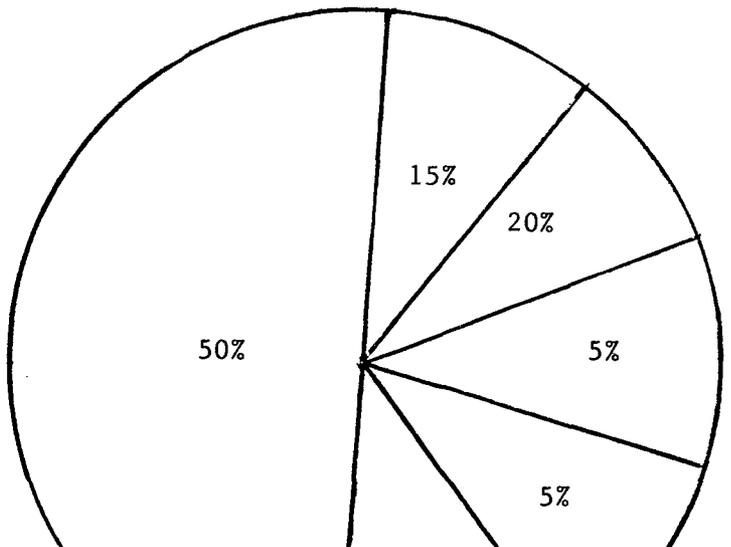
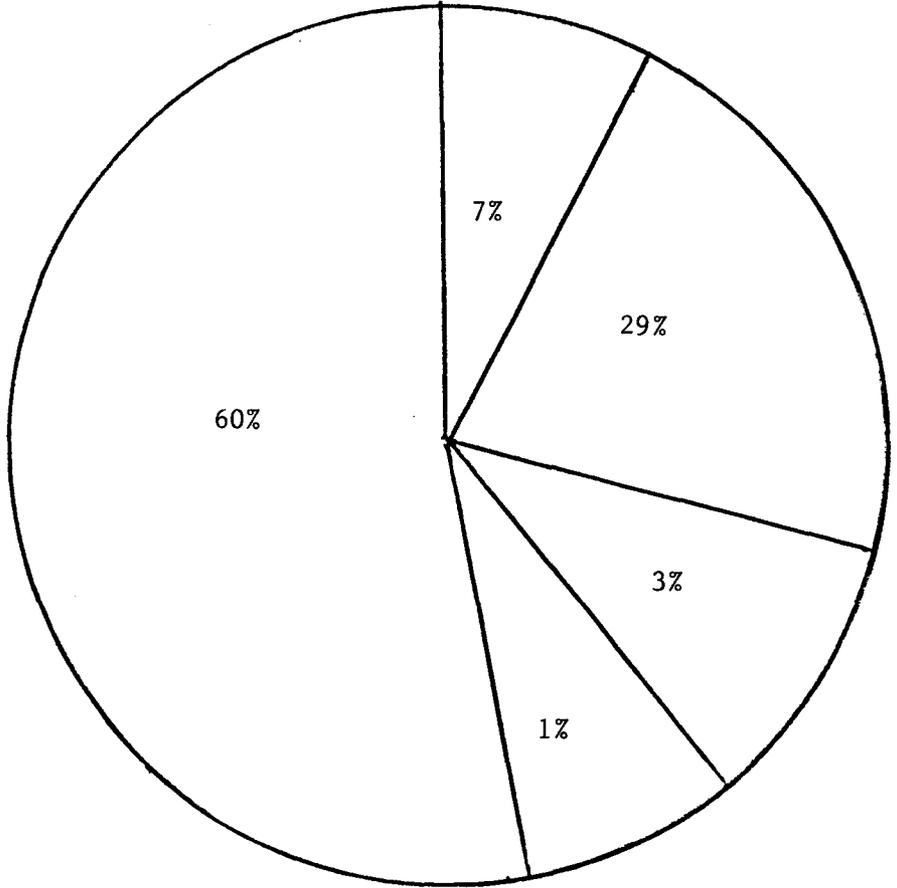
MWALALI LIVELIHOOD ANALYSIS FOR THE RICH CLASS

INCOME

- 1. Salary - 60%
- 2. Shamba - 29%
- 3. Livestock - 7%
- 4. Beekkeeping - 3%
- 5. Credit - 1%

EXPENDITURE

- Farm input - 20%
- Food (kitchen) - 50%
- Clothes - 15%
- School fees - 5%
- Parents and others - 5%
- Transport & harambee - 5%



### 3.11 Indigeneous technical knowledge ((ITK)

Information gathered here was to help the team understand how the community manages their affairs in the absence of facilities for example how they treat diseases and control pests.

### 3.12 Community Action Plans.

At the end of the exercise, the PRA teams shared formats with communities so that they can plan on the hows and wherefores of solving their problems by stating the problems, identify viable solutions/opportunities and setting possible time frame of when they'll start.

COMMUNITY ACTION PLAN - NGALANGE VILLAGE

PROBLEM	ACTION	SOLUTIONS	BENEFICIARIES	WHO WILL BE RESPONSIBLE	WHEN TO START	COMMUNITY CONTRIBUTIONS	FOLLOW-UP PLANS
1. Water Scarcity	Construction of S.S.D., E.D. S.W. & BH	FEASIBILITY STUDY	119H/H	Committee D.W.E. DSDO	Oct. 1995	-Unskilled Labour -Provision of local materials	-Committee - D.W.E. - DSDO - NGOs etc
2. LACK OF HEALTH FACILITIES	Construction of Dispensary	-Feasibility Study	119/H/H	-Committee -MOH -DSDO & NGO's	Oct. 1995	- Labour - Local material	-Committee -M.O.H. -DSDO
3. SOIL EROSION	Soil Conservation Measures	-Levelling of eroded Areas -Training Community own Resource Persons (10)	119H/H	-Committee -DAO -DLPO -DSDO -OTHERS	Project on Progress	On Going -Labour -Local materials	- Committee - DAO - DLPO - DSDO
4. LACK OF FARMING INPUTS	-Seed Bulking -Strengthening Existing Groups -Groups to Purchase some Tools & solicit for others outside	-Individual farms -Acquisition of Certified seeds -GOK/NGOs -Group on Farm Training	119H/H	-Committee -DAO -DSDO	Sept. 1995	-Identify groups for training -provide farms for seed bulking	-Committee - GOK LINE Depts. - Provision of labour - NGO's
5. POOR NUTRITION	-Create awareness among the community (feeding habits & homec)	Training kitchen gardens	119H/H	-Committee -DAO -NGO's	Feb. 1996	-Labour -Local materials	-Committee/Community -Identify members for Training -GOK Line Depts. -NGO's
6. LACK OF ACCESS ROADS (4) i) Ngalange-Kako Koa (10km) ii) Kasanga-Nzanzeni (8km) etc	Construction of identified Access roads	-Survey of the Access roads -Community mobilization Tools	119H/H	-D.W.O. -DSDO -Committee	Sept. 1995	- Labour -Materials(local)	-Committee/ Community -GOK line depts -NGOs
7. LACK OF SKILLS	-Create awareness among the community	-Training of own Resource persons	119H/H	-Committee -GOK line Depts -NGO's	Feb. 1996	- Provide Trainees -Demonstration plots -local materials	-Community -GOK line Depts. - NGO's
8. LACK OF TREE NURSERIES	-Establish Tree-Nurseries	Community prepare Nursery sites Use locally adaptable Spp.	119H/H	-Committee -DFO -NGO's	Jan. 1996	-Sites -Local materials -Labour	-Community comm. -GOK line Depts. -NGO's
9. POOR ACCESS TO VET. DRUGS	-Construction of Liv. drug stores	-Train Vet. Scouts -Purchase the drugs	119H/H	-Community Comm. -GOK line Depts -NGOs	July 1996	-Site -Labour -Local materials	-Community Comm. -GOK line depts. -NGO's
10. POOR MARKETING SYSTEMS	-Form Producer cooperative Societies	-Const. of stores -cooperate Marketing -Use storage chemicals	119H/H	-Community/ Comm. -DCO, DAO, DIDO, DSDO & NGO's	Feb. 1996	-Plot for store -Labour -Local materials	-Committee -GOK line Depts. -NGO's

#### 4.0 Outcome from the village workshops.

##### 4.1 Overview

After ten days in the villages, the communities came up with the community Action plans (CAPS) otherwise known as Village Resources Management Plans (VRMP) for each village. During the process the communities felt that something was happening. To quote one elderly participant in Kamula village " I feel so excited at last some one has finally remembered us, the forgotten ones. They come (other NGOs) and never bother with us but you have remembered us". The whole process was a learning and sharing process for both the PRA teams and the community members. One retired lady who had lived in her village for thirty years said about the village map "I thought I knew my village but now I have learned even more about it. There are things I didn't know but now I have been educated by my fellow villagers". See detailed outcome from Appendix I, II, III, IV).

The village workshops served as 'eye-opener' for the communities to see their situations differently and plan for themselves. We can say confidently that it was a first step towards the ultimate goal of empowerment for the communities.

The communities articulated their problems, ranked them and planned what they intended to do to solve them. They all elected committees to help in the follow-ups.

##### 5.0 Problem Identification.

Problems were identified by the communities through the tools used as well as through Semi-Structured Interviews. The PRA teams also used direct observation techniques and probing to get to understand the views of the communities. Basically the problems identified were those that affect the farmers in their day to day lives - the felt needs or fundamental issues that make their living difficult. The problems were then subjected to matrix ranking and the farmers themselves were able to score using their own criteria to come up with priorities.

Below is a list of some problems from the four villages but not in order of priority:

1. Water scarcity both for domestic and livestock use.
2. High diseases incidence - human and livestock
3. Poor marketing channels for farm produce
4. Poor infrastructure - roads.
5. Poor post harvest crop management.

- granaries
- pests.

6. Poor farm management
7. Soil erosion
8. Poor leadership
10. Inadequate social amenities - schools, dispensary
11. Inadequate appropriate skills
12. Lack of tree nurseries
13. Inadequate knowledge and awareness on existing potentials.
14. Poor sanitation.
15. Inadequate or no services from Government extension staff.
16. Poor nutrition.

However, in all the four villages, water scarcity was ranked as the priority problem while health or human diseases was mentioned in all, either directly or indirectly by stating the long distances covered to the nearest health facility or by mentioning the high prices of drugs when they are available. Food related problems were also mentioned in all villages, e.g. pests, poor prices and low soil productivity.

### 5.1 Problem Analysis

The teams engaged the communities in trying to get to the root causes of the problems. This was a difficult task as most of the communities were relating the causes of the problems to the lack of the solution e.g. poor health due to lack of hospital. Due to inadequate time, the process of awareness raising to analyse the root causes in-depth was not completed. However, an attempt to analyse the problem was done and following is the tabulation of the analysis.

5.1 PROBLEM ANALYSIS CHART

Problem	Method used to identify	Possible causes	Who is affected most	Implications	Farmers response
1. Water scarcity for domestic and livestock use.	resource mapping SSI D.O, trendlines	-low watertable, poorly constructed water dams, encroachment on water sources, seasonal river	the whole community especially women	-water borne diseases -women walking long distances to water points, average 20km during dry season. -Basic hygiene difficult to implement. -high animal mobility, poor health status	we used to have water in the sixties but not any more .If we get water here most of our problems will be solved.
2. High disease incidence for human and livestock.	SSI, Trendlines	-inadequate health facilities -Absence of basic health knowledge. -mobility of animals in search of water - high prices for animal drugs	-mothers and children  -all who keep livestock -children as they lack milk when the animals move	-animals suffer from FMD and other diseases -increased use of herbal medicine.	we need assistance to manage our own dispensary - if we had water near our livestock would not die and our children would be healthy.
3. Poor infrastructure	D.O, SSI, maps social and resource.	-distance from district head quarters - inadequate organization for communities to construct roads themselves (lack of motivation)	-the whole community - farmers who want to transport food crops to better markets -the very sick who want to get to hospital as there is poor transport.	community cut off from central markets and district hospital in times of need.	we can not reach to the distant markets as we use donkeys for transport.  -our people sometimes never reach the hospital. They die on the way
4. Poor marketing channels for farm produce	D.O, SSI. maps semi, structured interviews.	poor infrastructure	farmers	low incomes, exploitation by few merchants who can afford to hire lorries	we sell alot of food but get very little money

<p>5. Poor post harvest crop management pests</p>	<p>SSI, D. O historical profiles.</p>	<p>- Inadequate knowledge of pest control. - less or no use of traditional methods of poor control - high prices of acacicides</p>	<p>all</p>	<p>-massive loss of food after harvest to pests. -quick sale of food to avoid waste by pests. -food vulnerability due to sales.</p>	<p>pest control drugs are too costly if we got our own community shop, we may get the drugs at fair prices.</p>
<p>6. Poor farm management</p>	<p>SSI, D. O trends.</p>	<p>-traditional farming practices (shifting the farm every three years or so years) - Inadequate knowledge on farm management - poor support and education from extensions staff</p>	<p>all</p>	<p>-low soil fertility as no use of FYM -no fruit trees as they need constant care. -less yields as soils get poorer and poorer. -soil erosion -depletion of trees as new land is cleared for farm.</p>	<p>the extensionist does not come to educate us. We shift to another place when the yields decrease.</p>
<p>7. soil erosion</p>	<p>SSI, D. O trends.</p>	<p>-poor farm management. - farming at slopes and river banks.</p>	<p>all</p>	<p>poor soils gullies.</p>	<p>we will use our myethya groups for conservation activities.</p>
<p>8. Poor leadership (leadership vacuum).</p>	<p>Institutional diagramming, SSI, D. O</p>	<p>- top - down approach of existing leaders - Inadequate sensitivity of the leaders to people needs.</p>	<p>all</p>	<p>-inability of the people to express themselves fully for fear of repercussions -lack of transparency</p>	<p>things come here but they never reach us. We can not talk, we are taken to the chief and punished.</p>

9. Inadequate social amenities school, health facilities	D.O, SSI, Resource map.	<ul style="list-style-type: none"> <li>-inadequate resources from central Government.</li> <li>-distance from main centres.</li> <li>-poor planning at local level.</li> </ul>	mothers and children.	<ul style="list-style-type: none"> <li>-long distances to schools and health institutions.</li> <li>-late registration in school for children</li> <li>-skewed distribution of the few facilities.</li> </ul>	<p>we have to wait for them to be big for them to go to school:</p> <ul style="list-style-type: none"> <li>-amenities are planned to come here but they are taken to the other village</li> </ul>
10. Inadequate appropriate skills	D.o, SSI	<ul style="list-style-type: none"> <li>-ineffective extension services</li> <li>-lack of institutions for the same</li> </ul>	<ul style="list-style-type: none"> <li>-out of school youth</li> <li>-farmers</li> </ul>	<ul style="list-style-type: none"> <li>-youth move to town</li> <li>-farmers cannot manage their farms well, hence poor outputs</li> </ul>	<ul style="list-style-type: none"> <li>-we need to be taught</li> <li>-we need a village polytechnic here</li> <li>-the extensionist needs to come to us more frequently</li> </ul>
11. Lack of tree nurseries	D.o, SSI, resource map	<ul style="list-style-type: none"> <li>-inadequate water</li> <li>-destruction by white ants</li> <li>-shifting from farms</li> </ul>	all	<ul style="list-style-type: none"> <li>-no fruit trees</li> <li>-decrease in tree population</li> </ul>	<ul style="list-style-type: none"> <li>-we cannot manage trees without water</li> </ul>
12. Inadequate knowledge and awareness on existing potentials	-D.O, SSI, Transect walk	<ul style="list-style-type: none"> <li>-inadequate awareness raising education</li> <li>-lack of community based programme</li> </ul>	all	<ul style="list-style-type: none"> <li>-the community cannot break the vicious cycle of poverty as they cannot get critical on issues.</li> </ul>	<ul style="list-style-type: none"> <li>-if we knew different, we would attempt</li> </ul>
13. Poor sanitation (inadequate toilets)	D.o, SSI, Gender profiles and roles, indigenous knowledge, beliefs and values	<ul style="list-style-type: none"> <li>-inadequate knowledge on primary health care or preventive practices,</li> <li>-high mobility of men</li> <li>-cultural practices</li> </ul>	children	<ul style="list-style-type: none"> <li>-water borne diseases</li> <li>-worms</li> </ul>	<ul style="list-style-type: none"> <li>-the men are not here to dig the toilets</li> <li>-fathers and daughters may not use the same toilet</li> </ul>

<p>14. Inadequate services from Government extension staff</p>	<p>SSI, institutional diagrams (Venn), D.O</p>	<p>-expansive area for coverage -lack of transport -few extension staff -low morale</p>	<p>farmers</p>	<p>-farmers do not get services as the extension staff cannot reach them in times of need due to lack of transport -the staff also have low morale due to little support from district head office</p>	<p>we call them and they don't come -they ask for transport from us</p>
<p>15. Poor nutrition</p>	<p>SSI, D.O, trends, ITKs, historical profiles</p>	<p>-inadequate knowledge on food preparation -shift from traditional food preparation practices -sale of food for money</p>	<p>children and lactating mothers</p>	<p>-children are malnourished -health for lactating mothers is poor</p>	<p>-things have changed and we do not give our children traditional food, we are discouraged at the clinic</p>

IYM - Farm Yard Manure

SSI - Semi Structured Interviews

D.O. - Direct Observation

F.M.D. - Foot and Mouth Diseases

ITK - Indigenous Technical Knowledge

## 6 .0 Opportunities and potentials

Using PRA techniques and the preparation of the community Action plan, the four villages were able to identify opportunities and potentials to help lighten their problems. They articulated what was possible for them to do and sometimes which partners/institutions they would approach for assistance. Enumerated are some of the opportunities they came up with (the first six priority and problems). For details see Appendix II to V (village reports).

### Problems

### Opportunities

- |   |  |
|---|--|
| (1) Water scarcity  | Shallow wells, boreholes<br>subsurface dams, earth<br>dams, rock catchment |
| -----   |  |
| (2) High disease incidence  | - Village pharmacies   |
| a) Human<br>Sanitation/Nutrition  | - Expand existing dispensary   |
| b) Livestock  | - Community based health<br>care programme/PHC.                            |
| -----   |  |
| (3) Poor marketing prices for<br>farm produce                               | - Train community paravets.  |
| -----   |  |
| (4) Poor farm management  | - Introduce community<br>food stores                                       |
| Low soil fertility  | - Educate the community  |
| Soil erosion  | -----  |
| (5) Low incomes   | - Plant trees - start tree<br>nurseries                                    |
|   | - Use of farm yard manure  |
|   | - Step -up soil conservation<br>programmes - terracing                     |
| -----   |  |
| (6) Inadequate or no services<br>from the Government<br>extension services. | - Start off-farm income<br>generating activities                           |
|   | - Introduce credit<br>facilities to farmers<br>groups.                     |
|   | - Increase food production<br>for sale.                                    |
| -----   |  |
| (6) Inadequate or no services<br>from the Government<br>extension services. | - Liaise with government<br>line head office staff                         |
|   | - Liaise with NGOs.  |

## **6.1 Other potentials**

The communities have other potentials they can exploit but they may not know how due to lack of awareness. These need to be explored for the future as they may continue to affect the development of the villages. These are for example the training of the farmer groups in group dynamics, leadership skills and small project management skills. The groups also need to be encouraged to work together more for their own benefit hence closer links and networks. There seemed to be alot of individualism and intimidation of the farmers by leaders.

### **6.1.2 Institutional linkages and networks**

There are quite a number of local institutions- women groups and community water groups, however they seem to be working in isolation. The Government departments too do not seem to be in touch with the people and this makes it difficult for them to serve the people adequately. Existing NGOs in the area (CPK,CDK,AAK) too do not seem to be in touch with each other and in fact are not in any of the four villages as agents of change. All these external institutions need to be brought together to chart a common course and share roles for the benefit of the community. Locally the groups need to form a network where they can share ideas on how to solve common problems affecting them. This would give them strength from their numbers and hence they will be able to empower themselves.

## **7.0 The Community Action Plans**

The community Action plans (either by small groups or by committees) and their presentation to the whole community were the climax of the whole PRA exercise. The communities came up with these as they were planning for their own development. These helped the PRA teams together with the communities to start looking into the possibilities of solving their problems. From the teams assessments, these CAPs need to be taken back to the communities for refining as some of them lack some important information like materials needed, costs involved, proper sites for the communal amenities and the like. However , it was a satisfactory attempt to grapple with planning for the communities. (see annexes 1,2,3 and 4 for details).

### **7.1 Formation of community committees for follow - up**

These were formed in every village to help facilitate the follow - up on the CAPs. The link persons were included.

## **8.0 Review of the PRA process**

### **8.1 Communities review**

After the whole exercise the PRA teams facilitated evaluation sessions. All the farmers really appreciated the efforts of the teams and the fact that they lived in the villages - Kamula and Mwalali or in the vicinity - Ngalange and Kamayagi. They appreciated the commitment of the teams and the concern shown for them to plan for their own development. They said the process injected a sense of self-worth after they realised they too could plan for their development.

### **8.2 PRA teams review**

All the teams reviewed their work and they felt, though tiring, it was a learning process for them as they learnt to "lead from behind" as they reversed roles with the community, they the learners, the community the teachers".

The teams too felt that it was a first step for the community toward the process of full empowerment as they articulated their needs, set priorities and planned on how to solve them. The communities seemed to some extent to be looking out to the agencies to do most of the financing as they have been used to the benefit induced type of participation whereby they have been involved in activities by providing labour and local materials i.e sand and stones. IFSP-E needs to educate the community for them to come out of this feeling of dependency and to help them realize they can do alot.

## **9.0 Overall Review**

The team leaders and the IFSP-E management met to review the whole process and it was felt that the objectives - training for IFSP-E staff, Government line ministry staff and other Development agencies staff had been achieved. The staff also managed to facilitate the process. Important information on the hows of improving food security was also gathered and analyzed. Also identification of the most food insecure households was done to form a basis for starting the project.

It was felt that the whole process was largely successful and the information in the village report can serve as the nucleus for planing by the IFSP-E. Care should be taken though to ensure that the whole process of Project Proposals, Implementation, Monitoring and Evaluation remain bottom up i.e based at the villages. This would ensure that the capacity building process for the target group is build on.

## 10. PRA follow - up plan

To ensure things do not remain on paper, the PRA teams from all the villages identified staff who would then ensure that things move as planned.

Village	When	Who	What (activities)
1. Kanayagi	By end of september	-John Wachira (C.P.K) -Joseph Mbindyo (IFSP-E) -2 village link persons	-Elaboration of CAPs for micro projects through village committee, seed bank, terracing
2. Ngalange village	"	-Francis Mwai (DSDO) -Angelina Mutunga (IFSP-E) -2 village link persons	-Elaboration of CAPs for micro projects with village committee -feasibility study on water availability, health facility
3. Kanula	"	-Francis Mwendwa(DVO) -Sebastian Mandi (IFSP-E) -2 Village link persons	-Elaboration of CAPs for micro projects with village committee -Feasibility on subsurface dams and shallow wells -Soil conservation -Health facility

4. Mwalali	"	-Solomon Mulu DWE -Elizabeth Nzula -2 village link persons	-Elaboration of CAP with village committee -Feasibility of water projects -Earth dams -Contact DWE for rock catchment -contact German Agro Action. -Health facility -Soil fertility and conservation
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#### 11.0 THE WAY FORWARD

The results of the PRA exercise were presented in a one week ZOPP Workshop to enable IFSP-E plan for the future.

TENTATIVE PROGRAMME FOR THE WORKSHOP

24/8/95

8.45 - Shared responsibilities

Lot 1

Secretaries consolidated the reports

Lot 2:

Team drawing and team facilitators having a mini-workshop.

10.00 - Tea

10.30 - Presentation of contracts

- Controlling gatekeepers

- Open session on any questions

- Final preparation

- Secretaries collect stationary

- Team facilitators collect necessary materials

- Collection of allowances

1.00 - Lunch

- Departure

25/8/95

8.30 - Meet the respective communities

- Introductions of PRA team and the community members

- Elaboration of mission objective

- Presentation of the workshop programme

- Discussion, agreement or amendments to the programme

- Mapping of the villages

- Back to the camp - reviewing of the day's activities and preparation for the next day.

26/8/95 - 29/8/95

- Actual data collection/Triangulation
- Report compiling on daily basis
- Review of the days activities
- Planning for the next day's activities

30/8/95 - 1/9/95

- Problems identification, analysis and prioritization
- Identification and analysis of opportunities
- Draw the CAP.

2/9/95

- Presentation of CAP to the community
- Discuss the CAP (enclose or amend)
- Final copy of the CAP.
- Brief meeting with the link persons.

3/9/95

- Report writing
- Travel back to Mwingi

4/9/95

8.30 a.m.

- Final report presentation
- Summary of the workshop
- Evaluation of workshop
- Presentation of the certificates to the PRA -Team.

APPENDIX II

**PRA REPORT**

**MWALALI VILLAGE**

**25TH AUGUST - SEPTEMBER 2ND  
1995**

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## ACKNOWLEDGEMENT

We wish to thank the community members of Mwalali for availing themselves during the whole exercise and also for their enriching knowledge given to us. We thank them for providing for the team and their continuous encouragement to them during the whole process.

We wish to extend our thanks to the link persons, Peter and Mather Mulwa for facilitating the PRA team's entry and stay in the community.

The village elder and the assistant chief deserve a word of gratitude for mobilising the community and ensuring the smooth running of the whole exercise.

The team members deserve a special mention for their cooperation and commitment during the team work.

Last but not least, IFSP-E Programme for according us the opportunity in the learning exercise.

## PREAMBLE

The village meeting was opened with a prayer by the village link man. The link man welcomed the PRA Team to the village.

PRA Team was introduced by Jacqueline Ngulutu after a short speech, that the PRA Team have come again after making appoint they will come this day.

The community appreciated the PRA Team coming and promised to work hard in hand with them.

## AIM

The PRA Team spoke to the community on why they had come in the village. Mr. Mulu talked on need to cooperate because the PRA team had come to mix and familiarize themselves with the area and the community, learn from the community and share their achievements and also problems if any. The community to decide and plan together with the PRA Team. There is need now to plan all the basic things in development from the ground upto the high levels.

## PROCESS

When the meeting started only 24 women and 19 men were around. Some members kept on coming. In the process the Assistant Chief come and had to speak late. He asked his community to be open and free, to give their opinions to the PRA Team and share with them. As we agreed to draw the Social map, there cropped up some gatekeepers, which the PRA team was to take care of. During the drawing of Social map, the group leaders seemed to ignore the people or household whom they perceive as not co-operative in the village. They tried to sideline them and not plot their households in the map. The social map could not be completed the same day. They drew upto (time) 6.45 p.m., the community had to leave the map on the ground till thesecond day.

## REVIEW REPORT

After meeting the community the PRA Team was to meet in the evening to review the day. The PRA Team reviewed that they had noticed the community seemed to be having some high expectations of assistance from the PRA team. They came up with the idea that that was why some group leaders were trying to sideline some members from the social map.

The PRA Team observed that there was no representation of the poor in the community as people who were present were well dressed. Others were trying to put in their extended family members in the map even though they were outside the village. The community seemed to know the map.

DAY 2

SATURDAY

26/8/95

The community started with completing the social map. It was during this when the PRA Team identified that the Social map was covering the old Mwalali which include Mwalali village, Mulinde and Kanako. The PRA Team told the community to identify the boundaries in the map which they had drawn and agreed it was the old Mwalali village.

It was at this point when the PRA Team emphasised the need to concentrate on Mwalali proper village and forget the other two villages. The PRA Team told them it was good they give information about Mwalali which is a sample for whole area.

At this point we divided the community and we were left with Mwalali village only.

Noticing that all link persons were not from Mwalali proper, they asked the community to give them names of 2 persons. The two will also lead them in the transect walk. The Mwalali people agreed to plan everything which is good for their village as a mirror for the community for Kanako and Mulinde. They exchanged "Kamuti" as a sign of agreement binding them.

Then the PRA Team met the old and middle aged on the Historical profile. In the Historical profile the people first settled in the Area around 1916.

Since then they have been having change of lifestyle. They have been coping with drought and long famines. There has been outbreaks of livestock diseases.

Also we did the seasonal calendar which covered men and women. The team divided into two teams - one covered seasonal calendar with women and other with men. I.T.K.s were also done on this day.

DAY 3 - 27/8/95

The PRA Team had a review reporting on seasonal calendar. They presented the information on charts. The rain pattern was coming up nicely in the charts and farming activities, labour demand etc.

We drew the programme for the next day 28/8/95.

- The programme;

To carry out the transect walk  
Other two groups to cover wealth ranking and possibly institution diagram.

## DAY 4 - REVIEW REPORT:

The team which went for transect walk gave a review of the day. They outlined how they moved from the South to North. The Team noticed that subsistence farming and shifting cultivation were practised. The vegetation was shrubby thickets with pockets of acacia and commiphora SPP. Baobab trees dotted the area.

Pastures were solely through browse and dried litter. Farm by-products were on the farms but poorly utilized. Some herds of cattle had poor body condition while goats and donkeys were healthy.

The place has very little diversity. Therefore the transect can have only one overall column.

### WEALTH RANKING

The wealth ranking teams were two. Each team had one facilitator and a note taker.

#### Team 1

Asked the key informants what is wealth? They regarded wealth as cattle, goats, donkeys and number of bags harvested.

- Most villagers know how many cattle, goats, donkeys and bags each other have.

All things were converted into the limit of a cow eg.

1 donkey	=	1 cow
20 sacks	=	1 cow
5 goats	=	1 cow

NB Land was not considered as a wealth as they feel that land is communal.

#### Team 2

The informants identified wealth as animals, children, food money/employment. The interviewees were co-operative and patient. Sometimes they seemed to lose confidence and were afraid of giving information which the team required.

### HISTORICAL PROFILE

Historical profile was covered. The introduction was done on day 2 but was completed and compiled on 28/8/95. It showed how

#### DAY 4

The institutional diagram was done and drawn in the venn diagram. It showed how the community think the school is the big institution. All others are smaller. The clan was regarded as an Insurance for the people who have (mbongo) misfortune. The mbai pays for compensation.

#### DAY 5 - FARM SKETCHES

The farm sketch was done listing some check list questions to guide the facilitators. We grouped in four teams. Each team did two households. The teams came up with sketches of forms which look almost the same. Many structures i.e. houses were thatched and granary used for keeping food after harvest and also for sleeping. Farmers were not using manure in the farms. Using grass thatch as means of preventing water entering their shamba.

31/8/95

Daily activity profile was done by one facilitator and one note-taker. The general observations were that women are engaged in more activities than men. They spent more hours in activities.

#### DAY 7 CAP

The Community Action Plan was to be drawn by the elected committee members, five members from each group - ie men five women five and youth five. The fifteen members were to review and consolidate the problem finding process. Justification and possible solution as perceived by men, women and youth. Present also were fourteen committee members and nine PRA team members.

#### PRESENTATION OF FINDINGS

#### DAY 6

Introduction was done by PRA team member Mr. Mulu. The villagers were fifty six people.

We started with the social map.

#### **Social map presentation:**

- How we arrived with at the village map (Mwalali) was explained and it was agreed it is them who drew the map.
- A new path which passes through Nziwane and Syikuyu to Mauni was put in the map - Mbondoni.

### Historical profile

We went through the events with the villagers and confirmed the events mentioned eg. conflicts between Akala (Gala) and Akamba (villagers).

- Drought periods when they lost alot of animals and people.
- Rainy season with good harvest
- Establishment of Mulinde primary school
- Periods and events were mentioned and villagers confirmed.

### Transect walk

The team (PRA) went through map drawn with the villagers. Explained the symbol used in the map eg. soil, sandy, trees, land use - grazing areas, shamba, areas under crops, livestock - goats, cattle, donkeys and beehives.

- Water points were seen in the transect walk  
Mulinde, Kathumula, shopping centre, churches, farmers.

The sketches were presented by two farms within the village. The sketches were explained and symbols used for houses, granary, indigenous trees and fruit trees.

- Areas where they thrush millet, hills were explained.
- In the form interviews it was noticed how the community values donkeys as a way of drawing water.

### Seasonal calendar

The community was explained to the purpose of the calendar which they drew themselves with the PRA Team.

The sequence of activities from January - December

- The toughest times in this areas is during the dry season as they spent many hours going to fetch water and long distances involved.

### Institution Diagrams

They were explained to what the diagrams stands for and the volume and the presentation and how it stands for interaction with the community. Circumcision is of high value where man is not regarded as true man unless he is circumcised.

The workshop started by the 15 members electing their chairman and secretary. The secretary was the note-taker of the whole processe in the meeting.

The committee went through the problems and planned for solutions throughout the day. The meeting was postponed to another day.

DAY 8

On the following day 1/9/95 they continued with the perceived possible solutions of their prioritized problems all day. The committee had to solve some of the problems so they agreed to seek some assistance from the Government and NGO's for tools, skill and technical know-how. Those present were nine committee members and eight PRA Team members. After the completion of the CAP the committee was to present to the community their plan of action the following day 2/9/95.

DAY 9 PRESENTATION OF THE CAP:

The committee presented the CAP to the community; who well attended the meeting. The turnout was one hundred and sixty people. They were very curious to hear about the CAP. They all agreed that the problems given were as they had given to the committee. They agreed with the possible solutions given. Then the community at this point endorsed the CAP.

The PRA team thanked the community for the co-operation they gave for the days together. The Assistant Chief who attended the meeting thanked the PRA Team for staying with the village with alot of courage to share the livelihood of Mwalali people.

## 1.0 Introduction

### 1.1 Background Information

Mwalali village is located in Nguni Division of Mwingi District. It is located 60km from the District headquarters in Ukasi Location. Mwalali village was chosen as a site for the PRA exercise due to the lack of an active implementing Development Agency in the area.

Comparatively, Mwalali is disadvantaged in terms of endowment with natural resources, agricultural production and government involvement in infrastructural development.

### 1.2 Into The Community

The PRA team left Mwingi - GTZ Office on 24/5/95 at around 5.00 p.m. and arrived at Mwalali village at 6.30 p.m. The team was received by a few villagers who informed the team that the community had gone home and will meet them on the following day the 25/8/95

25/8/95

The community did not turn up as they planned at 9.30 a.m. The PRA team waited upto noon when the villagers started arriving. The meeting started at 2.20 p.m. with 24 women and 19 men. One of the PRA team member introduced the PRA team to the community and the mission of the PRA team visit to Mwalali village. The PRA team had come to mix and familiarise themselves with the area and the community.

To learn from the community and share experiences and help them identify their achievements, resources and problems and the community to decide and plan with the PRA team. This coming together (PRA team and community) created an opportunity for the villagers to identify their problems, resources and possible solutions and capacity to address their felt needs.

The PRA team introduced to the community the idea of a social map to know their village better. The community agreed to draw the social map.

The village has sixty six households composed of ten different clans.

The community mainly practices subsistence farming where crops and livestock are their sources of income.

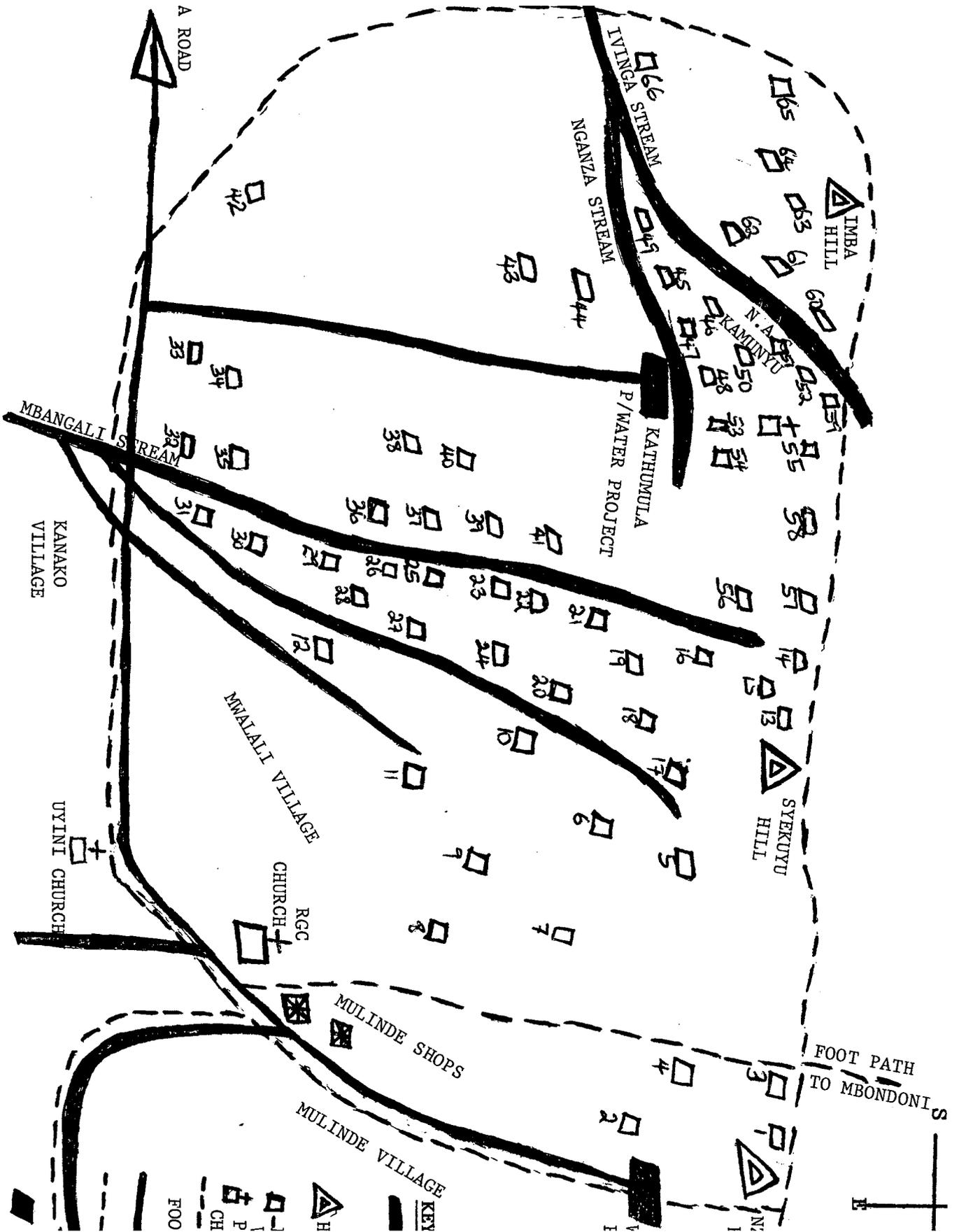
## 2.0 SOCIAL MAPPING

Immediately after the general introduction which was conducted by the link person, the PRA team and the entire community agreed to draw their social map to elaborate their village to the PRA team.

When they started drawing the map it seemed a bit large according to the way they placed the households. But later it was realised that the village comprised of two other villages i.e. Mulinde and Kanako. The community was left to complete the whole big map. Finally the total households in the big map was one hundred and eighty six. They also showed the village boundaries. Due to the big area shown in the map the PRA team and the community agreed to stick to Mwalali village.

Then the community now drew the Mwalali village proper and transferred to the paper.

The total number of Households was sixty six. After this exercise that is after boundary identification the three villages and the PRA team noted that the link persons were from Mulinde and Kanako villages.



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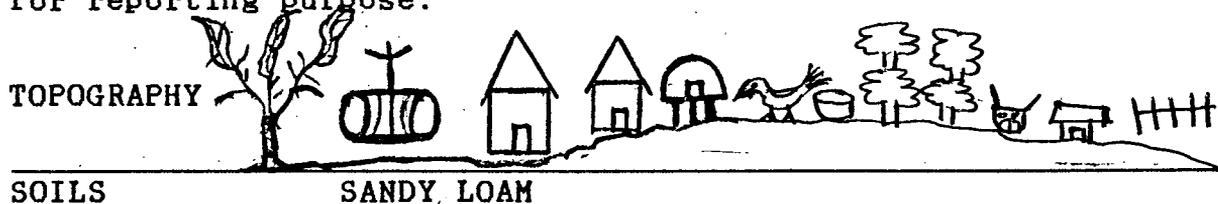
### 3.0 TRANSECT WALK - REPORT

#### INTRODUCTION

The PRA team set off for the transect walk after planning to start from the Western side coming towards the market centre in the East. Two village elders guided the team during the exercise. The team started at 10 a.m. and finished at 3.30 p.m. a period of 5 1/2 hours touring the area.

**TOPOGRAPHY** - The landscape from West to East is sloppy with valleys, streams, plains and various features. Imba, syekuyu and Nzikane hills are observed on the Western and North directions. The hills form the boundary of Mwalali village. The team observed, farms, homesteads, settlements, livestock like donkeys, goats, cattle and poultry as they walked across the village. Different soils, vegetation features, composed of shrubs and thickets which were dominated by acacia commiphorous wood trees. Fruit trees mango trees, pawpaw, cashew nuts and scattered sisal plants were seen. Observed community projects were - Kathumula Earth dam in section B, and mulinde rock - catchment.

The village was divided into four sections A and B, C and D for reporting purpose.



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**Vegetation** Shrubby thickets with pockets of commiphora and Acacia SPP, baobab are scattered all over.

---

**LAND USE** Settlements  
Subsistence and shift cultivation farming  
Livestock keeping

---

**CROPS** Sorghum, bulrush millet, cowpeas, green grams, peginon peas, gourds, pawpaw and mango trees, sisal, maize, cashewnuts

---

**LIVESTOCK** Goats, cattle, poultry, beekeeping, dogs and cat

---

**SETTLEMENT** Homesteads

---

**WATER** Kathumula and Mulinde (earth and rocks catchment) dam respectively.

INFRASTRUCTURE      Footpaths, access roads, dams (earth and rock catchment dams shop centre, cattle crush, church (Redeemed Gospel Church)

---

SOCIO-ECONOMIC INDICATOR      Semi-permanent houses with grass thatch literacy levels, job positions, grain stores, subsistence farming, grain stores, livestock.

---

PROBLEMS      Unbalanced diets, large family sizes unhealthy children, inadequate pastures low literacy levels, inadequate and inappropriate farm implements, poor sanitation coverage (pit latrines) waterborne diseases, low socio-economic status.

---

PROBLEMS      \* Water unavailability and inadequacy  
\* Livestock diseases (lick borne, worms, soft ticks in poultry, bots in dogs, new castle fonel typhoid, mange, FMD)  
  
\* Poor farming practices  
\* Soil erosion  
\* Field and storage pests.

---

OPPORTUNITIES/  
POSSIBLE SOLUTIONS      \* Nutritional, health hygiene and family planning advices.  
\* Digging and use of pit latrines  
\* Water treatment through boiling, filtration using sand and pots.  
\* Right number and types of animals and conservation of farm by products.  
\* Intensive campaign on importance of education  
\* Give Farm implements.  
\* Extension and completion of kathumula and Mulinde water projects.  
\* Diversification of income sources.  
\* Proper land utilization.  
\* Proper animal husbandry and veterinary service practices (Destocking, deworming, acoricides), proper poultry housing vaccinations.  
\* Proper farming practices (spacing, use of healthy seeds)  
\* Soil and water conservation.  
\* Promotion of Business (through income generating activities)  
\* Application of farm chemicals (pesticides)  
\* Training in all fields (farm methods livestock management)

KEY:



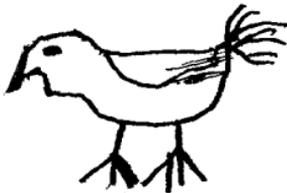
Crops



Beekeeping



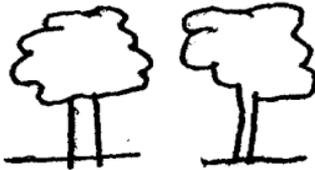
Homesteads



Poultry



Water projects



Vegetation



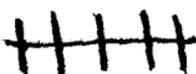
Livestock



Shopping centre



Church



Cattle crush

## SOILS

- These were sandy, stony loamy, vegetation consisted of shrub thickets, dominated by commiphorous wood trees, and a few acacias trees, with scattered baobab and tamarind trees.

## LAND USE

- Farming, grazing and settlement is done.

## CROPS GROWN

Are - millet, sorghum, maize, pigeon peas, cow peas, green grams and bonavist beans

## LIVESTOCK

- Following animals are kept - cattle, donkeys, goats, sheep, dogs, cats and poultry.

## SETTLEMENT

Homesteads are scattered in the area. The area is sparsely populated.

## WATER SOURCES

The community fetch water far distance at Ndungali river bed using donkey. Kathumula proposed earth dam is under construction which will help the people a lot when completed. Water is drawn using donkey.

## INFRASTRUCTURE

Mulinde market centre is built in Mwalali village, - composed of permanent shop buildings, mud walled, iron sheet thatched and mud walled and grass thatched kiosks. Redeemed Gospel church is located in the market centre.

## SOCIO - ECONOMIC STATUS

In these 2 sections there are - semi-permanent and grass thatched houses.

## HEALTH SERVICES - Nutrition

- Families don't eat balanced diets due to lack of food stuffs, no regular family meals due to lack of water for cooking meals and mothers are engaged in farm and labour outside their homes leaving especially the children, the elders group starve.

The breast feeding and pregnant mothers and the under-fives, and the elderly community groups are not getting adequate food requirements at this time of the year when many families are almost not having food in their stores. Many families depend on buying from the shops. Family planning services are not available. Mothers Practice natural methods of family planning. Common diseases were malaria, ARI, diarrhoea, skin disease.

## SANITATION

- No pit latrines were observed in the homestead in these sections.

## COMMUNICATION

- There is an access road leading to kathumula water project. Foot paths are mostly used in these section and the mode of transport is bicycles.

## PROBLEMS IDENTIFIED BY THE TEAM WERE:

1. Poor land - utilization - shifting methods
2. Low social economic status
3. Soil erosion.
4. Exposure to water borne diseases.
5. Livestock disease.
6. Deforestation.
7. Poor soil and water conservation.
8. Poor farming methods.

- Lack of health facilities.
- Low standard of education

## POSSIBLE SOLUTIONS

Community should be adviced on

1. Proper land utilization - avoid shifting methods
2. Soil and water conservation methods.
3. Importance of building better houses for their better health and assist in providing roof water catchment.
4. Planting of trees and the grass in the cleared lands.
5. Control of livestock disease by spraying and hand application methods, and treating the sick ones.
6. Complete kathumula water project under construction
7. Health education on balanced diet and nutrition body demand in the under-fives, pregnant and breast feeding mothers and elderly people.
8. Pit latrines erecting campaign in the village is needed to improve the sanitation.
9. Increase number of goats and reduce number of cattle. Encourage Poultry keeping.

## 4.0 INSTITUTIONS AND VENN DIAGRAMMING SUMMARY REPORT

### **INSTITUTIONS                      IMPACT AND INTERACTION IN COMMUNITY.**

#### **1. Process**

The activity took place under a tree near the market place. The PRA team guided a group of men through discussion to identify and elaborate institutions existing within the community by showing their impact and interaction in development activities by circle sizes:

#### **PRA Team:**

Jacqueline Ngulutu

Facilitator

James Kithuku

Note taker

Wambua Indo

Elizabeth Nzula

#### **Village Members:**

Musembi Muasya

Musee Misyili

Samuel

#### **2. Church**

Assist the community to construct Mulinde rock catchment project with

##### **(a) Catholic Diocese of Kitui (CDK)**

\* Cement

\* food for work

\* technical advice through their personnel

##### **(b) Redeemed Gospel (RGC) Church**

Through their preaching the community members have been delivered from drug addiction making them able to participate in development with a behaviour change in practices.

##### **(c) New Apostolic Church (NAP)**

It has constructed an infracture. No any impact in the community development.

#### **3. Self Help Women Group**

The community benefits in:-

1. Maintenance in community for development activities.
2. Making roads and water projects.
3. Weeding, Harvesting food and threshing millet.
4. Organising and contribution towards development.

They treat the community using herbs to cure their disease making their health to participate in development.

#### 5. Circuncisers

They circumcise their people to maintain community values.

#### 6. MOH (Ministry of Health)

- \* Conducts maternal child health outreach clinic and treat disease.
- \* Promotes food hygiene and sanitation through health education.

#### 7. Education

- \* Provides education to the community for future manpower development.
- \* Promotes the standards of living.
- \* Makes communication effective.

#### 8. Administration

- \* Maintain law and order among the community; provide security of people and property.

##### (a) Assistant Chief

- \* Co-ordinates and enhances community development activities.

##### (b) Chief

- \* Delivers Government Policy to the people.

##### (c) Councillor

- \* Help them to recover raided cattle by bandits.

#### 9. GTZ Organisation

Has funded Health Nutrition Survey and there is PRA activities for community needs assessment.

#### 10. Clans group

- \* Maintain community discipline, order and norms.
- \* Assist in education fund raising for their poor members.
- \* Compensates for the injuries of property damage caused by one of their members.
- \* Pays dowry for their sons.

11. **Kenya Freedom from Hunger Council (KFFHC) & German Agro Action (GAA)**
  - \* Give food for work while construction proposed Kathumula Earthen dam project.
  - \* Has provided employment to their children.
  - \* Provide planting seeds to community.
12. **District Agricultural Officer (DAO)**
  - \* Stays at Kasten but doesn't visit them.
13. **District Veterinary Officer (DVO)**
  - \* Treats their sick animals/vaccinations
  - \* Advised them to build the cattle crush in their area.
14. **District Water Engineer (DWE)**
  - \* Visited their area once during a water survey activity.
15. **District Livestock Production Officer (DLPO)**
  - \* Has never assisted them.
16. **Ministry of Transport & Communication**
  - \* Doesn't maintain or make their roads.
17. **MP (Member of Parliament)**
  - \* Has not visited to help them.

## 5.0 SEASONAL CALENDAR

### Process

The tool was conducted under a tree near the market place. PRA team guided the villagers through a heated critical discussion between the old and young groups from where each group started their seasonal calendars. The young group had the Roman Calendar January - December. While the old group start their year following the rainfall pattern which start from (October - January) "Mbua ya Muatho" - long rains ends after the short rains (March - May) "Mbua ya Nthwa". The two groups finally agreed to use the Roman Seasonal Calendar.

The PRA team observed tense facial expressions of anger from the villagers because some threw sticks away, some sticks they were to use to show the symbols of events while others shook their heads when they realised that food prices are high before the harvest in January - March and May - June for a good year when the crops are scarce in the market. When the market is flooded with food, prices gradually become poor from April - September forcing them to sell their food at a throw away price after straining to work hard in their shambas.

### Rainfall:

Falls in two seasons October to December considered more reliable and March to April being less reliable. April, November and December being months with the highest amounts of rainfall.

- \* Major farm activities include birds scaring, land preparation and clearing, harvesting and weeding.
- \* The busiest months are January - February, October, November and December. In January and February the major activities are:- birds scaring and harvesting. In other months, the major activities include planting, weeding, re-weeding and preparation of grain stores.
- \* The October rains results in big harvests in January and February. Food is plentiful during the first half of the year. These stocks, diminishes due to the sale and consumption. The period between July and September marks the season of food stress. This varies in a cyclical manner depending on the occurrence of drought.
- \* Food prices are high during the first month and part of the second month when food first appears in the market. The prices drop considerably to very low levels when everybody has harvested and is selling. This continues until the exhaustion of food stocks and then shoots up significantly during the month of October when people purchase grain for seed. It was noted that the trend of prices varies between those of cash crops and food crops. The highest variance is in green-grams and the least in

- \* Cash availability is linked to sale of food and casual agricultural labour. There is alot of cash availability in February, March and April and additional cash is generated from casual agricultural labour in July.
  
- \* January and February are distress months due to high incidence of disease especially malaria. The period between July and September are distress months. There is little food available. Increasing distances to water points, little cash available, high demand in labour and people have to skip meals, September is the worst period.

	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEP.	OCT.	NOV.	
RAINFALL												
MONEY AVAILABILITY												
FARM ACTIVITIES												
FOOD AVAILABILITY												
LIVESTOCK PRICES												
FOOD PRICES												
DISEASE OUTBREAK												

KEY



STONES - MONTHS



WATER - RAINFALL



COIN - CASH AVAILABILITY



DONKEY DUG - LIVESTOCK PRICES



BOTTLE TOP - FOOD PRICES



CLOSE UP TOP - DISEASE OUTBREAK (HUMAN)



MAIZE SEED - FOOD AVAILABILITY

FARM ACTIVITIES



TREE LEAVE - WEEDING



WOOD - HARVESTING



PIECE OF LABOUR - PLANTING

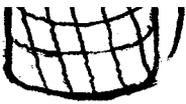


JEMBE - LAND PREPARATION



PANGA - BUSH CUTTING (CLEARING)

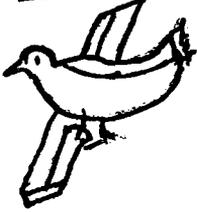




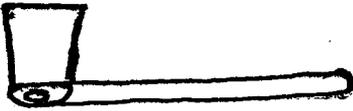
HARVESTING



PLANTING



BIRD SCARING



WEEDING



THRESHING/WINNOWING



LAND PREPARATION



FOOD AVAILABILITY



WATER AVAILABILITY



HUMAN DISEASES



CASH FLOW



RAINFALL



DISTRESS MONTHS



CONSTRUCTION OF GRANARY

## 5.1 SEASONAL CALENDAR ANALYSIS

### Farm Activities:

Main activities are; land preparation planting, weeding, bird scaring, harvesting threshing and winnowing, all leads to high labour demand in the community.

### Rainfall:

Follows rainfall patterns i.e. short rains March to May "Mbua ya Uua" long rains October to January "Nthwa or Muatho" during these periods water is available and adequate. Disease like malaria, diarrhoea and ARI are high due to mosquitoes, contaminated water and cold weather respectively.

### Food Availability:

Available and adequate rainfall leads to high food supply, while inadequate rainfall leads to malnutrition due to lack of enough food. Food prices are better during harvesting i.e. January to March when food is scarce in the stores. April to May when food is plenty in the stores prices drop down. September to November prices goes up due to demand for planting seeds.

### Distress:

Distress depends on the year patterns. In good year, starts later from July - September. Factors causing the distress are:-

- \* Walking long distances to water points.
- \* Lack of food.
- \* Little cash flow.
- \* Too much farm labour demand.
- \* Water inadequacy.
- \* High food price despite no money.

## 6.0 WEALTH RANKING

The teams were divided into two for purposes of triangulation later.

The groups were given social map, cards bearing the names of all household within Mwalali village. The household numbers from one to sixty six. The teams then identified households for interviews as follows.

Mr. Kimanzi Mutava	h/h no. 7 with 2 men
Mrs Syomiti Muthoka	h/h no. 35 with 3 women
Mr. Sammy Matiti	h/h no. 25 alone
Mr. Mutisya Maithya	h/h no. 52 with 1 woman.

The teams established the community perception of wealth as ownership of cattle, goats, donkeys, farm produce and full time employment and later converted all the wealth into cattle currency as follows:-

1 cattle equal to 5 goats.

1 cattle equal to 1 donkey.

1 cattle equal to 10 bags of cereal food.

1 cattle equal to 10,000/= for those in employment or are earning.

Finally we ranked Mwalali community wealth as follows:

(a) Category one (the poorest):

Those household owns wealth as follows:-

Cattle	0 - 0
Goats	0 - 0
Donkey	0 - 0
Employment	0 - 0
Farm produce	3 - 10 bags of cereal food.

These were identified as the most food insecure households.

**The household are:-**

1) Mbithuka Mbeko	24 - 100
2) Malundu Ndavi	29 - 100
3) Nyamai Maluki	33 - 100
4) Kailu Mboo	48 - 100
5) Kithikii Misyili	65 - 100
6) Kaunange Nzesa	10 - 95
7) Katika Mbalata	14 - 94
8) Mbulu Kiilu	41 - 94
9) Kinako Nzuku	27 - 94
10) Tili Katika	15 - 93
11) Kisyulu Mwonza	3 - 89
12) Katheku Musili	4 - 89
13) Muinde Matiti	21 - 89
14) Hamina Kyululi	43 - 85
15) Grace Kitonyi	61 - 84
16) Sammuel Mutunga	50 - 83
17) Kilonzo Mwanzia	52 - 83
18) Nduki Misyili	60 - 81
19) Sammy Matiti	25 - 79
20) Samuel Musili	2 - 78
21) Peter Kimanzi	9 - 78
22) Nzanzai Kitoo	23 - 78
23) Mwendwa Ndavi	26 - 78
24) Mutie Kimaria	36 - 78
25) Kaluma Mukiti	5 - 76

**(b) Category two (The poor)****These households own wealth as below:-**

Cattle	0 - 1
Goats	2 - 7
Donkey	0 - 1
Employment	0 - 0
Farm prod.	25 bags

**The households are as mentioned below:-**

26) Mwetu Matiti	28 - 76
27) Mwaka Ngundu	31 - 76
28) Kamene Mbondo	47 - 74
29) Martha Mwangangi	63 - 71
30) Mukiti Mutava	6 - 70
31) Kalekye Nzesa	11 - 70
32) Syumiti Kituku	39 - 70
33) Kyululi Mutisya	44 - 70
34) Kasyoka Mutemi	53 - 70
35) Ndavi mwaniki	30 - 68
36) Musembi Mwasya	19 - 66
37) Musili Mutava	1 - 65
38) Kimaiti Mutava	7 - 65
39) Muthoka Kimaria	34 - 65
40) Muingo Mutava	40 - 65
41) Kithaka Ndana	46 - 64
42) Peter Muthoka	32 - 63
43) Matiti Kitoo	22 - 60
44) Mwanzia Muindu	51 - 56
45) Ruth Musembi	55 - 55
46) Wambua Kimanzi	8 - 54
47) Mwalya Ndungu	12 - 54
48) Maithya Mutisya	42 - 52

**(c) Category three (the rich):**

Those who own the following type of wealth:-

Cattle	1 - 4
Goats	7 - 10
Donkeys	1 - 3
Crops	25 - 40 bags of cereal food.

**The household are as follows:-**

49) Kithikii Mbondo	45 - 49
50) Homa Ndengu	59 - 48
51) Ngei Mwasya	18 - 48
52) Misai Mwasya	17 - 41
53) Daniel Tungu	49 - 41
54) Munyoki Katika	54 - 41
55) Lulu Mutunga	56 - 41
56) Musyoka Mutunga	58 - 41
57) Musee Misyili	64 - 41
58) Wandii Misyili	68 - 38
59) Kasyoka Misyili	66 - 35

**The household members are:-**

60) Musembi Musyoka	57 - 30
61) Mutambu Mwasya	13 - 30
62) Wanzuu Mwasya	20 - 30
63) Syombui Muthoka	35 - 30

**SUMMARY OF WEALTH RANK  
(From poorest to richest household).**

Category	Poorer	Poor	Rich	Richer	Total
Total no. of households	25	23	11	4	63
household %	40	36	18	6	100
Cattle	0-0	0-1	1-4	5-14	14
Goats	0-0	2-7	7-10	5-10	10
Donkey	0-0	0-1	1-3	2-3	3
Crops	3-10	10-25	25-40	20-40	40

**Conclusion:-**

4 wealth categories were identified in this exercise.

H/H NO.	Name of household	Av. Score	Rank
1.	Musili Mutava	65	37
2.	Samuel Musili	78	20
3.	Kisyulu Mwanza	89	11
4.	Katheku Musili	89	12
5.	Kaluma Mukiti	76	25
6.	Mukiti Itute	70	30
7.	Kimaiti Mutava	65	38
8.	Wambua Kimanzi	54	46
9.	Peter Kimanzi	78	21
10.	Kaunange Nzesa	95	6
11.	Kalekye Nzesa	70	31
12.	Mwalya Ngundu	54	47
13.	Mutambu Mwasya	30	61
14.	Katika Mbalata	94	7
15.	Tili Katika	92	10
16.	Mwendwa Katika	-	-
17.	Misai Mwasya	41	52
18.	Ngei Mwasya	48	51
19.	Musembi Mwasya	66	36
20.	Wanzuu Mwasya	30	62
21.	Muinde Matiti	89	13
22.	Matiti Kitoo	60	43
23.	Nzanzai Kilote	78	22
24.	Mbithuka Mbeko	100	1
25.	Sammy Matiti	79	19
26.	Mwendwa Ndavi	78	23

27.	Kinako Nzuku	94	9
28.	Mwetu Matiti	76	26
29.	Malundo Ndavi	100	2
30.	Ndavi Mwaniki	68	35
31.	Mwaka Ngundu	76	27
32.	Peter Muthuka	63	42
33.	Nyamai Maluki	100	3
34.	Muthoka Kimaria.	65	39
35.	Syombui Muthoka	30	63
36.	Mutie Kimaria	78	24
37.	Mutua Mutisya	-	-
38.	Kivivya Mulingwa	-	-
39.	Syomiti Kituku	70	32
40.	Muingo Mulava	65	40
41.	Mbulu Kiilu	94	8
42.	Maithya Mutisya	52	48
43.	Hamina Kyululi	85	14
44.	Kyululi Mutisya	70	33
45.	Kithikii Mbondo	49	49
46.	Kithaka Ndana	64	41
47.	Kamene Mbondo	74	28
48.	Kailu Mboo	100	4
49.	Daniel Tungu	41	53
50.	Samuel Mutunga	83	16
51.	Mwanzia Muindu	56	44
52.	Kilonzo Mwanzia	83	17
53.	Kasyoka Mutemi	70	34
54.	Munyoki Katika	41	54
55.	Ruth Musembi	55	45
56.	Lulu Mutunga	41	55
57.	Musembi Musyoka	30	60
58.	Musyoka Mutunga	41	56
59.	Homa Ndengu	48	50
60.	Nduki Misyili	81	18
61.	Grace Kitonyi	84	15
62.	James Mwangangi	-	-
63.	Martha Mwangangi	71	29
64.	Musee Misyili	41	57
65.	Kithikii Misyili	100	5
66.	Kasyoka Misyili	35	59
67.	Nzyula Mulatya	-	-
68.	Wandii Misyili	38	58
69.	Wambua Misyili	-	-
70.	Kitheka Mulingwa	-	-
71.	Kavusu Mutie	-	-
72.	Mbuvi Mutunga	-	-

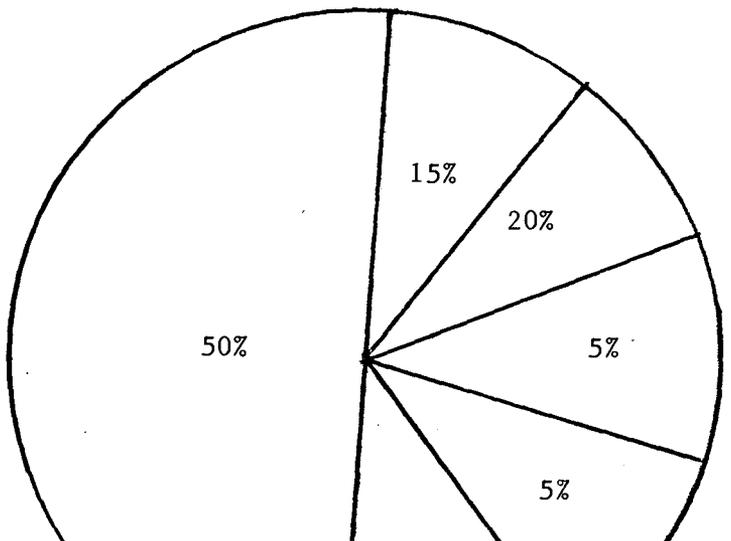
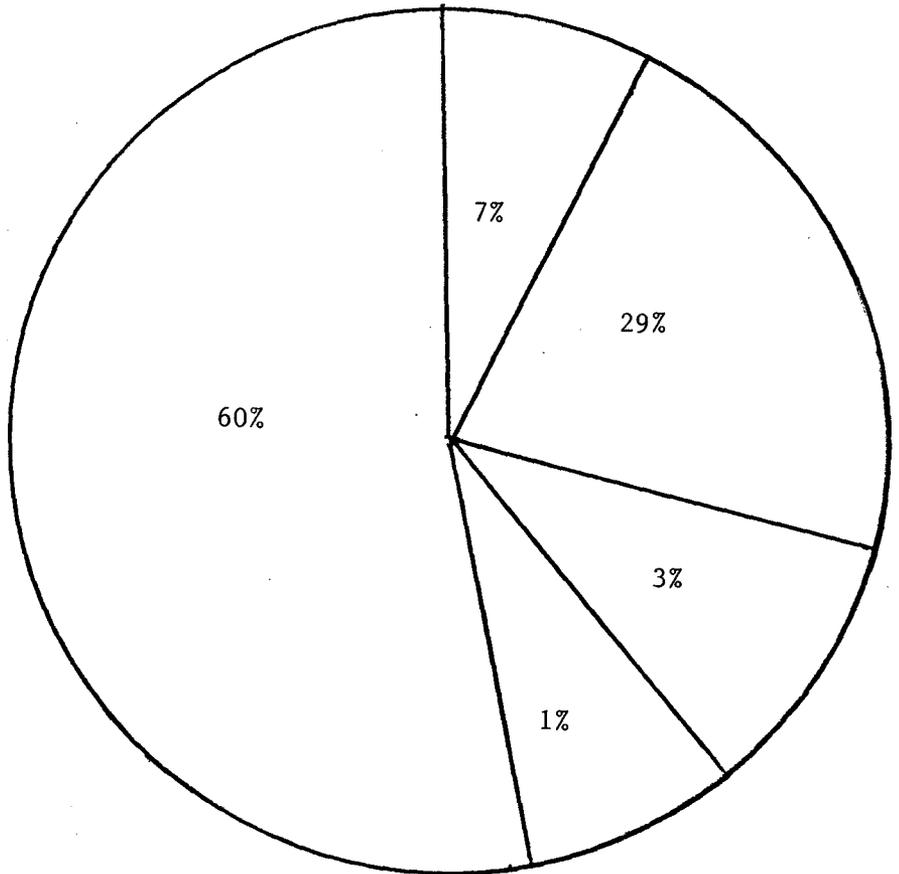
MWALALI LIVELIHOOD ANALYSIS FOR THE RICH CLASS

INCOME

- 1. Salary - 60%
- 2. Shamba - 29%
- 3. Livestock - 7%
- 4. Beekkeeping - 3%
- 5. Credit - 1%

EXPENDITURE

- Farm input - 20%
- Food (kitchen) - 50%
- Clothes - 15%
- School fees - 5%
- Parents and others - 5%
- Transport & harambee - 5%



## 7.0 INDIGENOUS TRADITIONAL KNOWLEDGE (ITKS)

1. Chest pain and coughing (Ithomo na Kukoa).

They chew true herbs lughture from tree barks and roots(kamusemeli).

2. Diarrhoea (kwituaa).

They use tree roots which they crush and mix them, use that water to drink. This is got from (Mweleangwa ithanzu).

3. When a woman miscarries and wants to stop breasts from producing milk they use warm salty water wash the breasts or they use tamarind (uthumula) and use in porridge to reduce the breast milk.

## 8.0 GENDER ANALYSIS

### DAILY ACTIVITY PROFILE

This was done to try and analyse which group is overburdened with work in order for GTZ to plan for activities that will add to the burden of one group and also to help the community to realise who is overburdened in order that gradual change may come in.

TIME	WOMEN	MEN
5.30-7.00 a.m.	-Preparing for breakfast -Organising for water drawing	-Bed rest
7.00-7.30 a.m.	-Serving eating breakfast	-Eating breakfast
7.30-8.00 a.m.	-Cooking and feed children - Washing children	-Taking cattle for grazing
8.00-9.00 a.m.	-washing utensil -sweeping housing	- Going to the shamba and working
9.00-12 p.m.	-Working farm	- Working in farm
12.00-1p.m.	-Preparing lunch	- Working in farm
1.00-2p.m.	-Serving eating lunch	- Eating the meals
2.00-4 p.m.	-Weaving baskets -Repair children clothes -Fetching firewood	- Working in farm
4 - 5p.m.	-Preparing for supper	- checking whether cattle are well fed
5 - 7 p.m.	- Serving eating supper - Milking and ensuring cattle/calves are safe - Washing utensils - preparing bedding	- eating the meals - Socialization " "
10.p.m-5.30a.m.	- Bed rest	- Bed rest
5.30 -7.00a.m.	- Preparing breakfast	- Bed rest

#### Analysis:

Women are overburdened with reproductive work and this may affect development.

## 9.0 HISTORICAL PROFILE

The first people settled in Mwalali in 1916. The village is amongst the old village in Ukasi location to be settled. The community has experienced frequent droughts, famines, unreliable rains, outbreak of livestock diseases, pests and tribe conflicts between gala & Akamba. The first people to serve here were from Ngomeni location. They came in search of pasture and water for animals and domestic use.

Year	Events	Effects	Copping Mechanism
1921	Permanent settlement	Change of life style from pastoralism to clan settlement	
1929	"Kakuti" famine	Loss of people and livestock	Importation of food from Meru and Embu
1935	"Mbemba" famine	Loss of people and livestock	Eating of wild fruit wild animals and livestock
1942	Outbreak of livestock disease - Ikeme	-Loss of livestock -Created poverty -Food inadequacy	-Rustling from the Gala people -Agriculture started being practised -Vaccination from Nguni
1944	Outbreak of livestock diseases - Rinderpest	-Loss animals -Created poverty -Food inadequacy	-Hunting wild animals -Vaccination from Nguni (free)
1950	War with Galas	-Loss of Human lines and livestock -Tribal enmity	-Rustling continued

1955	Dismantling of manyatta (Mbenge)	-Individual land ownership -Started serious farming	-Received protection from the Government
1958	Education at Ngomeni	-Reduced labour force for grazing -Exposure to literacy	-Parents bribed chiefs with goats and cattle so that they could withdraw their children from school
1962	"Nguti" famine	-Food not available -Poverty -Malnutrition and disease	-relief food -Migrated to work at Embu and Meru -Imported food
1963 - 64	Floods (Mbua ya Nzomo)	-Rockslide -Pests on crops -Loss of crops	-Relief food -Import of food
1965	Famine of Kasana/Ndeke	-Lack of food	-Relief food -Import of food -Hunting
1966	Floods	-Rockslides at Kyemukuyu -Springs developed at Nyumu -Farming of sugarcanes and potatoes	-Selling at open market
1973	War between Akamba and Galas	-Loss of human lives -Enmity	-Rustling
1974 - 76	Drought	-Inadequate pasture -Loss of cattle -Lack of food -Poverty	-People migrated to Katumba for grazing -Hunting of wild animals

1975	Construction of Mulinde Rock Catchment	-Group/Team work spirit	-Food for work from the Government and the catholic Church
1977	Nursery school started	-Education	-Parents had to divert more money to education
1978	Shopping centre for Mulinde started	-Modern buildings -Start of business -Goods brought to shorter distances	-Learnt how to use money
1979	Drought	-Death of livestock -Poverty	
1980	Heavy Rains	-Crop destruction -Pests (weevils) -Lack of food	
1981	Mulinde Primary school was started	-Advanced education brought nearer	-Sense of team work -More funds given to primary schools -Parents accepted change and allowed children to go to school
1983	New Apostolic Church started	-People joint christian faith	-Leaving traditional lifestyle
1984	Famine (nikwa ngwete)	-Lack of food -Poverty -diseases - malnutrition	-Buying food from Embu and Meru -Hunting -Relief food

1985	Somalis attacked Akamba at Katumba	- Agony/suffering -loss of Human and animal lives -Poverty	
1987	Catholic Church started	-Increase of christian practices	-Religious and other leaders co-existed
1989	Mulinde Primary school was the best in Mwingi District	-Celebration -Pupils furthered education	-Divert more funds to education
1994	Redeemed Gospel church started	-Increase of christian practices	-Religious leaders learnt how to co-exist
1995	Mobile health outreach started	-Health facilities nearer to the people	Traditional and medical doctors learnt to co-exist

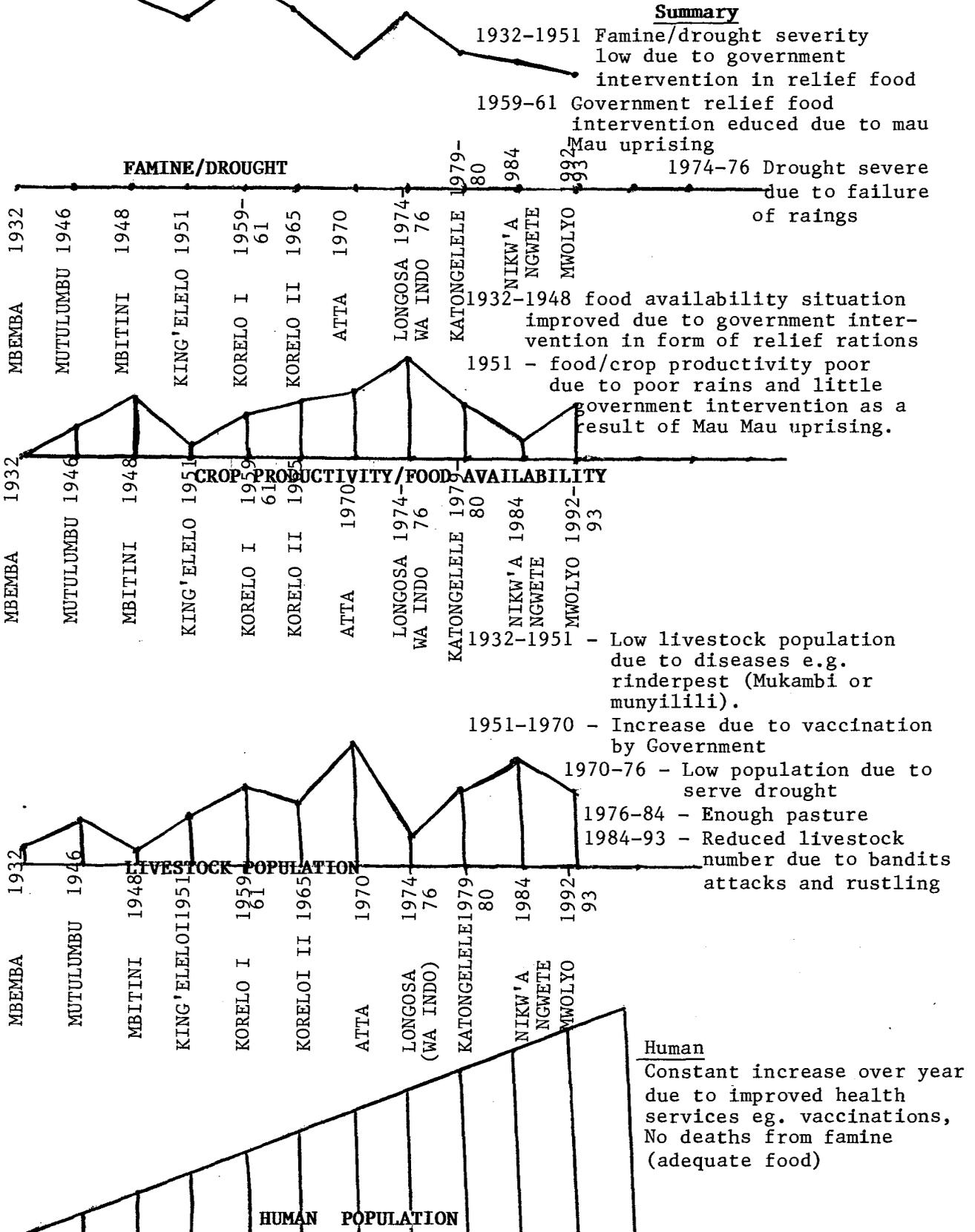
The Mwalali PRA team was composed of the following:

Jacqueline Ngulutu  
George Karanja  
John Mwamisi  
M.P. Wambua  
Rev. L. Mbithi  
J. K. Nzungu  
Solomon K. Mulu  
Elizabeth Nzula  
James Kithuku

GTZ  
(Team Leader)  
GTZ  
DLPO - Kyuso  
CPK - Mwingi  
DDO - Mwingi  
DWE - Mwingi  
GTZ  
MOH - Mwingi

**TRENDLINES**

**CHRONOLOGY OF FAMINE/DROUGHT, CROP PRODUCTION/FOOD AVAILABILITY  
LIVESTOCK AND HUMAN POPULATION AS DEVELOP BY OLD MEN SUB GROUP  
ON 31/8/95 AT MWALALI VILLAGE**



## 10.0 FARM INTERVIEWS

Household data as a basis for gathering more information.

The responds covered was 2 widows, 1 divorcee, 2 married women and 2 men households. The respondents are derived the poorest households (3) middle class (2) and the richest (2).

All the respondents was reported to be illiterate except for one who had attained education up to standard six. The average number of children born to these households was six. Rich households reported to have more children than the poor households.

The average number of people living on the farms was reported to be eight members. Four households out of seven reported to have somebody working outside and remitting money back to the households mainly for payment of school fees.

## 11.0 RESOURCES AND RESOURCE USE

The land is generally sloppy and borders the Imba hills. The soils are mainly sandy and sandy loams. The average size of cultivated land is four acres with the poor households having as little as two acres and the rich as much as eight acres.

Majority of the households (98%) have grass thatched and mud walled houses. Five out of eight households reported ownership of a plough. Cash crops grown in the area are green grams, castor seeds, mangoes. Food crops, millet sorghum, cowpeas, some plant local maize. Major farming practices include shifting cultivation, mixed cropping farming and inter cropping. Soil conservation practices include trashlines and grass strips. Only one household reported the use of chemicals. This was a young couples' household.

Out of the eight households interviewed five reported not to produce adequate food for consumption and surplus for sale and three reported to have surplus. No technical advice on farm management and land use is provided in this area.

Agriculture related problems are:-

- \* Soil erosion and poor soils
- \* Crops pests
- \* Planting seeds during planting season
- \* Lack of oxen for ploughing
- \* Poor farming methods.

Solution to the above problems:-

- \* Storage of seeds at the farm level
- \* Provision of extension service
- \* Soil conservation measures



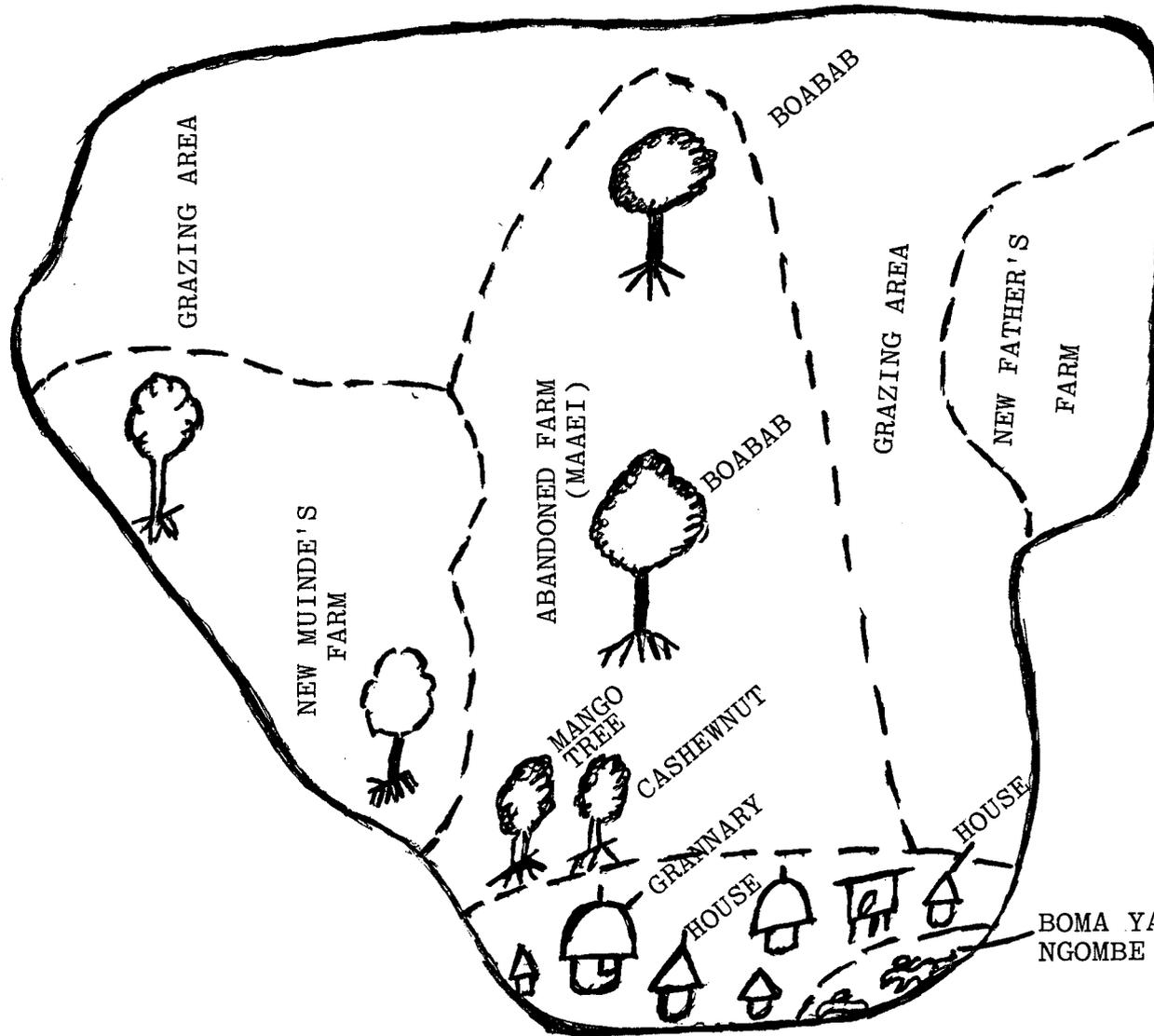
IMBA HILLS

NAME: MUINDE MATITI  
H/H No. 21  
SCORE: 89  
VILLAGE: MWALALI



SYEKEYU HILL

FACILITATOR: JOHN MWAMIS  
NOTETAKER: SOLOMON MUI  
FARM SKETCHES

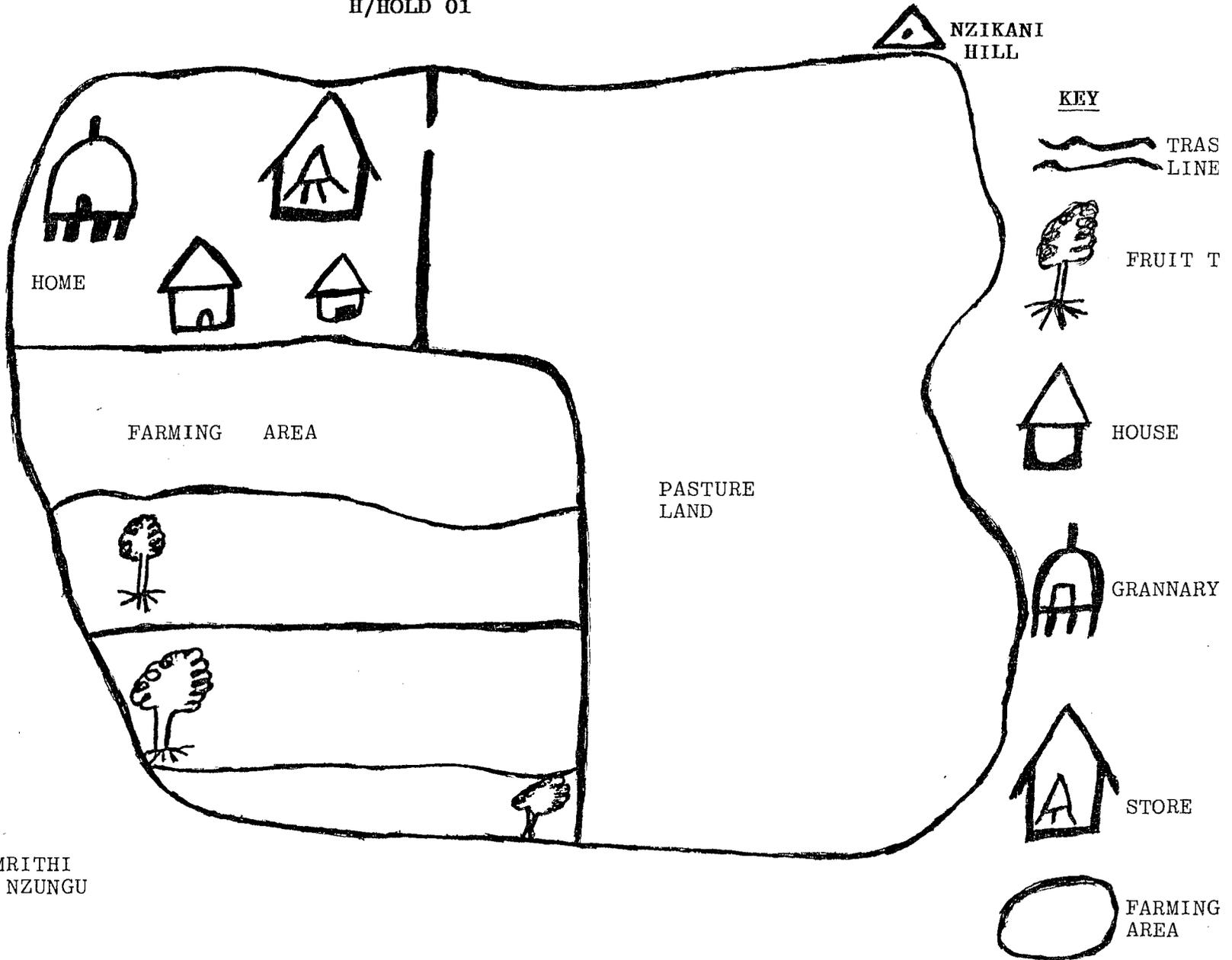


KEY

-  - CRANNARY
-  - HOUSE (NY)
-  - STORE (SII)
-  - TREES
-  - LI

FARM SKETCH MAP: MUSILI MUTAVA  
H/HOLD 01

29.8.95  
TIME 3.00 p.m.



NB F - MRITHI  
N/T - NZUNGU

### 11.1 LIVESTOCK:

The major livestock kept are goats, poultry, cattle and donkeys.

Major problems are:-

- \* Livestock diseases which include poultry, new castle, typhoid. The goats have copp and mange.
- \* Cows - Foot and mouth, hearth water, worms and photosynthetisation.
- \* Distance to water source.

Solutions:-

- \* Bring veterinary services near.
- \* Training of farmers on use of animal drugs and acaricide.

### 11.2 AFFORESTATION

Four households reported to have planted few trees in the last two years. These trees are mangoes, pawpaws and tamarinds.

No advice on afforestation is available within.

Problems related to trees and afforestation are:-

- \* Number of trees is decreasing due to shifting cultivation and introducing new farms (gardens) each year.
- \* Lack of water.

Firewood is collected freely and there are no energy saving measures undertaken.

### 11.3 WATER

Domestic water supply during the wet season comes from Mulinde rock catchment which is an average 2 kms from the centre of the village. During the dry season the only source is Enziu river which is 10 km away.

Changes in water access that would be most helpful are:-

- \* Having the points nearer, would save time, lessen walking long distances and increase time in other activities.
- \* Improve farm produce and reduce congestion at water points.
- \* Reduce the use of donkeys once they are not ever loaded or over-worked.

## 11.4 HEALTH

Common diseases are:-

- \* Malaria
- \* skin disease
- \* intestinal worms
- \* malnutrition
- \* ARI
- \* Aids (was mentioned by one respondent)

Marasmus and kwashiorkor (commonly for children

The main meal is millet

The nearest health facility is at Nguni which is 14km away.

Family planning services are provided at the health centre but no respondent reported to have knowledge of any households using these services.

Traditional family planning like prolonged breastfeeding and abstinence.

Problems in health:-

- \* Long distances to reach health facilities.
- \* Lack of family planning services (they require awareness).

Opportunities:-

- \* Intensify outreach clinics.
- \* Community to build/hire house/dispensary.

## 11.5 EDUCATION

There is only one school in the area serving 3 villages. Most respondents felt that the school was not adequate due to distances covered by the young children (1 - 4 years).

There are no adult literacy classes.

- \* Most significant problems in education include children do not attend school due to lack of school building fund, understaffing of the school, illiteracy is very high especially for girls.
- \* Teachers not committed usually get drunk during working hours.

Possible solutions/best ways to address these problems:-

- \* Build another primary school and a pre-primary school.
- \* Start a bursary fund through village committee.

## 11.6 TRANSPORT AND COMMUNICATION

Principal mode of transport are donkeys and bicycles. Donkeys are used to transport farm produce to the markets. The community maintains the rural access roads and everybody is involved.

Problems of communication include:-

- \* Poor access roads
- \* Lack of vehicles
- \* Distance to market centres are far
- \* Overloading of donkeys

Possible solutions:-

Educate committees on:-

- \* Their roles
- \* Leadership skills

## 11.7 RESOURCES AND POTENTIALS

The resources in this community are limited. They have rocks and hills which are their potential areas for water catchment. The land is used for farming food crops, where they plant green-grams, cowpeas pigeon peas and millet. Few farmers have fruit trees i.e mangoes and pawpaws.

The rocks are potential for catchment. The community have already started some projects like Mulinde rock catchment. The hills namely Imba, Syekuyu and Nzikani are the sources of Pangali stream which is potential for sub-surface water sources. In this stream they have started small water projects under self help groups at kathumula and kanako.

Livestock: is kept for sale, ploughing (oxen) their farms and milk production for subsistence use. It is regarded as the main source of wealth as we got from our wealth ranking. The community use livestock for dowry, where people without livestock will find it hard to be recognised in the society. Donkeys are used as the only means of transport to take farm produce to market, drawing water and used to transport the very sick to main road or hospital.

## 12.0 PROBLEM IDENTIFICATION AND SOLUTIONS

### 12.1 PROBLEMS AS PERCEIVED BY THE MEN

For the men group identified the following problems as :-

Problems:-

- (1) Water
- (2) Health
- (3) Food shortage.
- (4) Livestock Disease
- (5) Accuse roolds

From the above list the men came up with man problems after a length discussions. The group gave reasons as to why they thought each was a problem.

(1) Water was identified as the main problem as per the following reasons:-

- Distances to the water point and spent more hours which could be use in form activities
- During the dry season, there is lives of donkeys, because of over loaching and over working them each Donkey carries between 5 - 6 jerricans of 20 litres of water.
- The people working every thing hours digging the wells as the water levels goes down.

2. Health (Hospital).

- Sick people are transported to the nearest facility at Nguuni, Mwingi and Garrisa, some of the sick die on the way due long time taken to reach the Health facilities which is about - 15 km away.
- The sick are carried by stretches to cover 15km to reach the nearest Health centre.
- When the patient reaches Nguni Health centre and refereed to District Hospital, they have no money for transport ( fare ) and to buy drugs for the sick; this leads looking the patient.

(3) Food shortage:

- Lack of Technical advice on methods of farming and pests control.
- No pesticides to spray these crops.
- Lack of money to buy pesticides.

(4) Livestock Diseases

- Lack of technical advices and as result they loose many animals from disease eg

- (1) Mukuna Kyengo
- (11) Kene
- (111) Ivui

- No dips to control tick borne disease

(5) Access Roads

- No proper grading of these roads
- People (villagers) maintain the rural roads they have
- During wet seasons morning becomes impossible due to poor drainage and maintenance of the roads.

THE COMMITTEE MEMBERS (MEN)

1. Simon Kitonga Vengi
2. Malulu mathuthu
3. Samuel Kiilu
4. Musee Musyili
5. Kilonzo Ngundu

NB: Men did ranking using pair wise ranking

12.2 PROBLEMS AS PERCEIVED BY WOMEN

The Women group identified the following problems:

1. Water
2. Health facilities
3. Transport
4. Food shortage
5. Marketing
6. Livestock diseases
7. Education assistant
8. Crops diseases
9. Soil erosion
10. Poor Housing

From the above list the Women came up after discussion. The group gave reasons as to why they thought each was a problem :-

### 1. Water

- Walking long distances to draw water instead of working in this farms.
- Waterborne diseases due to contaminated water.
- Inadequate water at the river bed makes the people waste alot of time waiting in turn instead of working in their.farms
- Waterborne diseases due to contaminated water.
- Inadequate water at the river bed makes the people waste alot of time waiting inturn instead of working in our farms for food productions.
  
- Malnutrition is common due to lack of eating regular meals because many times cooking water is not available.

### 2. Health Problems (diseases)

Sick people are unhealthy to work in their farms to produce food.

- For Health facilities - Nguuni Health centre & Ukasi Dispensary, waste time while going for treatment.
- Buy time dress for the sick uses money which could be used to buy food.
- Use alot of money on Bus fare to reach the far Health facilities. Instead of buying food for the families

### 3. Transport

- Transporting sick people with back stretchers to Health facilities and to catch a vehicle at nearest road.
- No rural Access roads.
- No vehicles available due to lack of roads network.
- Walking long distance to catch a vehicle.

NOTE The Women did the justification of only these main problems. Ranking was done by voting.

### 12.3 PROBLEMS AS PERCEIVED BY THE YOUTH GROUP:

1. Communication
2. Water
3. Bandits.
4. Droughts
5. Health facilities
6. Education
7. Poor road production
8. Interdenominational contents
9. Livestock Diseases
10. Marketing of farm producers

## Education;

Education was the big organisation which bring the whole community together in school building; where everybody is a member. It helps reduce levancy in the community.

## M.O.H.

The Ministry of Health is near to be community as from April 1995! when they started an outreach mobile clinic in Mwalali. They visit the community once a month. The community would like the services expanded.

## Catholic Diocese of Kitui:

The CDK have been with the community since they started Mulinde rock catchment. It is the CDK who has been assisting with materials and fund is in the construction which is incomplete.

## Self Help Groups:

These are groups where many people in the community are members and through these groups they help themselves in farm activities e.g. harvesting, also in working the community work like kathumula surface earthdam, Mulinde rock catchment.

## Clan:

The clan structure ties the community together. The community uses the clan when they have big problems incase one of the member commits manslaughter the clan assist to compensate the diseased people's relatives. So the clan is an insurance in the community.

## GTZ:

The community regards GTZ as people who are coming close to them. It is GTZ which has come close these people on preparation for PRA. To them the GTZ is like an organ which they think can come with good thing for community in development.

## Circumcision:

The circumcision rituals are highly regarded by the community. This is the entrance of the youth to be regarded as child but as people who have to be listened in their clans.

## Kenya Freedom from Hunger Council:

The KFFHC has assisted the community in relief good. It has been giving them seeds during the planting season.

## German Agro - Action (GAA)

This have been assisting the community by giving them food for work. This is done when the community does work in small rural roads.

The youth ranked their problems using the pairwise method.

### 1. Water

- Time wastage to and at water points due to long distances, low water volume per given time and human/stock who use same common sources
- Waterborne diseases - poor Health.
- Due to water unavailability/inadequacy families skip meals and this could be contributing factor for malnutritional related diseases in children.
- Body and House hygiene is poor due to water inadequacy.

### 2. Health

Facilities - Due to far distances to health contents Nguuni and Garrissa Hospitals there is service human suffering and sometimes death.

NB Sometimes villagers carry their sick on their backs, stretchers for a minimum of 15 km to Nguuni

- Seeking treatment far and away makes them increase high costs because they are forced to hire accommodation and buy food in addition to meeting transport and treatment costs.
- Due to inadequate health services and especially on maternal child health care. There are high cases of malnutritional related diseases,

### 3. Poor Food Production

- These is how productivity due to poor returns from farm products.
- Soil erosions due to ignorance and inappropriate techniques on soil and pests and crop diseases.
- Low soil fertility
- Inadequate and inappropriate farm implements.

### 4. Livestock Diseases

- They cause deaths culminating into low income hence poverty.
- Costs are high when it comes to treatment because they are ignorant about correct and safe use of acaricides and drugs.

### 5. Education

- There is understaffing at the only school mutriale primary school - This results into poor performance.

### 6. Marketing of farm Produce

- The prices are low at the time of high production (harvests) this converts low returns and poverty at large.
- When buying seed for planting the prices are very high for

## 7. Communication - Roads

- Long distances involves transportation of food / farm produce to the markets (Nguuni).
- Communication to health facilities is a problem.
- Communication problem involves business growth in the village.

## 8. Bandits

- Insecurity, hence leaving under fear and making it difficult for them to plan and undertake their daily activities
- Forces them to seek a system of leaving behind their shambas.
- Loss of human life
- Rusting
- During times of attack people sleep in thickets and during such situations and conditions, Men and Women do not procreate, Hence lowers their population.

## 9. Drought

- It cause loss of livestock
- Causes famine
- Human and livestock suffering

## 10. Interdenominational Conflicts

- This has caused enmity and disunity among faithfulls.
- it is trying to delink their converts] from traditional institutions like clan (mbai) which serves as an insurance to the community.

## 12.4 RANKING OF PROBLEM BY THE COMMUNITY

The three sub-groups came together and prioritized only three problems as most pressing.

Priority:

- \* Water
- \* Human disease
- \* Low crop yields

The community sub groups come up with water as the main problem. Health was the second poor farming was ranked by two sub groups as number three. The whole community ranked poor farming as problem number three.

## 12.5 SOLUTIONS AS PERCEIVED BY MEN

### 1. WATER

- Establish earth dams
- Identify right site for borehole and seek assistance for drinking machine.

### 2. HEALTH (HOSPITAL)

- Hire a Room or Build a Hospital at Mwalali where villagers will share the cost inform of providing some materials e.g send, Bricks etc.
- Intensity the outreach clinic to provide curative services and increase frequent of coming.
- Seek assistance from outside mwalali
- Train leads people to assist other villagers in prescription & management of Drugs.

### 3. FOOD SHORTAGE

- Provide technical advice to farmers and pesticides to be used.
- Establish pesticide centres where villagers can easily reach and buy pesticides.

## 12.6 SOLUTIONS AS PERCEIVED BY WOMEN

The prioritization was done by voting.

### 1. WATER - Ranked one

- Improvement and extension of Mulinde rock catchment by providing labour and materials refund stones and cement.
- Provision of technical advice from GOV/NGO personnel
- Request assistance from NGO/GOK to survey water and construct boreholes.
- Request GOK/NGO Assistance in cement.

### 2. HEALTH PROBLEMS (DISEASES)

- Construct a dispensary through self help project.
- Request most to intensity the outreach clinic services and frequently.
- Rent a plot for community.

### 3. TRANSPORT:

- To make rural access roads through self help groups.
- To maintain and repair rural access roads.
- To give money for diesel if a tractor is provided for levelling the roads.
- Request NGO/GOK to supply tools eg Wheelbarrows, Jembes,

## 12.7 SOLUTIONS AS PERCEIVED BY THE YOUTH

### 1. WATER

- Completion of Mulinde water catchment.
- Expand water projects at Kathula surface Dam.

### 2. HEALTH FACILITIES

- Expansion of mobile clinic services.
- Rent a room to be used as outreach clinic centre and MOH to provide with medical personnel.

### 3. FOOD SHORTAGE

- The need for technical Advice from Agricultural extension officers.
- The Agricultural officers to advice on the best seeds for the area.

### 4. COMMUNICATIONS

- To hire tractors to improve the access roads.
- The access roads available be put some murrums for use in rain seasons.

## 12.8 SOLUTIONS AS PERCEIVED BY THE COMMUNITY

After each group, Men, Women & youth presented their problems identifications to the community. The community selected the most common problem which appears to be mentioned by all groups. Water which was appearing number one in all was taken main problem. It was served by Health facility problem which was coming second in all groups. Problems members faced food shortage was got by concurs as it appeared in two groups as problem members faced.

### 1. WATER

- Improvement and completion of Mulinde Rock catchment.
- Establishment survey and project design and implementation
- (1) Kathumula
- (11) Kanako and any other possible site.
- Exploration of ground water sources e.g spring wells and borehole.

### 2. HEALTH

- Intensity outreach clinic to provide culture services.
- Construct a dispensary through self help programme

### 3. FOOD SHORTAGE

- Advice from Agricultural extension offices.
- Introduce soil and water conservation on methods
- Advice on pests control
- Advice on use of manure
- Advice on market timing

## 13.0 INSTITUTIONS AND PROGRAMME WHICH COULD CONTRIBUTE TO THE SOLUTIONS

The community is to lead in seeking some external assistance from development agencies. Some Ministries and departments which were not inside the community Venn diagram, but with major services needed by the community were:

- \* Agriculture
- \* District Water Officer
- \* Veterinary Department
- \* Ministry of Public Works

### A. Agriculture:

The community was not aware of any extension agricultural officers. The circles indicating agricultural extension department has no contact with the community. This implies that the services of Agriculture are required by the community.

### B. Water department:

The department which had its circle placed outside the community, shows that the services are required.

### C. Veterinary department:

The circle which community placed out of their venn diagram, implied how they don't get any services from the department. The services are highly needed by the community because of livestock diseases and control.

### D. Ministry of public works:

The community have never heard of the public works. The community need their services on better rural access roads.

### Individuals:

Area councillors, he has no link with people in this community.

The Chief; the Chief is staying far from the community and they don't use him. They need his assistance. The organisation which the community has placed to be near them and using them are as follows:-

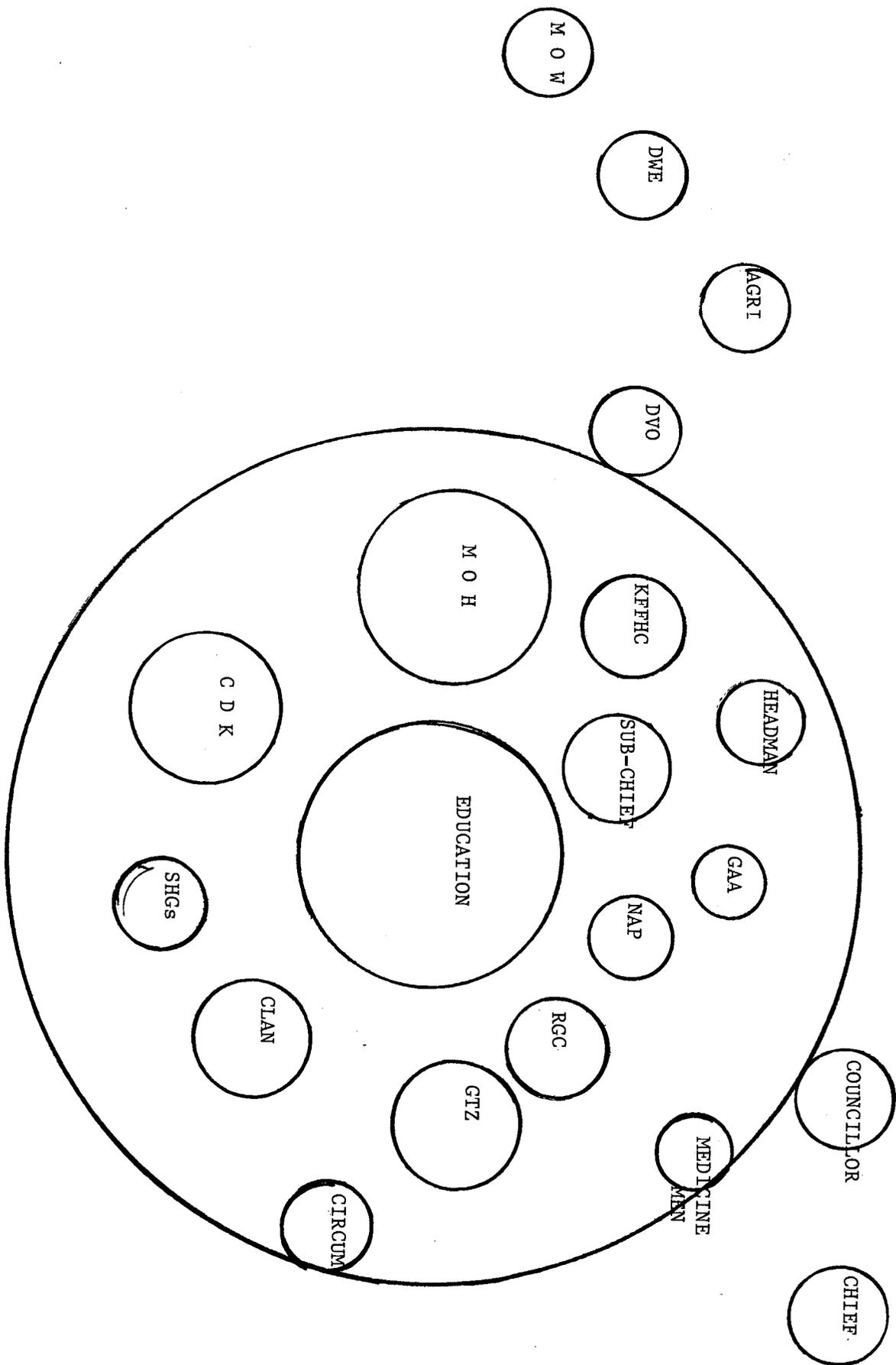
### Headman and Subchief

The administration was seen by the community to be assisting in knowing what they are expected for them by the administration.

The community uses them in case of differences with fellow members.

VENN DIAGRAM BY MEN MWALILI VILLAGE

28.8.95



Prob.	How to solve problems	Who will benefit.	What is needed.	from who?	When	Remarks.
Water	<p>Completion of mulinde rock catchment.</p> <p>Comm. request GOK or any other agency to establish survey at kathumula, kanako and any other possible site.</p> <p>Exploration of ground water source e.g. spring wells and boreholes.</p>	<p>the comm. (mwali, kanako and mulinde).</p> <p>186 H/holds.</p>	<p>Materials: Cement, sand, stones &amp; water.</p> <p>Tools: Mattocks, steel karais, folk jembes, spring jembes.</p> <p>Water tech. Masons.</p>	<p>CDK</p> <p>Comm.</p> <p>Min. of water.</p>	<p>The work to start as from 4/9/95 and finish by the end of 1995.</p> <p>The comm. to meet before 20/9/95 and write to water tech. to survey.</p>	<p>Comm. to take action.</p>
Health facilities	<p>Planning comm and outreach clinic to meet and write to MOH requesting to include drugs for adult people in the outreach clinic.</p> <p>The same committee to do follow up of the letter.</p>	<p>The comm. (mwali, kanako and mulinde).</p> <p>186 H/holds.</p>	<p>Drugs &amp; medical off.</p>	<p>Min. of health</p>	<p>By Jan. 96</p>	<p>"</p>
Food shortage	<p>Planning committee to invite agric. ext. off. from ukasi or Nguni to advice them on soil and water conservation methods.</p> <p>Crop diseases and pests control.</p> <p>Appl. of manure.</p>	<p>"</p>	<p>Agric. ext. officers.</p>	<p>Min. of agriculture.</p>	<p>Starting on Sept. before the rains.</p>	<p>Comm. to take action and after one or two weeks one of the PRA team to visit the commm. for follow ups.</p>

APPENDIX AI

SEMI STRUCTURED INTERVIEWS

1.0 HOUSE HOLD DATA

1.1 SYOMBUI MUTHOKA - H/H NO. 35

1.2 Sex - female Age - 65 Marital Status - Married

1.3 Illiterate

1.4 11 children (6 boys and 5 girls)

1.5 All are alive.

1.6 Ten (10) children living with the parent

1.7 Thirteen people living in the farm.

1.8 Three sons having jobs outside Mwalali.

1.9 They help their parents in school fees, buying food and cloths.

2.0 SOCIO-ECONOMIC STATUS

2.1 Semi permanent houses with mud walls and grass thatch

2.2 Uses plough (Ox) and has jembes.

3.0 RESOURCES AND RESOURCE USE

3.1 Slope of farm is gradual all round. Soils are sandy loam. Trash lines not laid technically. Farm size

3.2 Is 3 acres

3.3 G/grams (Ndakithi)

3.4 Bulrush millet, cowpeas, sorghum and maize

3.5 Farm management used - mixed cropping

(ii) Doesn't use manure, pesticide etc

(iii) Trash lines used for soil and water conservation

3.6 No surplus

3.7 No external sources of advise.

3.8 Shift cultivation and infertile soils are the causes of land use problems.

3.9 Agricultural related problems - Pests (aphids, cutworms, Bruchid weevils, lack of planting seeds)

Solution:- Advice from agricultural extension officer

- Conserve own seeds at farm level.

#### 4.0 LIVESTOCK

4.1 Has 9 cattle, 5 goats, 2 donkeys, poultry 20, 1 dog and cow. All local breeds.

4.2 Worms, rabies, foot and mouth disease, mange in goats, fowl typhoid and new castle disease in poultry are major problems affecting cattle.

Solutions:

- (1) Trainings/advice on how to use chemicals.
- (2) Veterinary services to be brought nearer to them.

#### 5.0 AFFORESTATION AND ENERGY

1. Trees are planted (fruit trees - mango and pawpaw trees)
2. No external source of advice. Not adequate
3. During dry season bush land is cleared to give way to farmers (people practise shift cultivation)
4. She gets firewood freely.
5. Uses firewood sparingly.
6. Problems: - firewood is diminishing

Solutions: - (1) conserving indigenous trees  
(2) planting trees  
(3) stop shift cultivation

#### 6.0 WATER

1. Community water point at river Enziu. Water is got through scooping from river bed.
2. They cover six km to the points (one way) during dry season and two to three during wet season.
3. These sources are both permanent and temporary for river and Mulinde rock dam and points accordingly.
4. The practises laying trashlines as a method of soil conservation.
5. Permanency and more water points.

## PROBLEMS

Seasonality (drying up of sources), long distances to water points and inadequate volumes of water at a given time in these water points.

### - Opportunities

Communities efforts to be supported by interested parties GK or other agencies.

## 7.0 HEALTH

- 7.1 Human diseases in the area; malaria, coughs, eye diseases kwashiokor.
- 7.2 Malnutrition is a problem in the area i.e. kwashiokor and marasmas in children.
- 7.3 Nguni is the nearest health centre 20km. There is an outreach clinic for children (child health care).
- 7.4 Family planning services are not available
- 7.5 Family planning services N/A
- 7.6 Problems in health: lack of drugs, walk long distances since no vehicles.

## 8.0 EDUCATION

- 8.1 The schools are not adequate in the area
- 8.2 Children walk long distances, 3km
- 8.3 Adult education is N/A
- 8.4 None of the family member attends adult education.
- 8.5 GoK has to bring the services nearer to the people.
- 8.6 Most significant problem in education is poverty i.e. lack of money for school fees.
- 8.7 Children are involved in trash lines for soil conservation.
- 9.0
- 9.1 Principal mode of transport is donkeys and bicycles in rear cases.
- 9.2 Produces are taken to the market by donkeys
- 9.3 Rural access roads are constructed by the community.
- 9.4 Yes she participates in rural road construction

9.5 Problems in terms of transport, distances are long and no vehicles.

9.6 Solutions:

Construction of short route initiated by the community.

10.0 INSTITUTION

10.1 Women groups (mwethya) churches (CDK, CPK)

Group - rural road construction, weeding and clearing of shambas, CDK help in relief food and materials for dam construction, IPC give planting seeds.

10.2 Groups and CDK have positive impact on peoples likes.

10.3 She belong to kathumula w.group

10.4 Activities carried out by the groups; weeding r/road construction and rock catchment construction e.g.Mulinde.

10.5 Activities; planting, weeding, r/road construction assisting each other in case of other problems like educating children (fees contribution)

10.6 Problems faced; lack tools, leadership and illiteracy

10.7 Solution Training on leadership

## FARM STRUCTURE AND SSI

FACILITATOR - J. Nzungu

NOTE TAKER - L. Mbithi

### HOUSEHOLD DATA

- 1.1 NAME MUSILI MUTAVA , Position in the household No. 1. He is the household head. Rank - 65
- 1.2 Sex - male, age 81 marital status - married
- 1.3 Highest level of education attained for husband and wife is none (but husband has attained some reading and writing skill in K.A.
- 1.4 Children born by the couple five.
- 1.5 How many children are living - 5
- 1.6 How many children are currently living with the couple -
- 1.7 How many people are living with couple - 8
- 1.8 Does any one in this family have a job outside mwalali - one daughter - 1
- 1.9 Do they help sometime with such as school fees - yes school fees, building fund, food etc.

### RESOURCE AND RESOURCE USG

- 2.1 The land use is sloppy with a shamba terraced with grasses and gullies with millet stock.
- 2.2 The soil type is sandy soil
- 2.3 The size of the farm is - 17 acres with a shamba of six acres.
- 2.4 Cash crop grown are green growing, castor oil and mangoes.
- 2.5 Main food crops are millet, nzooko (cow peas) sorghum.
- 2.6 The farm management practices are
  - (i) farm practices - mono cropping, shifting
  - (ii) no inputs neither certified seeds
  - (iii) soil conservation are TRASH LINES and use of crop residue to control some small gullies.

- 2.7 Do we produce surplus in farming  
Yes last season 16 bag of millet and six sold.
- 2.8 The main source of farming advise are experiences from exposure tour to Machakos and during the K.A. field work.
- 2.9 The agricultural related problems are soil and water conservation techniques and tools.
- 2.10 The main causes of the land use problem are the sloppy land.

### 3. SOCIO - ECONOMIC STATUS

- 3.1 The type of housing are glass thatched beds made of (KITAA) wooden and mattress of hides.
- 3.2 Then main type of implements are plough grinding stones, calabashes.

### 4. LIVESTOCK PRODUCTION

- 4.1 Type of livestock are 13 local chicken, one local goat and one donkey.
- 4.2 The main, major problem in livestock production are wild animals (poultry) and animal diseases.

### AFFORESTATION AND ENERGY

- 5.1 For the last five years 3 mango trees were planted.
- 5.2 The main source of advise on afforestation is the exposures of the man during the K.A.
- 5.3 The main problems related to trees and afforestation are livestock eating the young trees and opportunities are good climate and soil texture.
- 5.4 They collect free firewood from the bush.
- 5.5 They do nothing to save energy.
- 5.6 The specific problem and opportunities in relationship to afforestation is nil.

## 6. WATER SUPPLY:

- 6.1 They get water from Enziu River in dry season Kasive rock catchment in wet season.
- 6.2 Dry season water we travel 12 km wet season 1/2 km
- 6.3 The sources Enziu is permanent and Kasive seasonal
- 6.4 The conservation measures in farm in grass
- 6.5 Water access which can be helpful is rock catchment kasive.
- 6.6 The problems encountered in water access is poor leadership during labour distribution in Kasive (Mulinde) construction.
- 6.7 The opportunities in water supply is committed people in work and leadership.

## 7. HEALTH

- 7.1 The common diseases in the area is malaria.
- 7.2 The manutritional problems are eating millet in most of the diets.
- 7.3 The nearest health facility is at Nguni which is 24 km.
- 7.4 There is family planning service available here at Mulinde once per month.
- 7.5 There is no information as to whether people use family planning service.
- 7.6 The problem is large number of people to be

## 8. EDUCATION

- 8.1 The school in the area has 8 class with 7 rooms 6 teachers, standard two with 16 pupil coming in the afternoon.
- 8.2 The children has to travel 2km from home to school.
- 8.3 There was adult classes but stopped due to lack of students.
- 8.4 They is no member who attends the classes.
- 8.5 The most significant problem in education are teachers getting drunk and leaving school at 10. a.m to 3 p.m.
- 8.6 The best way to address the problem is the chairman to call a baraza and highlight the problem.

8.7 There are many trees in the school.

8.8 There are not children involved in tree planting.

## 9. TRANSPORTATION AND COMMUNICATION

9.1 The principal mode of transport are donkey

9.2 They get their farm produce to market by donkey.

9.3 The local communities maintain their road.

9.4 The communities have undertaken community road repair from kiwanza to Mulinde.

9.5 The major problem in transport are public means and G.O.K. assistance.

9.6 The best way to address to communication problem is by creating a market at Mulinde and health centre started.

## 10. INSTITUTION (NGWATANIO)

10.1 The main institution in the area are mbai (clan) mwethya children and groups

10.2 The groups had a positive impact through its involvement with Mulinde

10.3 The old man below to mbai mulinde rock catchment.

10.4 The current activities of groups are rock catchment construction.

10.5 The activities which I would like to be undertaken by groups are planting, plough, threshing and harvesting of farm produce.

10.6 The institution problems are poor leadership (Mulinde W. Project)

10.7 The opportunities in these institution are co-hesive group.

## APPENDIX C

### WATER DATA (SURVEY) - TECHNICAL DATA

This was done to help the PRA team and the community make informed decisions on possibilities to solve the water problem.

- (i) Nature of soil and vegetation
- (ii) Developed water projects
- (iii) Potentiality for various water technology
- (iv) General overview

#### (1) Nature of soil and vegetation

- Considering a cross sectional representation of the village it seems there is only one common type of soil i.e. loose sand and sandy loam. Moving from the slopes of (Imba, Syekuyo and Nzikani) which bounders the village to the West and tending towards East the soils changes gradually.

- General observation indicates the land terrain is almost plain except near the hills. The common types of vegetations found were:

- (i) 'Ituu'
- (ii) 'Inako'
- (iii) 'Inunga'
- (iv) 'Maulu'
- (v) 'General bush'

- Except at the top of the hills it is not common to find vegetation such as:

- (i) Mikuyu
- (ii) Kiatine
- (iii) Matiliku
- (iv) 'Mumbu'

- Presence of the above vegetation in most cases indicates availability of ground water sources s/well; Boreholes etc

- Actually it doesn't mean the presence of the vegetation is the final indicator.

#### (ii) Developed Water Projects

Except Mulinde R/catchment which is under construction being funded by CDK there is no other project in the village and infact in the three (3) adjacent villages.

## Potentiality for various water technology

### (a) Surface water

- Considering the nature of soil, more investigations for E/dams E/pans, sur. fams is required which should includes.
  - Hydrological data
  - Hydro geological information
  - Soils investigation etc
- But currently the community has identified several sites as project proposals which requires immediate survey and design for the sake of implementation. These sites are:-
  - (i) Kathumula site (E/dam)
  - (ii) Kanako site (E/dam)
  - (iii) Kwa ngii site (E/dam)

### (b) Ground water

- Chances for shallow wells seemed for but B/holes can be sited on carrying out further investigation like:
  - (i) Geological survey
  - (ii) Land topographical maps
  - (iii) Hydro geological survey etc.
- (ii) General overview
  - The area does not favour underground harvesting technology except when thorough investigations are done for B/holes exploration.
  - It seems there are potentials for surface water sources e.g. Earth dams; earth pans and a few rock catchment.
  - In this respect therefore, the three sites identified and proposed for Earth dams are considered good for survey and design.

APPENDIX D.

PRA TEAM EVALUATION

COMMUNITY PRIORITISED PROBLEMS:

1. Water
2. Health
3. Agriculture poor food production.

2. TOOLS AND PROCESSES USED TO IDENTIFY THE PROBLEMS:

1. Transect walk
2. Wealth ranking
3. Farm interviews
4. Seasonal calendar
5. Historical profile & trendlines
6. Technical survey data ( water )
7. Livelihood analysis.
8. S/ S/ 1 - discussions / group discussions.
9. Community divided into three groups.

1. Men
2. Women
3. Youth

- Discussion on what each from felt were the problem, ranking technics to prioritise the problems with the groups.
- These were the presented to the larger community. During these presentations all the groups were in agreement on first two problems. A discussion was held and the third problem was identified through consents.

3. CAP:

- In addition to identity and ranking the problems the various group also proposed solution to those problems. The community prioritized the solutions for the 3 problems identified as most pressing.
- Selection of a committee to draft a plan of action was done within the sub-group.

five representatives were chosen from each sub-group.

. The planning committee spent 2 days drafting the Cap. The PRA team provided guidelines for them to use i.e

- Why is this a problem
- What actions to take and when
- What resources and by who?

- \* The PRA team provided critical analysis encouragement and suggestions.
- \* The Cap was present to the community

4. The workshop was very participative and aroused a lot of incentive and curiosity in the people as evidenced by the large turn-out in the last day 160 persons with almost equal representation.
- Information generated is representative of the community. It is reliable and the team recommends that this information be the basis of IFSP-E ZOPP workshop. The team further asserts that the CAP drawn is within the community's capacity to implement, addresses its felt needs and should be adopted by IFSP-E with minimum changes.
- \* The PRA process should extend to cover two neighbouring villages ( Kanako and Mulinde ) as serious as is practical. The three villages share the same institutions which they use to address their problem jointly.

They share the same natural resources and the communities seem to be closely bonded together.

#### Follow Ups.

Water - Completion of Mulinde rock catchment by:-

- \* The village planning committee to meet with Mulinde rock catchment by: to elaborate the plan. The committees to select few members to go and know the position of project funding. From the Catholic Diocese of Kitui. This meeting take place during the week of 4/9/95.
- \* The excavation and construction is scheduled to finish by end of 1995.
- \* The follow up co-ordinator Mr. Mwámsi to link the committee to the Diocese and facilitate implementations of the above.
- \* Water project committees for Kanako to meet before 20/9/95 together with the planning committee and arrange/organise to see Ministry of Water seek assistance in surveying and design of the two proposed projects.

#### **HEALTH**

The planning committee and Health committee to seek audience with M. O. H and request him to increase the range services provided by mobile clinic.

#### **AGRICULTURE:**

The planning committee to approach Agricultural Officer at Nguni, Kasten and organise for extension services including

APPENDIX III

**PRA REPORT**

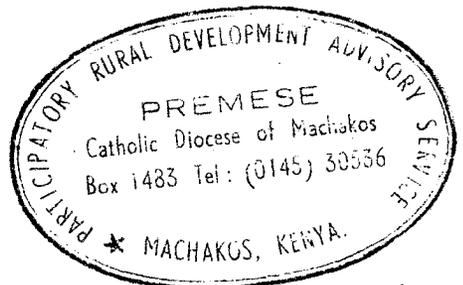
**KAMULA VILLAGE**

**AUGUST 25TH - SEPTEMBER 4TH**  
**1995**

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## KAMULA VILLAGE

### EXECUTIVE SUMMARY

PRA is a method that investigates and analyses potentials for development of a community, problems and possible solutions in a participatory way. The main purpose of PRA is to base development projects directly on the information, on the analysis and on the priorities of the communities. In PRA, Development agencies facilitate village workshops during which the communities discuss freely their needs and also plan on how to alleviate their problems.

This report documents the process and the results of a PRA workshop held in Kamula village from the 25th of August to the 4th of September, 1995. Kamula is a village in Mivukoni location, located about 78km North of Mwingi town.

The village workshop was facilitated by eight members from different departments which formed an interdisciplinary PRA team. GTZ - IFSP acted as the facilitating Agency for the workshop. The follow-up will be co-ordinated by GTZ and the other line ministries.

Approximately, one hundred and eleven members of the Kamula community men (including village leaders), women and youth participated in the workshop.

The problems identified by the community were twelve but those identified as most pressing were water, poor health status (human diseases), poor education facilities, low food selling prices, poor farming methods and livestock diseases. The main problem was identified as that of inadequate water and a consensus was reached by the community on how to solve the water problem. The solutions were seen as sinking of shallow wells, construction of earth dams and expansion of existing earth dams, sinking of boreholes and putting up pit latrines to ensure reduction of pollution within the catchment areas.

After the analysis of all the problems, the community elected a committee comprised of ten members, six men and four women (youth inclusive). The committee identified all the problems which were then presented to the rest of community who discussed them and ranked them as per priorities.

The PRA team observed that most people in Kamula village live below the poverty line. The team therefore recommends that the village should be assisted by the different departments in a follow-up phase, that more awareness should be created on the community on all aspects of development and mobilisation of the said community should be enhanced in order that the community achieves sustainable development.

The PRA-team feels it is imperative to acknowledge the participation of the following groups who made the PRA exercise a success.

\* All villagers who participated actively and willingly. Of utmost importance was the participation of the elderly villagers in the workshop.

\* Village Development Committee was very helpful in that they worked with the team to the very end.

\* Not to be forgotten is the Chief and the Assistant Chief for mobilising the community for the exercise. The Chief also attended the first introductory workshop and the last workshop for CAP presentation, while the Assistant Chief attended the workshops thrice.

\* Link persons deserve credit for linking the PRA team and the villagers, making sure the team was comfortable in the village.

\* PRA team played a key role in facilitating all that was done to come up with the CAPs.

\* More appreciation goes to the women who assisted in preparation of all meals for the PRA team.

\* The Headmaster and committee of Munguusi primary school is also acknowledged for allowing the team to use the school compound and facilities during the workshop.

\* Most of all, the team also thanked the sponsoring agency (IFSP-E-GTZ Mwingi) for transport arrangements and taking responsibility of all logistics.

\* Special thanks goes to the heads of departments of the various line ministries for allowing their staff participate in the PRA exercise.

\* The driver also facilitated our movement during the workshop.

\* The team cannot forget to thank Faridah, for the wonderful job she did of typing this village report.

# 1. APPROACH, OBJECTIVES AND PROGRAMME OF THE VILLAGE WORKSHOP

## 1.1. REASONS FOR SELECTING KAMULA VILLAGE

The village was selected for the PRA exercise for the following reasons:

- \* It is a drought - prone area and has had to depend on relief handouts most of the times.
- \* It is located far from the District Headquarters, Mwingi.
- \* There is no Non-Governmental Organisation operating in the village currently.

## 1.2 OBJECTIVES OF THE VILLAGE WORKSHOP

The main objective was to get basic information on food insecurity in the area. Again the team was to get information on all areas related to food insecurity and facilitate the community to articulate their problems and act on them.

## 1.3 SUMMARY OF THE PROCESS IN THE VILLAGE WORKSHOP

The village workshop took place from the 25th of August to the 4th of September, 1995. A prior visit had been made by the PRA team to the village on 21st July and the team had met with the village leaders. About a hundred and eleven community members participated in the PRA exercise, including the Chief and the area assistant chief. The PRA team introduced itself to the Community and the vice versa. Having known one another, the objectives of the workshop were disclosed by the team facilitator, and the Chief was requested to select a member to give a brief background of the village. The community then split into 3 groups namely Men, Women and the youth.

The PRA team which consisted of team leader, team facilitator, note-taker and five team members also split into 3 groups which introduced the day's tool to the different sub-groups for purposes of data collection.

The tool used on the first day, (25th), was Resource/Social mapping which helped the community and PRA team get a very clear picture of the village and the villagers were also able to identify some of their problems like water shortage. Everyday each sub-group would tackle a tool with the facilitation of PRA team and later, they would present it to the rest of the group for triangulation.

In the evenings, the PRA team would make a review of the day and analysis of the data collected. The team also prepared itself for the activities of the following day, did selection of tools to be tackled and identified persons responsible for facilitating the respective tools.

On the second day, (26th) the transect walk was done with a few members of the community (youth sub-group) and this helped give a general overview and enhance knowledge about the village. It showed water as the major problem. Later, however the other sub-groups got involved when transect walk map was presented. The group split again into sub-groups of men and women (youth inclusive) to use the venn tool, and later cross-checking was done. For the next four (4) days, formation of sub-groups by all community members kept taking place to use the other tools such as the seasonal calendar (youth), Historical profile and ITK's, (elderly men and women), Management of available resources (youth and men), Trendlines (elderly men and women), mobility mapping (youth), wealth ranking (men, women and youth). Triangulation was done for every tool. All the above tools were done through semi-structured interviews and those helped a great deal in problem identification by the community and the eventual drawing of the CAP.

On the seventh day, a committee of ten community members was selected to come up with problem identifications. The committee had representatives of all sub-groups (men, women, and youth).

On the 9th day (3rd), all community members came together for problem identification and prioritization. This was done by revisiting all the information on tools on fillip charts and presentation, of the problems the committee had come up with. During this presentation the community was requested to add any problem that had been omitted but apparently, none was added. They all agreed that the problems the committee had suggested were real and all got involved in ranking of the six main problems.

The PRA team introduced the purpose of a Community Action Plan to the entire community after which the community split into six sub-groups (women, men and youth). Each group was given a problem to tackle whereby they were to give the possible solutions to the problem, the beneficiaries and implementors of the project, the time of action and sources of materials. This was followed by drawing of the C.A.P. which everyone agreed upon. The village was informed that the C.A.P. will be presented in a 'Planning Meeting' to be held later in the month.

A plan for follow-up was then designed, which will involve all the departments mentioned in the C.A.P.

## **2. BRIEF DESCRIPTION AND POSITION OF THE VILLAGE**

### **2.1 POSITION**

Kamula village is situated in Kamula Sub-location in Mivukoni Location, Kyuso Division in Mwingi District. It is situated some 20km from Kyuso Divisional Headquarters and about 78km from Mwingi District Headquarters. The village has 72 households and a population of about 432 people.

## 2.2 SOCIO - ECONOMIC SITUATION

The main economic activity in Kamula village is subsistence farming where millet, maize and cowpeas are mainly grown on a small-scale. There is also growing of green grams and cotton as cash crops though this is also done on small-scale, (Sale of these) Livestock keeping also earns income for a number of villagers. They keep cows, goats, chicken and bees. They sell the livestock itself or its products to earn some money.

Brewing of the local brews (Karubu and mawa) is also common, some of which they consume and the rest is sold.

Most of the homesteads in the village are sparsely populated. Very few of them are iron-roofed while all the rest are grass thatched with mud walls.

The village has only one school, namely Munguusi primary school which has upto class five and is still under construction. There are 3 kiosks in the village, one of which is a makeshift tea kiosk while the other two are a bit permanent.

## 2.3 RESOURCES AND POTENTIALS

The village resource map, the transect diagram as well as Semi-Structured interviews indicated that Kamula village has a number of resources.

**2.3.1 LIVESTOCK:** Most villagers keep livestock. The animals themselves and their products are used for sale and for home consumption. The animals kept include cattle, goats, chicken and bees though their number have gone down with time as evidenced by the trends.

**2.3.2 LAND:** This is a resource that is used mainly for farming. Cotton and green grams are grown for cash income while millet maize, pigeon peas, cow peas, sorghum are grown for food, and for sale also.

**2.3.3 WATER:** This was identified as a resource that exists in earth dams and seasonal rivers and shallow wells. Water however is not available throughout the year particularly the dry months and the community has to cover many kilometres (20 km) to obtain water outside the village. All groups identified a valley as a potential water source.

**2.3.4 SOILS:** In some parts of the village, soils were identified as being good for brick-making which is already on-going though on a small scale. They youth identified the resource and said with plenty of water, the activity can be done effectively.

**2.3.5 TREES:** The area has many indigenous trees mainly used for timber, fuel wood, to mark seasons and also as local medicines. This resource was mentioned by all sub-groups.

### 3.0 PRA TOOLS USED IN THE WORKSHOP

#### 3.1 CLIMATE SETTING AND MISSION STATEMENT

##### Process

This was done upon arrival at the village for purposes of creating a conducive atmosphere for the PRA exercise. It began with self-introduction from both parties, i.e. the community and the PRA team. The introduction turned out to be very interesting as community members sang welcoming songs accompanied by ululation. Having set the climate, the reasons for the PRA team visit were explained clearly by the team leader and emphasized by the team facilitator. The aim of the visit were summarised as staying with the villagers, knowing one another, facilitating identification of village problems and potentials, planning together and finally acting together.

##### Results

The results of the climate and mission statement were that the villagers became very friendly and welcoming. This friendliness worked very well for the ten days of the exercise as the PRA team managed to gather alot of data from the village.

### 3.2 MAPPING - social and Resource.

#### Objectives

- \* To get a clear picture of the village
- \* To define boundaries of the village for purposes of the workshop.
- \* To be able to locate the geographical location of each household.

#### Process

The concept was introduced by PRA team facilitator and the importance of the tool explained as defining the village boundaries and having a general overview of the village. The community was divided into 3 sub-groups namely men, youth and women. The types of maps to be drawn were identified as social and resource maps. The process was carried out on the ground and then transferred on paper by the communities members, after triangulation. Through triangulation a few people realised their homesteads had been omitted and raised the issue, then they were included. At first all sub-groups were unsure of what was expected of them on mapping but later they perceived the concept and actively participated. There was a very good representation from all the sub-groups (men, women and youth).

The most striking thing about the mapping was that the women and the Youth drew very good maps and the men sub-group was very impressed with this capability.

#### Problems

- \* Water points/sources are very limited. There are only a few dams and no opportunities for these.
- \* Soil erosion becoming serious.
- \* Poor farming methods, particularly shifting cultivation.
- \* Under utilization of existing natural resources, eg. lands, the valley as a water point.

#### Opportunities

- \* Digging of dams and expansion of existing water pans.
- \* Sinking of boreholes
- \* Introduction and promotion of animal manure usage to improve on their farm produce.
- \* Promote utilization of resources, eg. the valley.
- \* Terracing of their farms.

KAMULA VILLAGE

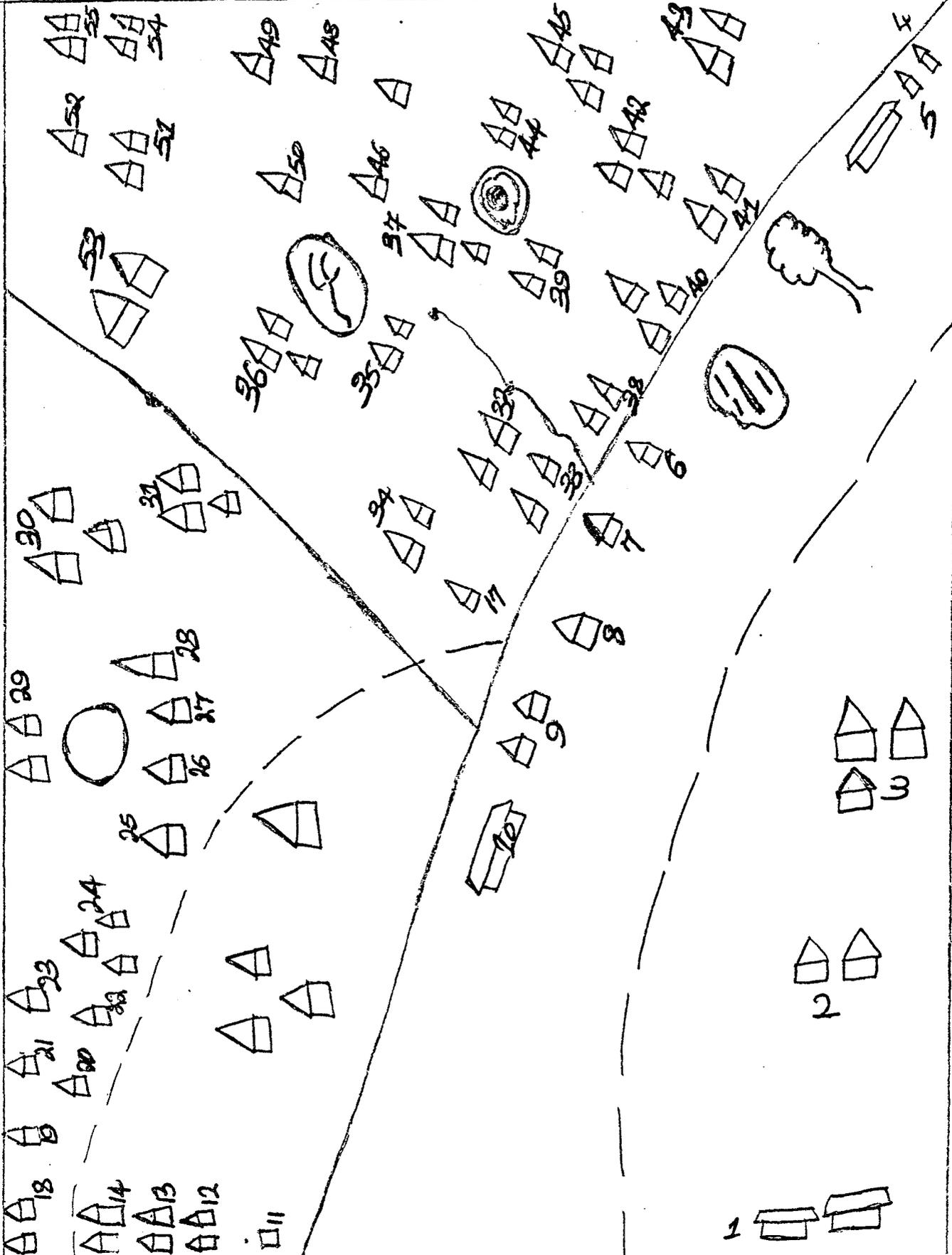
MEN: VILLAGE MAPPING

NGUNGANI

KORA

NGANGA IMWE EAST

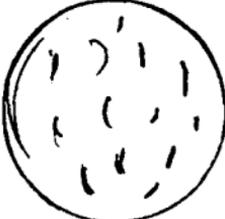
TILYIMUA



KEY:

1.  Road

2.  Miamba (Baobab)

3. Dam 

1. Mauwa
2. Kamutukya
3. Wisike
4. Kithusa

4.  Canteen (Tunitii)

## HOMESTEADS

1. Mivukoni Market
2. Maanzo Munuve
3. Kiseve Muvyasya
4. Kora
5. Mati Munuve
6. Katulu Musyoka
7. Simba
8. Syengo Musyoka
9. Mutemi Nzungi
10. Munguusi primary
11. Mwendwa Munyithya
12. Musyoka Misembei
13. Mwangangi Musembei
14. Muthui Musembei
15. Kitheka Kavulya
16. Kang'orya Mwinzi
17. Kinyungu Malonzo
18. Kayuvya Kalio
19. Mulyungi Ngomango
20. Musya Mutanguli
21. Maithya Munyithya
22. Kasyula Kivulu
23. Musili Munyithya
24. Kimwele Musyoki
25. Mutinda Ngandau
26. Muthengi Ngandau
27. Matoi Ngandau
28. Sivu Munyithya
29. King'ori Mavulya
30. Mwasya Mavulya
31. Kasonzo Kalio
32. Sammy Mwinzi Kinyungu
33. Mwasya Mbiki
34. Mbiki Kinyungu
35. kamene Masaku
36. Syengo Masengula
37. Mutia Mutheki
38. Mwasya Mukwatu
39. Muthui Masya
40. Mwari Mukwatu
41. Muthui Mukiti
42. Ngau Mukiti
43. Vundi Mukwatu
44. Kathukya Kangangi
45. Muneeni Kangangi
46. Maithya Kangangi
47. Kathuru Mathuva
48. Muatha Mathuva
49. Musong'a Mathuva
50. Kavati Mathuva
51. Muithya Mavulya
52. Makau Muithya
53. Kalunda (Telesia) Mavulya
54. King'ang'a Syengo
55. Karuri Mathuva

### **3.3 TRANSECT WALK**

#### **Objectives**

- \* To get a general overview of the village and enhance PRA team's knowledge
- \* To confirm further the information gathered about the village and help capture aspects that could have been left out during introductions.
- \* Identify the socio-economic status of the community and also identify the resources available and their utilization.

#### **Process**

The route for the transect walk had been identified as one that was going to expose the participants to different aspects, like soil types, landuse, resource management, landscape to name but some. The route began at Kora trading centre, cutting through the village.

The participants were fifteen in number, eight PRA team members and seven community members. All completed the walk and were able to identify the soil types, landscape and how the existing resources are managed.

#### **problems**

- \* The problems identified while undertaking the walk were:
- \* Soil erosion
- \* Overgrazing
- \* Water shortages (Inadequate water)
- \* Poor farming method (Shifting cultivation)
- \* Unutilized water potential areas
- \* Deforestation
- \* Unhealthy and sick animals
- \* Poor sanitation
- \* Low quality housing

#### **Opportunities**

- \* Dig terraces and plant trees (afforestation)
- \* Dig wells, expand existing earth dams and utilise the valley for water.
- \* Practise proper farming methods, eg. use of animal manure and avoid shifting cultivation.
- \* Dig pit latrines to avoid water being contaminated.
- \* Form self-help groups to enable them earn some livelihood.



<b>SOIL TYPE</b>	Red-clay soils	Coarse soils	Sandy clayish loose soils	Sandy loam	Sandy greyish	Clayish Red
<b>LAND USE</b>	Farming Grazing	Bee keeping	Habitation Farming Grazing	Habitation Farming IGP (Kiosk)	Habitation Framing Earth Dam	Habitation Farming Grazing
<b>CROPS GROWN</b>	Millet cow peas sorghum maize	-	Maize, millet sorghum, mango pawpaw, castor seed, pegeon peas	Cassava, millet, cow- peas, sorghum, maiz, castor seed	Millet, sorghum mango tree	Millet, sorghum maize
<b>LIVE-STOCK</b>	Cattle goats chicken	Cows chicken	Goats, donkeys	Chicken, bee keeping donkey, cows goats	Cows, donkeys goats, chicken	cattle donkey, goats chicken
<b>VEGETATION</b>	Tall-trees (Acacia) Shrubs Grass	Bushes Grass	Grass, trees bushes	Boabab trees, grass Acacia	Trees bushes, grass	Bushes, trees grass
<b>WATER AVAILABILITY</b>	No water source No latrines	No water source	No water pit latrines	No water No pit latrines	Water pan Pit latrines Earth dam with little water	No water no pit latrines
<b>LAND SHAPE</b>	Relatively flat	Flat	Small valley	Relatively flat	Slopy	Slopy
<b>UTILIZATION OF NATURAL RESOURCES</b>	Not fair Unconser- ved soils	Not fair	Few terraces	A few terraces A few bee hives A few crops	Overgrazing Under utilised potential Water sources	Unterrazed Unutilized small valley
<b>POPULATION DENSITY</b>	Low density	Not habited	Sparce but more population	Low density	Sparcely populated	More dence
<b>SOCIAL ECONOMIC</b>	2 shops canteens Grass thatched house	Not habited	permanent semi-permanent and Temporary houses	Mud and grass thatched houses make shift kiosk	mud build + iron thatched grass thatched and wood carving done	semi-permanent grass thatched houses kiosk-stone + iron thatched
<b>PROBLEM</b>	soil erosion over graz- ing Defore- station water shortage	few tree scattered No water	No water soil erosion Deforestation over grazing (madered farms	Soil erosion shift cultivation overgrazing No water	Slight cultivation unutilized water potent- ial area overgrazing No terraces water not there	Soil erosion shift cultiva- tion, over grazing, No water
<b>OPPORTUNITIES</b>	Dig terraces, plant trees, dig pit latrines, Avoid shifting cultiva- tion, Avoid grazing on farms, Dig wells S.H.Groups		Plenty of land, bee- keeping utilize valley Dig wells in terraces Afforestation proper grazi-	Boabab trees build- ing trees plenty of firewood -Earth dam Afforestra- tion, soil	Unutilized water potent- ial area building sand Expand earth dam Terraces Afforestation	plenty of build- ing trees, valley terraces Dig well Afforestation utilize valley Dig pit latrines

**UTILIZATION OF NATURAL RESOURCES ON THE TRANSECT SECTIONS**

	A	B	C	D	E	F
UTILIZATION OF NATURAL RESOURCES	Not fair un conserved soils.	Not fair	Few terraces	A few terraces A few bee hives A few crops.	Over grazing under utilization of potential water sources.	Un terraced un utilized small valley.
POPULATION DENSITY	Low density	Not habited	Sparse but more population.	Low density	Sparsely populated	More dense
SOCIAL ECONOMIC	2 shops canteens and grass thatched houses.	Not habited	Permanent and semi - permanent and temporarily thatched houses.	Mud - and grass thatched houses. Make shift kiosk	Mud build and iron thatched. Grass thatched and sculpture making.	Semi - perm grass thatched houses kiosk (stone & iron sheet roofed)
PROBLEMS	Soil erosion over grazing deforestation shortage of water	Few trees scattered. No water	No water. Soil erosion Deforestation over grazing Abandoned farms.	Soil erosion shift cultivation overgrazing. No water.	- Shift cultivation - Un utilized water potential areas - Over grazing - No terraces - Not enough water.	Soil erosion shift cult. Over grazing, no water.
OPPORTUNITIES	Plenty of land bee keeping un utilized water potential.	Beekeeping	Plenty of land/bushes - Bee keeping.	Baobab trees building trees (construction) Plenty of firewood	Un utilized water potential area/valley. Building sand Building murmur	Plenty of construction trees, valley
	Dig terraces plant trees (afforestation). Dig pit latrines Avoid shifting cultivation Avoid grazing on farms Dig wells		-Utilize valley dig wells. -Dig terraces. - Afforestation - Proper grazing build tanks for roof catchment	- Earth dams. - Afforestation - Soil conservation - S.H groups.	- Expand earth dam - Terraces - Afforestation - Dig pit latrines - Cut roads - Tanks for roof catchment.	* terraces * Dig wells * Afforestation. * Utilize valley. * Dig pit latrines.

### 3.4. INSTITUTIONS (VENN DIAGRAM)

#### **Objectives**

- \* To identify what institutions (both local and external) are existent.
- \* To identify key institutions responsible for decision-making in the village.
- \* To find out how the institutions relate with the community and what impact they have on the same.

#### **Process**

The concept was introduced by asking the community members to identify the local institutions. They identified the local institutions as clan (mbai), merry-go-round (ndungiro), school, catholic church, Locational Development committee, Assistant Chief and elected leaders as local institutions. Other institutions identified were Action Aid Kenya, Danida World Vision, Veterinary and Agricultural Departments and GTZ. The clan was said to be very important as it settles village disputes as well as assisting one another in case of problems. The merry-go round plays a vital role in the lives of most villagers as they are able to assist one another financially although to some (men sub-group), it is seen to be exploitive. Some of the external institutions that are seen have affected the village life positively are ACTION AID and DANIDA. The former provided tools, sponsored children's education while the latter provided farm tools and also put up some pit latrines.

The villagers then sub-grouped themselves into two groups (men and women) and drew the Venn diagram separately. They used large circles to represent important organisations and smaller circles for less important organisations. Triangulation was later done for all. The number of participants were twelve men and eleven women.

At first, the men sub-group seemed unsure of where to place the elected leaders (M.P and area Councillor) but they were informed that they should not fear placing them where they really belonged. They were also unsure of where to place GTZ, may be for fear that if they place it far, it might withdraw.

#### **Problems**

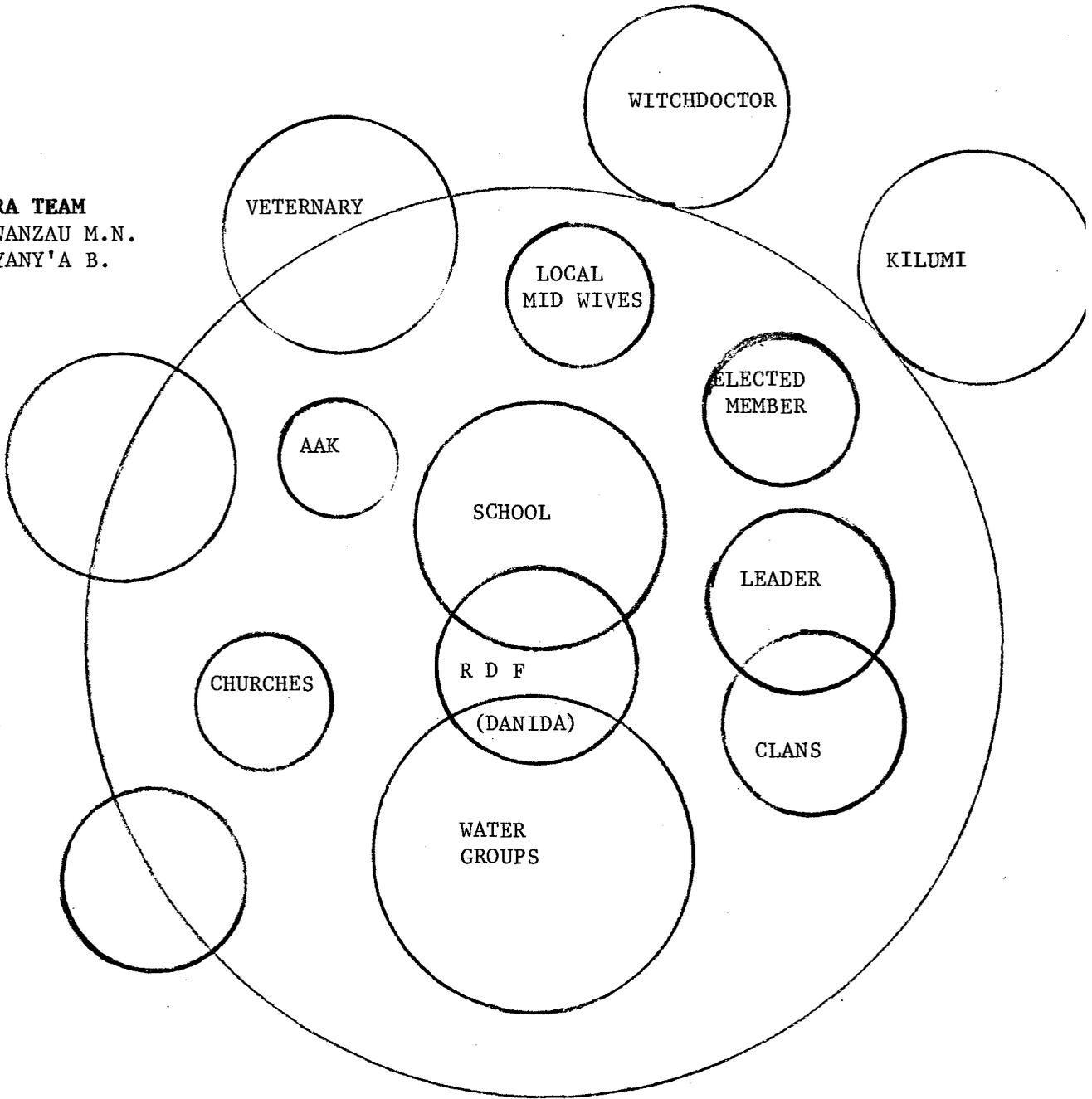
- \* That several development agencies have operated in the village and yet the village lags in development.
- \* The community still expects a top-bottom approach for development.
- \* Institutions come in and leave almost immediately.

**Reasons:** Misappropriation of resources by community leaders.

WOMEN

VENN DIAGRAM - KAMULA VILLAGE

- PRA TEAM**  
1. MWANZAU M.N.  
2. KYANY'A B.



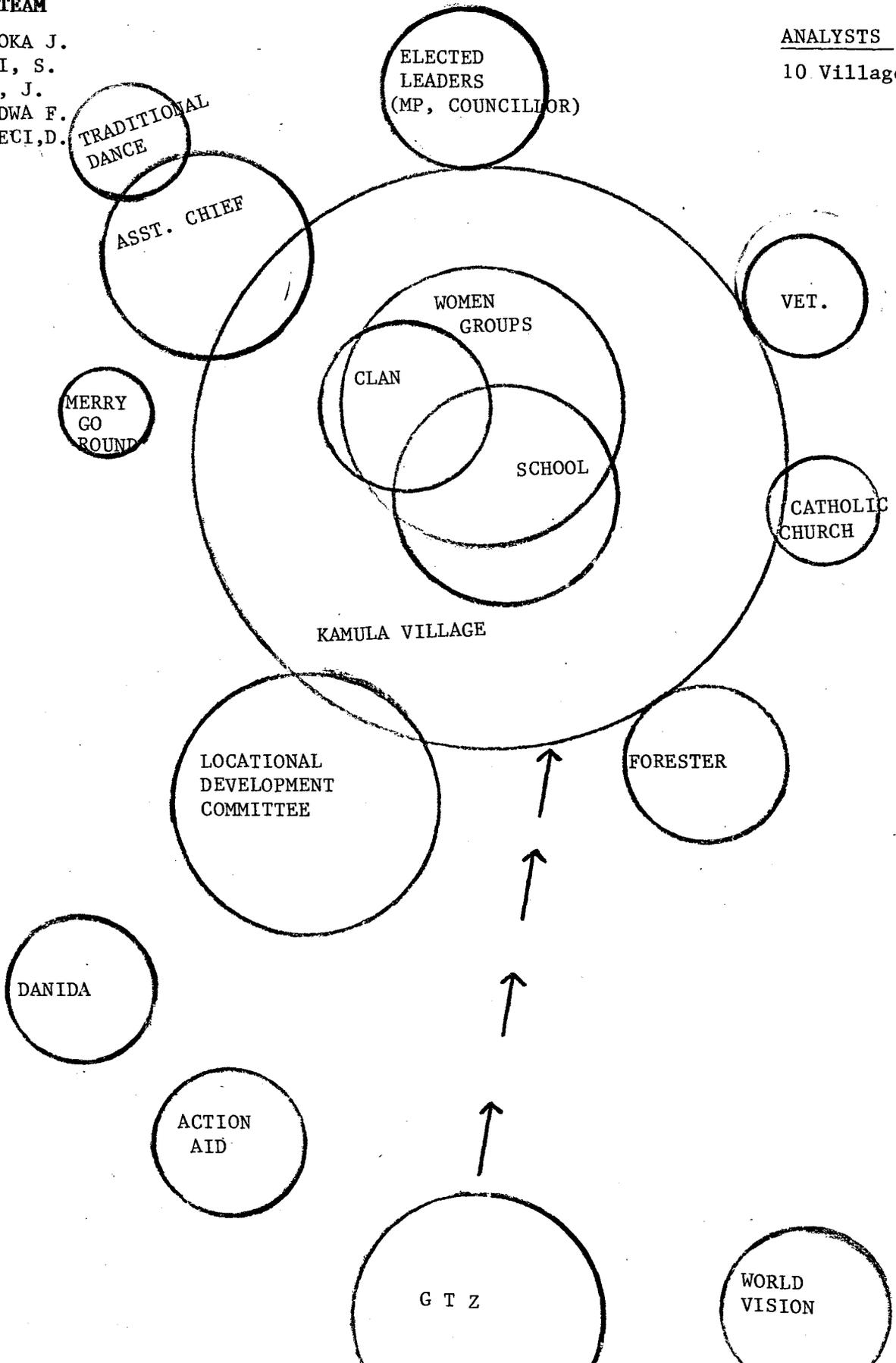
INSTITUTIONAL DIAGRAMMING IN KAMULA VILLAGE

**PRA TEAM**

MUSYOKA J.  
MANDI, S.  
MILE, J.  
MWENDWA F.  
MUTHECI, D.

ANALYSTS

10 Villagers



### 3.5 SEASONAL CALENDAR

#### Objectives

- \* Compare activities month after month.
- \* Determine periods of happiness and distress.
- \* To establish cycles or patterns of activities or occurrences over 12 months.
- \* Help us know when to move to the community.

#### Process

The number of participants for the exercise were eleven drawn from the community, who actively participated. Types of calendars drawn included rainfall, crops grown, labour availability, water, food availability and income abundance and the sources. The process was carried out on the ground by the participants using stones to mark the amounts. When for instance, water is in abundance they would give that month the largest number of stones and the same was done for other aspects.

They identified what crops grow in what season and activities that are carried out in a normal village throughout the period (over 12 months). The data was then transferred on flip-chart by one of the community members.

When they started, the community members had alot of disagreements but later they reached a consensus on the seasonalities.

They identified December and August as the months when labour is most available and this is because children are out of school and therefore provide labour.

#### Problems

- \* During the dry months when they have to get water from outside the village, a lot of time is spent looking for it and this interferes with daily activities like tending to farms and household chores.
- \* At times the villagers engage in such activities as traditional brewing to earn income.
- \* The identified months that they are most hit by food shortage as October, November and December when they depend on relief food.
- \* That during hard times they go looking for food as far as Embu and Meru and this interferes with village life as some don't come back in time for village activities.

SEASONAL CALENDAR (KAMULA VILLAGE)

ACTIVITIES

SHAMBA  
PREPARATION  
AND PLANT,  
WEEDING

WEEDING

CONSTRUCTION  
OF GRANARIES  
CROPS READY  
(NOT DRY)  
SPRAYING,  
CHASING BIRDS

THASH  
C.PEAS  
& MILLET

WEED  
MILLET  
MAIZE

FARM  
CLEARING  
CONSTRUCT  
GRANARIES

PREPARE FARMS, PLANT  
DE. SILTING OF  
DAMS, HARVESTING  
COTTON, P.PEAS ARE  
READY, CIRCUMCISION  
MAKING NEW FARMS  
FARMS THRASHING C.PEAS,  
MAIZE

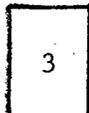
CROPS GROWN

SORGHUM, MILLET, MAIZE, C.PEAS,  
PUMPKINS, COTTON, GREEN GRAMS,  
'NJAHI', MBUMBU, P.PEAS,  
'MONGU', BEANS

G.GRAMS  
C.PEAS  
MAIZE  
SORGHUM

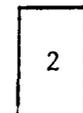
C. PEAS, P.PEAS, MAI  
G. GRAMS, MILLET, CO  
SORGHUM, BEANS, MBUM  
PUMPKINS, MONGU

RAINFALL



FEB

MAR

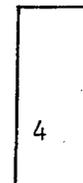


J

J

A

S



OCT

NOV

DEC

JAN

APR

MAY

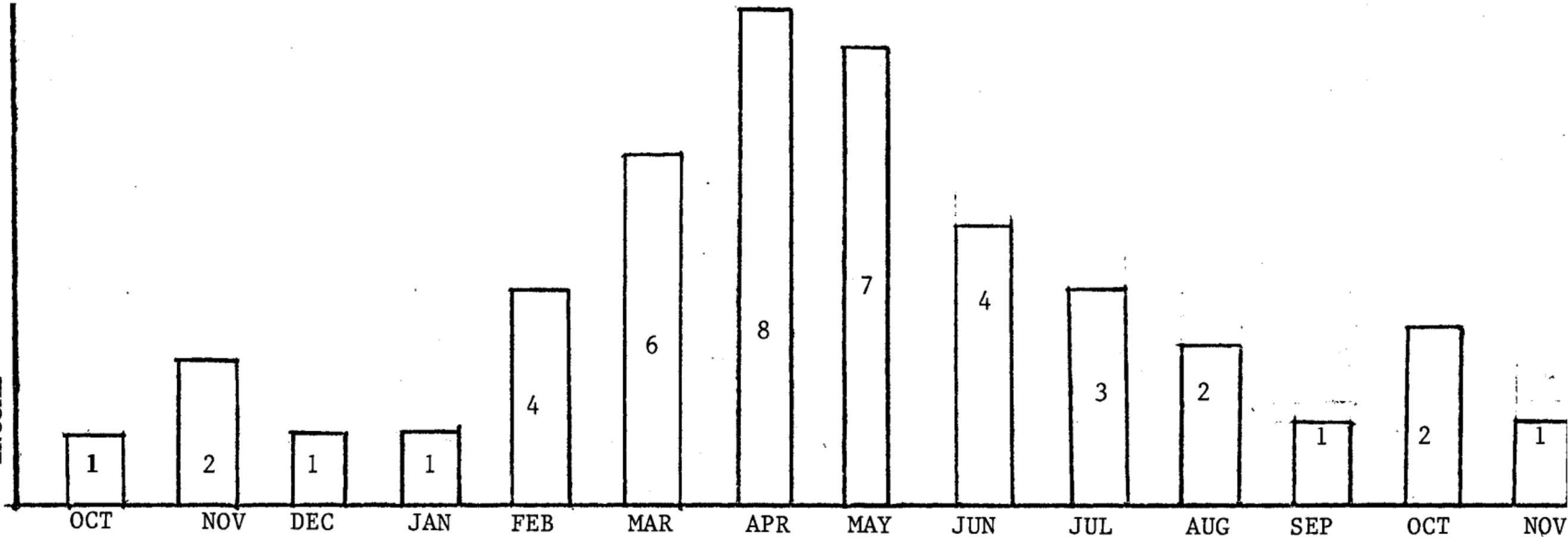
OCT

NOV

DEC

SEASONAL CALENDAR

INCOME



DISEASE INCIDENCES

FOR ADULTS		FOR CHILDREN	
OCT.	Coughing/eye infection	Coughing	Eye-infections
NOV.	MALARIA INTERMITTENT WORMS	FUNGAL - INFECTION	
DEC.	PNEUMONIA	DIARRHOEA	
JAN.	DIARRHOEA STOMACH		
FEB.			
MAR.	Coughing	Coughing	
APR.	Eye-Infection Diarrhoea	Eye-Infection	
MAY	MALARIA INTERMITTENT WORMS	SKIN - INFECTIOUS	
JUNE			
JULY	PNEUMONIA		
AUG.	Coughing		
SEPT.			
OCT.			
NOV.			



### **3.6 MOBILITY MAPPING**

#### **Objectives**

To identify what services they go for outside the village.  
What items they take with as they go out.  
What they bring back with them.  
Identify if there is a balance between what they take out of the village and what they bring back.

#### **Process**

The concept was introduced clearly and circles used to mark the village and other areas the village interacts with in terms of services. These places were identified by the villagers as Mivokoni, Tseikuru, Kyuso, Mwingi and other towns outside the district like Nairobi, Mombasa, Kitui etc.

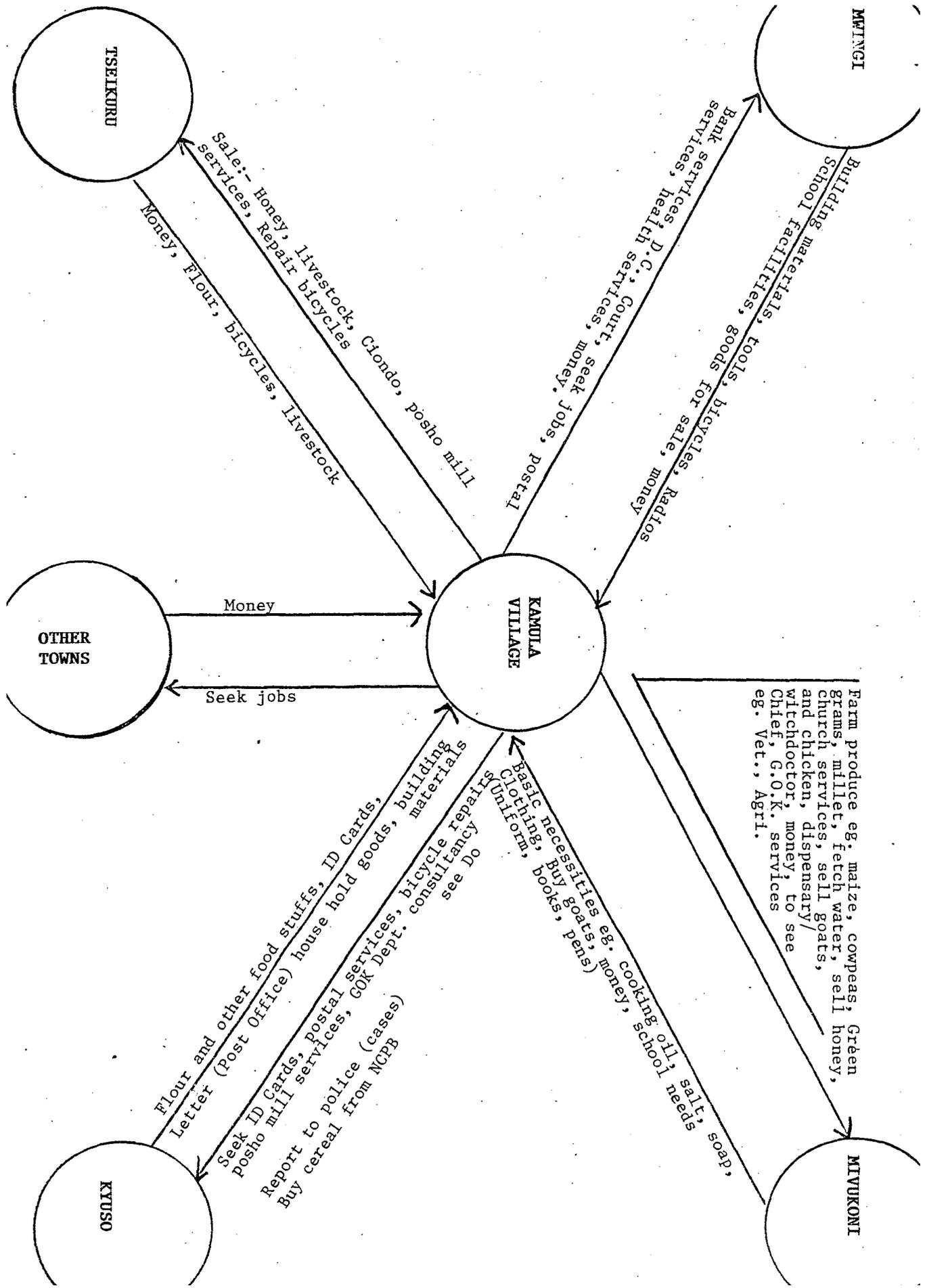
The community also identified the types of services they go for in the different places as mainly taking their farm produce for sale and also administrative services and what they bring back is mainly money, building materials and other basic necessities.

#### **Problems**

- \* There is no balance between what they take out of the village and what they bring back.
- \* That most services are obtained from outside the village, an indication that the village is lagging behind in development.

#### **Opportunities**

- \* Empowering the community to have most of the facilities within the village.
- \* Introduction and promotion of Income Generating Projects to enable them earn some income so as to avoid selling what they have to obtain basic needs e.g. school fees.



### 3.7 WEALTH RANKING

#### Objectives

- \* To identify economic categories in the community.
- \* Help us in planning and identify poorest among the poor.
- \* Help us in understanding what indicates of wealth are as per the community.
- \* Fit in the names of individuals into the particular categories for targeting.

#### Process

The facilitator began by asking the respondents to identify what they regard as wealth. All the households in the village were then listed, and the community came up with 9 classes depending on what one owns. They then placed villagers according to their respective classes. In category 1, they classified one with a big farm, shop (operating), not less than 30 cows, solar lighting or generator, vehicle, a permanent house (stone built) while in the 9th category, they classified someone with no land, no livestock, less than 2 bags of harvest.

When they began the placement with the PRA team offering guidance, they (community) were not sure where to place who until the 'stick was handed over to them', then they became very fast.

To some, being placed in the low classes was seen as an advantage as they thought they were going to benefit directly.

Some felt they were not properly ranked, that they were placed in a lower class than they actually belonged.

Those in classes one, two and three did not appear for the village workshop, may be because they do not live in the village or because they felt there was nothing to gain out of the workshop.

The farm produce for classes one and two is lower than for the lower classes and the community feels this is because they have other sources of income and so do not pay much attention to farm activities. The community did the wealth ranking as shown below:

**1. Category one (1st class)**

- \* Permanent houses
- \* Shop
- \* Bank account
- \* Vehicle
- \* Harvest of 30 bags
- \* Employ on casual and monthly basis
- \* Not less than 30 cows
- \* Shop or Plot that is operational
- \* Water tank
- \* Not less than 20 goats
- \* Solar lighting or generator
- \* Employ on casual and monthly basis

**2. Category two (2nd class)**

- \* Permanent houses
- \* Not less than 20 cows
- \* Not less than 15 goats
- \* Shop
- \* Bank account
- \* Vehicle
- \* Harvest of 30 bags
- \* Employ on casual and monthly basis

**3. Category three (3rd class)**

- \* Semi-permanent house (mud-built but iron sheet roofed)
- \* Not less than eight cows
- \* Not less than ten goats
- \* Not less than 3 donkeys
- \* Several chicken
- \* Bank account
- \* Harvest of 80 bags
- \* Employed

**4. Category four(4th class)**

- \* Five cows
- \* Ten cows
- \* Two donkeys
- \* Employed or unemployed
- \* Harvest of 30 bags
- \* 40 bee-hives

**5. Category five (5th class)**

- \* At least five cows
- \* Not less than 10 goats
- \* Not less 2 donkeys
- \* Employed or unemployed
- \* Grass thatched houses
- \* Harvest of 30 bags

**6. Category 6 (6th class)**

- \* Grass thatched house
- \* At least 2 cows
- \* At least 2 donkeys
- \* At least 5 goats
- \* Harvest of 15 to 20 bags
- \* 10 bee hives
- \* Some chicken
- \* Grass thatched houses
- \* Small piece of land

**7. Category seven (7th class)**

- \* At least 5 goats
- \* No cows
- \* Small farm
- \* One donkey
- \* Few chicken
- \* Harvest of not more than 10 bags

**8. Category eight(8th class)**

- \* Atleast one donkey
- \* Few chicken
- \* Small farm
- \* 5 bee hives
- \* Harvest of 6 to 10 bags

**9. Category nine (9th class)**

- \* No land
- \* No goats
- \* No cows
- \* No donkeys
- \* Harvest of less than 2 bags
- \* No chicken
- \* No bee hives

The Community placed the members in the respective classes as shown below:-

**Class 1**

Kimwele Simba  
Munuve Mati  
Elizabeth Mati

**Class 2**

Muatha Mathuva  
Mutia Mutheki  
Muthui Kaluva  
Gideon Munuve  
Musili Gideon  
Sammy Kinyungo  
Maithya Kili  
Sammy Masya  
Muthengi Mwari  
Muithya Mavulya

**Class 3**

Kasengo Kalio  
Mwali Mukwato  
Kili Mutheki  
King'ang'a Syengo  
Mwasya Muvulya  
Mwangangi Musembei

**Class 4**

Matei Kili  
Kirugi Kilyungi  
Kairu Kilyungi  
Mwangangi Ngomango  
Mutemi Nzungi  
Kilungya Mutheki  
Mwasya Mbiki  
Kiseve Munyasya

**Class 5**

Sivi Munyithya  
Kaluri Mathuva  
Muthili Kilyungu  
Saidi Kiseve

**Class 6**

Kalunda Mavulya  
Musong'a Mathuva

**Class 9**

Musya Mutunguli  
Kamene Mutambuki  
Kilonzi Kili  
Ngau Mukiti  
Mbaka Munyithya  
Kimanzi Kimwele  
Kamani Kitheka

**NB**

- \* Most people are in lowest classes (below poverty line)
- \* Low harvest -some have little or no harvest
- \* Some have nothing completely (no basic resources)

Syengo Kasengula  
Muthui Mukiti  
Richard Mathuva  
Joseph Masavi Mbiti  
Muthui Masya  
Mbiki Kinyungu  
Mwendwa Ngau  
Kalei Syengo  
Kasyula Kivulu  
Muthui Musembei  
Muthui Musembei

**Class 7**

Vundi Mukwato  
Kiluti Mathuva  
Kavati Mathuva  
Musili Ngau  
Muithya Munyithya  
Kayumya Kalio  
Muthengi Kang'orya  
Muthome Kili  
Kathukya Kangangi  
Makau Muithya

**Class 8**

Munyithya Ngau  
Musya Mukwato  
Mati Mutisya  
Mutisya Mukwati  
Mulyungi Ngomango  
Syenthi Mathuva  
Musyoki Mathuva  
Kasyoka Ngau  
Mutemi Kimwele  
John Mwendwa  
Mwendwa Munyithya  
Musyoka Musembei  
Mwendwa Kang'onya  
Muthengi Masya  
Mutemi Mulyungi  
Maithya Kangangi

Kang'onya Mwinzi  
Syengo Musyoka  
Syonhi Musyoka  
Muneeni Kangangi  
Ngui Mwavu  
Ngui Kangangi  
Kavata

The PRA team entered the homestead, was welcomed by Mutia's mother and started interviewing her. She told the team what she had as wealth, 5 head of cattle, poultry 56 birds, two donkeys, 14 goats and 22 bags of cereal in total she opened the cereal store for the PRA team to see.

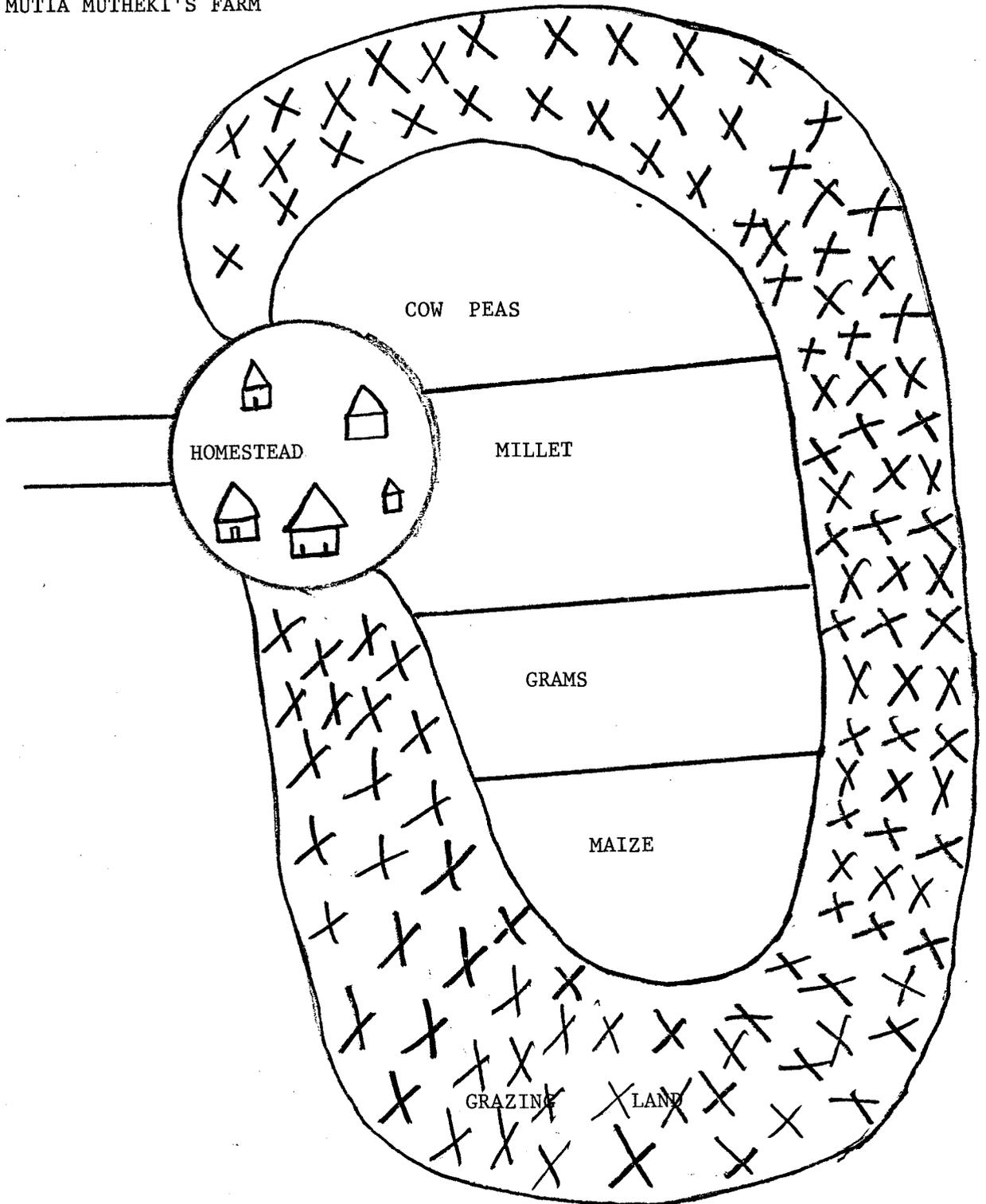
The Livestock on the farm mainly the goats healthy and in good body conditions. The cereals were properly dusted with pesti-cides.

The main house was build of stone and roofed with iron sheets. There poultry houses in the compound which were not sufficiently ventilated. The compound was clean furnished with a pit latrine.

She drew her farm sketch to the PRA team.

FARM SKETCHES - KAMULA VILLAGE

1. MUTIA MUTHEKI'S FARM



NB As drawn by the villager.

### 3.8 HISTORICAL PROFILE

#### Objectives of the tool

- \* To reveal historical key events in a community
- \* Create an awareness through discussions about changes over time.
- \* To clarify the interrelation between past and present situations as well as future expectations.
- \* To create an understanding of the processes that hinder changes/development.

#### Process

The facilitator ensured he had a fair representation of both men and women who were mainly old. He asked the older informants to describe changes since they were young as related to food, drought and famine, outbreaks of epidemics, introduction of new crops and so on.

The community was able to identify the major events and trace their histories. They also came up with several coping mechanisms that they applied during the hard-times.

Since the informants were old and illiterate, they could not tell specific years of an event and so the facilitator was relating events to the year of independence (which is a well-known event) as a point of reference. However it was later triangulated and the events pegged to approximate years. Participants were 16 in number. The Historical profile displayed that all the events are basically food-related, indicating food insecurity.

#### Problem

- \* The village has a long history of drought and has had to depend on relief hand-outs so much (Re-currence of drought)

#### Opportunities

- \* Proper storage to avoid pests infection.
- \* Introduction of Income Generating Groups to avoid sale of foodstuffs which leads to shortages at times.

HISTORICAL PROFILE:

YEAR	EVENT	EFFECTS	COPING MECHANISM
1905	Famine called "Mukuna Kiongo"	People & livestock died.	People migrated to Meru and Kikuyu Land in search of work & food.
1910	Famine called "Dawa"	Livestock death	People ate beddings . Relief food from colonial government.
1942	Invasion of locusts	Famine called "Kakuti"	Use of traditional knowledge called Kisengu to kill the locusts . Drugs given to spray and kill them.
1950	Invasion of locusts	Destruction of vegetation and crops.	"
1956	Outbreak of disease (Kalahazai).	People died	vaccination and treatment by W.H.O
1963	Independence	Children went to school	
1971	Cholera outbreak	People died	Vaccination and treatment by GOK
1980	Famine called "katongelele"	Children dropped out of school, disease break-outs, migration of people, slowed development	Relief hand-outs in form of yellow maize by GOK
1984	Drought and famine called "Nikwa ngvete"	"	Migration to Meru, relief hand-outs

### **3.9 INTRIGUING TRADITIONAL KNOWLEDGE (ITK)**

**(Indigenous Technical Knowledge, Values & beliefs)**

#### **Objectives**

- \* To dig deep into the community to find out as much as possible about their traditional beliefs.
- \* How the beliefs/traditions affect the community both positively and negatively.
- \* Find out how the community manages to cope in the absence of modern facilities e.g. health facilities.
- \* Find out why the community does the things it does.

#### **Process**

The facilitator selected a sub-group that comprised of both the old and the youth and asked them questions like; how do you manage to cope with diseases when there is no doctor around? What beliefs and values do they have as pertains to food security?

This prompted them to explain several beliefs which according to them, are very effective and are taken with a lot of seriousness.

#### **Problems**

Alot of time, which could otherwise be utilised for development activities is spent on such ceremonies as circumcision (Nzaiko). People too live in fear due to some values and beliefs that are rooted in the community e.g witch craft.

### 3.10 TRENDS

#### Objectives

To find out what changes have taken place over time - (the last thirty years).

To find out what interventions have taken place from the community itself and the outside agencies.

To know what direction the community is moving to in terms of development.

#### Process

The facilitator introduced the tool by explaining why it is important to know the Trendlines (i.e. stating the objectives of the tool).

The sub-group chosen for this comprised of a people who have been in the village for a long time and who have been exposed to whatever changes have taken place. There were some young people too. The period chosen was between 1960 - 1995 at an interval of 10 years.

The Trendlines covered included food (quantity of harvest, soil fertility, food prices (selling and buying prices), livestock diseases, livestock production (number of animals) and water availability.

Stones were used on the ground to indicate the changes. The Trendlines indicated that between 1960's and 1970's, food prices were low and this was because there was a lot of sale of livestock and their products. However, in the 1980's the prices sky-rocketed due to change in life style (education), livestock diseases and also because there was no other source of income.

#### Problems

- \* Livestock numbers have decreased due to an increase in diseases over time caused by possibly of high mobility of animals and sales to cater for other needs e.g. school fees.
- \* Water has become more scarce with time and the community identified reasons for this as drought, soil erosion and deforestation. Remedy to this could be afforestation, soil and water conservation (protection of catchment areas).
- \* For availability has decreased with time as most of it is sold to cater for other needs, e.g. school fees and also due to low productivity.
- \* The soil fertility level has gone down due to the fact that the people practice shift cultivation and do not add manure to their farms hence low soil productivity.

### 3.11 SEASONALITIES

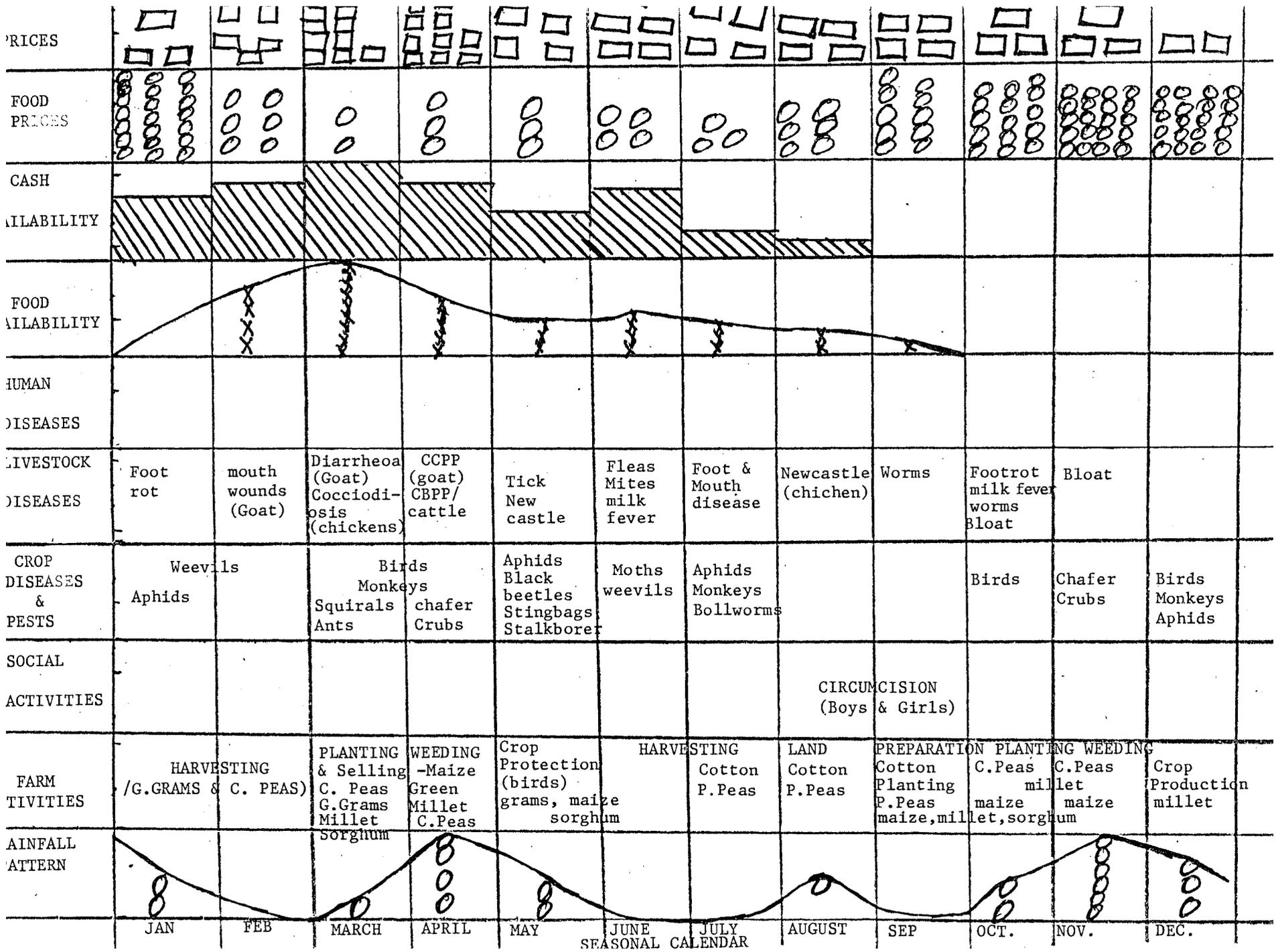
#### Objectives

- \* To identify both human and livestock diseases.
- \* To identify the most prevalent diseases and when they are experienced (seasons) or time of year.
- \* To identify the traditional methods they use to deal with the diseases (coping mechanisms).

#### Process

The facilitator explained reasons for carrying out the tool as per the objectives. The community which was represented by all sub-groups came up with several human and livestock diseases. They also identified the months of the year when the diseases are most prevalent. They also explained what they do when faced with the disease problem, which is mainly traditional herbs. Stones were used to mark the periods.

They were able to identify various diseases and their seasons of occurrence, e.g. eye diseases are prevalent when the rains are near while Diarrhoea is common in the months of January, February and April after crops are ripe on the field. They identified the most common human and livestock diseases as malaria for human beings plus foot rot and trypanosomiasis for livestock.



SEASONAL CALENDAR

### 3.12 MANAGEMENT OF AVAILABLE RESOURCES

#### Objectives

- \* To identify what resources are available in the village.
- \* To identify how they make use of the resources and determine whether the resources are fully utilised or not.
- \* Determine the storage systems of foodstuffs as well as water.

#### Process

The facilitator introduced the concept by explaining reasons for carrying out the exercise. He asked them to identify resources in the village which they identified as livestock (types and uses), crops (types and uses) and also water. They were able to identify several problems they encounter as far as resources are concerned and opportunities for improvement.

#### Problems

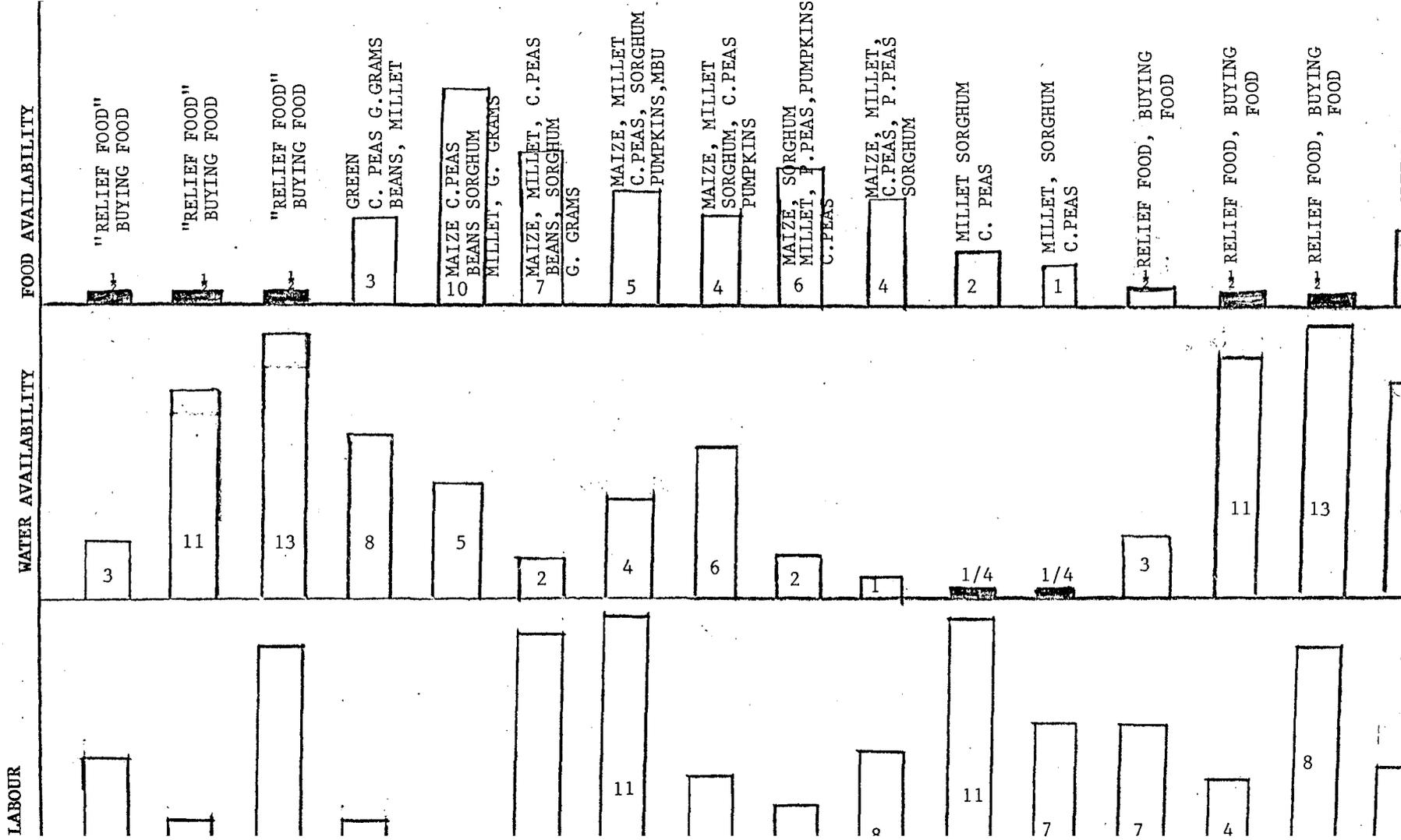
- \* The water is not potable (drinkable) but people use it as they have no alternative.
- \* That water is available but in very small quantities.
- \* That the resources available are not used to the maximum. e.g. water resources, and also use of animal manure on farms
- \* That most people are ignorant or unaware of the opportunities they have and so could not come up with many until probed.

#### Opportunities

- \* Utilise the existing valley to obtain water, dig shallow wells and expand existing earth dams.
- \* Make use of animal (organic) manure to improve on farm produce.
- \* Creating awareness and training communities on maximum resource utilization, as well as storage.

(Find diagram on resource management attached herewith)

KAMULA VILLAGE



3.13 GENDER ANALYSIS

KAMULA VILLAGE

(a) **ACTIVITY PROFILE BY GENDER**

MEN

Construct

Dig toilets

Dig toilets

Plough

Clearing bushes for shamba

Land preparation

WOMEN

- Cook

- Give birth and nurse

- Fetch water

- Thresh millet

- Thatching the house and granaries

- Make kiondos

- Weeding

- Harvest millet

- Harvest cow and peas

- Chase birds from shamba

Shared duties

Harvest maize

Harvest millet

Harvest cow peas

Chase birds

Fetch water

Analysis

Asked who is over loaded with work, the men said they do fewer but hard jobs while the women do more and easy jobs.

## 4.0 PROBLEMS AS PERCEIVED BY THE COMMUNITY

### 4.1 INTRODUCTION

The community members, after being taken through the tools, were asked to mention or identify their problems. They were also requested to add any other problems not brought out by the tools. Apparently, no new problems were added. To rank the problem for prioritisation, the community first did some weighting of problems by voting using stones in order to come up with the most pressing problems.

### 4.2 PROBLEMS IDENTIFIED

The problems identified by the community were as follows;

- \* Inadequate water
- \* High incidence of Human diseases
- \* Livestock diseases
- \* Uncompleted school
- \* Low soil fertility
- \* Poor roads
- \* High population growth
- \* Lack of awareness and knowledge on issues pertaining to development.
- \* Low food selling prices
- \* High buying prices
- \* Poor sanitation and lack of toilets
- \* Incomplete church
- \* The PRA team added some more from the tools though they were not among those weighted for prioritization. These were:
  - Poor food storage facilities
  - Lack of co-operation among the community members
  - Crop pests

#### 4.3 PROBLEM PRIORITISATION (PAIRWISE RANKING) (PRIORITY PROBLEMS)

##### Introduction

The objectives of Pairwise ranking were to assist the community rank their problems in order of priority for action as well as enabling the community make choices.

After alot of discussions, six problems were identified to be worked on by the community. Different symbols were used for every problem to make it easier for the illiterate members to differentiate what was being discussed. However, when the community started comparing the price differentials that is when crops are bought from them and the high prices of the same when they go to buy them from the shop, the majority could not see where the problem was and so thay had to vote.

##### Problems Prioritised

- \* Inadequate water
- \* Poor health status (Human diseases)
- \* Poor education facilities
- \* Low food prices
- \* Poor farming methods
- \* Livestock diseases

Copy of sub-group result (map, diagram etc.) (PAIRWISE RANKING)

	SOIL INFERTILITY	LIVESTOCK POPULATION DEPLETION	SELLING CEREAL AT LOW PRICES	BUYING CEREALS AT HIGH PRICES	HIGH POPULATION RATE	WATER SCARCITY	SCORE	RANKING
0	0	0	0	0	0	1	5	2
1	0	1	0	0	0	1	1	6
0	0	0	0	0	0	1	4	3
0	0	0	0	0	0	1	3	4
0	0	0	0	0	0	1	2	5
0	0	0	0	0	0	1	6	1

#### 4.4 JUSTIFICATION FOR PROBLEM PRIORITISATION

The criteria used for ranking of the problems was as follows:

##### Inadequate water

Water was identified as the main problem as per the following reasons:

- \* Water is at times obtained from far distance and this takes up most of the day and hence affects other activities like tending the farms and also household chores for women. Availability of water therefore would allow for more time for farming and hence food will then be available.
- \* The water is salty and coloured.
- \* Water borne and related diseases e.g. amoebiasis were perceived to occur due to poor water quality.
- \* If water was available, other activities could follow e.g. tree nurseries and also making of bricks, thereby boosting income.
- \* Some sources are shared by human beings and livestock and this means unhygienic water.
- \* Distance covered to obtain water means waking up early and travelling at night and this exposes the community to dangers e.g. snake bites.

##### Poor Health Status (Human)

- \* Sick people at times die while being carried to the nearest dispensary (Mivukoni) which is about 6km away.
- \* At times the dispensary has no drugs and they are forced to travel even further to seek medical help.
- \* If the health status is improved, people will be engaged in productive work.

##### Poor Education Facilities

- \* There is only one primary school in the village which is still incomplete.
- \* The furniture and other stationery are not adequate.
- \* Some people still don't know the importance of education.

##### Low food selling prices

- \* It discourages the farmers as they cannot afford to buy other inputs from sale of foods.
- \* They sell the food at low prices and buy the same at very high prices.
- \* They are lacking tools and farming techniques to improve their yields which they would then sell at good prices.

## Poor Farming Methods

- \* Lack of proper farming skills and tools results in poor harvest and hence lack of foods in some months.
- \* Failure to plant proper seeds due to ignorance leads to low yields.
- \* Use of shifting cultivation instead of improving their farms production by use of animal manure.

## Livestock Diseases

- \* Veterinary services are not easy to come by as they have to be sought from outside the village.
- \* The diseases lead to livestock deaths and this, being a main source of income, affects them greatly.
- \* Health of the animals becomes very poor and for being so weak, they fetch very little in the local markets.

## 5.0 SOLUTIONS SUGGESTED BY THE COMMUNITY

### 5.1 Introduction

The community members identified several opportunities within the village that could solve the problems afflicting them.

### 5.2 Problems and Possible Solutions

#### Inadequate Water

Digging of shallow wells.  
Construct earth-dams and expand existing earth-dams with community members providing labour.  
Sinking of boreholes.  
Rehabilitation of Kithunga and Wisk dams.  
Harvesting of roof water from iron roofed houses.  
Ensure reduction of pollution by installing latrines in homes within the catchment area.  
Provision of relevant assistance from the different Development Agencies according to their lines of specialisation.

#### Poor Human Health Status

Build a dispensary/health institution.  
Expand existing health centre in Mivukoni.  
The community will contribute to buy drugs.  
Training of Community Health Based Care Workers.

#### Poor Education Facilities

Build more classrooms for the uncompleted school.  
Buy more furniture and stationery for the school.  
The villagers decided to do this themselves and also seek help from outside agencies.

## **Low food selling prices**

To solve this problem, the community resolved to:  
Look for better storage means so as to avoid selling early which they do to avoid infection by pests.  
They will refuse to sell the produce until later when the selling prices go up.  
They will seek help from outside agencies to be trained on storage.  
They will form co-operatives to buy the produce at reasonable prices.

## **Poor farming methods**

The community resolved to:

Dig terraces and plant trees on terraces.  
Plant terraces and plant trees on terraces.  
Plant by ploughing as this will ensure better utilization and hence more yields.  
They will want to have some training on proper farming methods from the Ministry of Agriculture, Livestock and Marketing Demonstration farms.

## **Livestock Diseases**

The community saw construction of dips as a possible solution to the problem of livestock diseases.  
Control of animal movement will reduce the incidence of diseases, especially the contagious ones.  
Training's on livestock keeping and production by GOK department will also ensure that local Paravets are available to take care of the animals when officers are away.  
Improvement of veterinary officers attend to their animals when need arises.

## **6.0 INSTITUTIONS THAT COULD CONTRIBUTE TO THE SOLUTIONS**

Having identified their problems and possible solutions to the same, the community realised that there were a few problems they could manage on their own by using local resources while with most others, they required outside assistance for sustainable development.

Note: The venn shows some Development agencies have paraded there in the past though minimumly but have left. Currently, except for the line ministries, no other agency is operational in Kamula.

The institutions identified by the Kamula community to help achieve their goals are:

Ministry of Water (Water dept.)

Ministry of Health (health dept.)

Ministry of Agriculture and Livestock respectively (Agriculture and Livestock (Veterinary dept.)

GTZ

Other Development Agencies e.g. AAK and local community groups like water and women groups.

## 7. COMMUNITY ACTION PLAN

### 7.1 Introduction

The main objectives of the community Action Plan were to:

- \* To assist the community plan for themselves.
- \* To enable the community think through the process of developing their own village and make commitments.

### 7.2 Process

All the tools used by the PRA team were displayed and explained to highlight the various aspects coming out of them. The village Development Committee had previously prioritised six problems. The community was asked to include an others which they thought could be worked on.

The community members were then divided into six working groups, each to discuss a certain problem. The 'opinion leaders' formed their group to give room to others to air their views.

Later, all the groups shared their plan in the plenary and where necessary, questions were asked for amendments and clarification.

### 7.3 When and by whom?

The C.A.P. was produced after the tools had been used, problems and also possible solutions had been identified. The community members themselves produced the C.A.P. with the facilitation of the PRA team. A total of 67 community members (32 women and 35 men) participated in the drawing of the C.A.P. (this was inclusive of the youth sub-group).

### 7.4 Highlights of the CAP

The 'opinion leader' who only appeared on the first day of the village workshop were a real problem as they were not giving the villagers a chance to talk. They only wanted the issue of water addressed and not any other. Even on water, they were only interested in boreholes.

The issue of health also raised problems. The community said they wanted their own health facility and when probed and even inputs given, they still insisted on a health centre. The nearest dispensary is about seven kilometres from the furthest point and is not adequately stocked with drugs.

The most striking thing was the community was very happy with the realisation that they too could plan for themselves. However, they have been so used to being 'brought development' and therefore were not very pleased who the PRA team could not say what they could give. Even after taking a follow-up, they were still not satisfied, especially the 'opinion leaders'.

PROBLEM	POSSIBLE SOLUTIONS/ OPPORTUNITIES	WHO WILL IMPLEMENT?	WHO WILL BENEFIT?	WHEN WILL IT BE DONE	SOURCE MATERIA
INADEQUATE WATER	1.DIG WELLS 2.DRILL BORE HOLES 3.DIG EARTH DAMS 4.DIG LATRINES	VILLAGERS (Through village Development Commitee)	VILLAGERS	STARTING IN OCTOBER 1995	USE OF LO MATERIALS -SEEK HEL OTHER AG
POOR HEALTH STATUS (Human diseases)	-BUILD HOSPITAL -EXPAND EXISTING HEALTH CENTER IN MIVUKONI -CONTRIBUTE TO BUY DRUGS TRAINING OF C.B.H.C.	VILLAGERS THROUGH L.D.C.	VILLAGERS	STARTING IN OCTOBER 1995	VILLAGERS GOK OTHER DEV AGENCIES
POOR EDUCATION FACILITIES	-BUILD MORE CLASSROOMS -BUY MORE FURNITURE & STATIONERY	PARENTS IN KAMULA	CHILDREN	OCTOBER 1995	-VILLAGER -SEEK HEL DEVELOPM AGENCIES
LOW FOOD SELLING PRICES	-REFUSE TO SELL -PROPER STORAGE -HIRE STORES	VILLAGERS	VILLAGERS	IMMEDIATELY	BUY SACK ASK FOR GTZ AND DEVELOPM AGENCIES
POOR FARMING METHOD	-PLANT BY PLOUGHING -TRAINING FROM MALDIM -DIG TERRACES -PLANT TREES ON TERRACES DEMONSTRATION FARMS	VILLAGERS	VILLAGERS	IMMEDIATELY AND RAIN SEASON	OUR TOOL (VILLAGER SEEK ASS FROM DEV AGENCIES
LIVESTOCK DISEASES	-CONSTRUCT CATTLE DIPS -CONTROL MOVEMENT OF ANIMALS -TRAININGS ON LIVESTOCK KEEPING FROM GOK -IMPROVEMENT OF VET. SERVICES BY GOK	VILLAGER AND VETERINARY OFFICERS	VILLAGERS	IMMEDIATELY/ AFTER RAIN SEASON AND AFTER TRAINING	-VILLAGER -GOK -NGO's

## 7.5 The Village Committee

Having tackled all the tools with the community and triangulating them, a village committee was selected by the community members so as to come up with all problems identified. These were later discussed with the rest of the villagers before problem prioritisation and the drawing of the CAP. The committee was well represented by all sub-groups, men, women and the youth.

## 8. CONCLUSION

1. The PRA exercise enlighten the community of Kamula on their problems/needs and the community was able to come up with possible solutions to their problems.
2. Community members appreciated the approach as the PRA team freely interacted with their unlike in the past when the approach has always been top-bottom.
3. The exercise was demanding in terms of time, education and exposure to previous such related issues.

APPENDIX IV

**PRA REPORT**

**NGALANGE VILLAGE**

**25TH AUGUST - SEPTEMBER 2ND**

**1995**

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### Acknowledgement

Foremost, the PRA Team thanks the Ngalange village Community for their hearty welcome and send off. We equally thank them for their co-operation throughout the PRA exercise, without which, our workshop would not have been successful.

Not to be forgotten is the tolerance they had throughout the ten days and their perseverance to abandon their daily activities and concentrate on the workshop. They also saw to the comfort and suitable stay of the PRA team in the village for which the PRA team is grateful.

More appreciation goes to the Area Sub-Chief Mr. Solomon Mwinzi for the community mobilization and his participation and presence throughout the workshop.

The PRA team extends special thanks to the headmaster of Ngalange Primary School, Mr. Syengo for allowing the team to use the school compound and facilities for conducting the village workshop.

The presence and participation of the youth in the workshop can not go unmentioned. The PRA team was impressed by the active participation of the youth during the workshop.

We extend special thanks to the two link persons (Maundu Maana & John Nzengu Musyoka) for their tireless work and stay with the PRA team throughout the village workshop. Their effort can not go unmentioned and unappreciated.

The team can never forget the support of the sponsoring agency (GTZ-IFSP-E) for the transport and arrangements and taking care of all the logistics issues.

Special mentioning goes to the PRA team members for the hard work done and tolerance of the hardships throughout the workshop to come up with the final report.

## 1.0 Brief Description of the Community

Ngalange village is situated in Ngalange sub-location, Tseikuru location, Kyuso division in Mwingi district. It is situated about 8 km from Tseikuru town, 42 km from Kyuso town (divisional headquarters) and about 110 km from Mwingi town (district headquarters)

It is composed majority of indigenous Kamba or kamba of Meru and Embu origin.

It has a total of 119 households. The socio-economic situation of Ngalange village is very low consisting of petty business with sale of local brew (mawa) as the highest source of income. The next chief income earner is the sale of food crops and livestock which are normally bought at very low prices.

Indigenous farming systems are prevalent in Ngalange village. As a result, the area has a severe soil erosion problem which has resulted in denuded land.

Social facilities in Ngalange constitute a primary school (Ngalange primary), three different churches and mobile social services. All of the three have supported the community by rendering respective services.

## 1.1 Approach, Objective and Programme of the Village

### Workshop

Ngalange village was selected for the PRA exercise for various reasons. The basic criteria was food insecurity and distance from the district headquarters (i.e. access to extension services).

The members of the PRA team had different skills, background and experiences. Hence, the different view points of the team members complemented each other and provided a more comprehensive picture. In this way, the team approached the topic of the appraisal from different view points, which gave new and deeper insights.

The PRA team comprised of seven multi-disciplinary personnel from the following:

- \* Ministry of Agriculture, Livestock Development and Marketing.
- \* Ministry of Water.
- \* Ministry of Environment and Natural Resources (Forestry)
- \* Ministry of Culture and Social Services.
- \* Action Aid Kenya (NGO)
- \* GTZIFSP-E

The following comprised the multi-disciplinary team:

- |                                  |            |
|----------------------------------|------------|
| 1. Godfrey Ikomoli (Team Leader) | AAK        |
| 2. Alfonse Musili                | DLPO       |
| 3. Francis Mwai                  | DSDO       |
| 4. Sammy Nzilu                   | D.DWE      |
| 5. Angelina Mutunga              | GTZ-IFSP-E |
| 6. Elizabeth Mutia               | GTZ-IFSP-E |
| 7. Phillip Kitili                | D.DFP      |
| 8. Patrick Mwanzia (Driver)      | GTZ-IFSP-E |

## 1.2 Summary of the village workshop

The village took a total of ten days starting from 25th August, to 2nd September 1995. A total number of ninety members, both men and women participated in the workshop.

After introduction and familiarization of the PRA team to the community by the Assistant Chief, the team leader (through the team facilitator) informed the community the objectives of the village workshop.

The PRA team consisting of a team leader, a team facilitator, a note taker, and four team members introduced the community to the days tool, social and resource map to be used for situation analysis and for data collection. The tool would enable the community identify the number of households in the village and the resource available to them.

The PRA team used the evenings for analysing the collected information (data). Preparation and the selection of tools which could answer the key questions was also done. The preparations regarding the tools to be used during the day was every morning before the PRA team left for the village.

The second tool was transect walk which brought forth a data showing water as the main problem. Venn diagram showing the various institutions in the community was also done. This showed the relationship between the existing institutions and the community. Wealth ranking was done on the third day, - this showed the wealth status of the community into three categories.

## 2.0 Resources and Potentials as Perceived by The Community

Ngalange village has various resources as identified by the community and verified through the transect walk. These resources include:

### Land

This is identified as the chief resource. It is used for food production, settlement, pasture lands and is sometimes sold to earn cash.

### Forest

Forests are the second chief resource. Varied tree species in the forests are used for varied purposes e.g the baobab tree has edible fruits and its bark is used for kiondo making. Varied tree species are used for medical purposes e.g the "Kiisya" whose green leaves are medicine to both human and livestock diseases. The "Mukau" tree provides valuable timber for both construction and sale.

Forests are a good source of firewood and charcoal generation. Trees with big tree trunks are useful for carving bee-hives.

Thorny trees are used for fencing while others are used as producers of food for livestock like "Mugaa". The "Kithumula" species is also a source of income through the marketing/sale of the fruits. All tree species are sources of shade during hot weather and some constitute local dye for ciondo making.

### Livestock

This is the third chief resource in Ngalange village. Livestock constitute cattle, goats, chicken, donkeys and bee-keeping.

Cattle: They are the chief source of income in the village; and are used for milk and ghee provision. The cows provide meat and hides for sale while they themselves could be sold to obtain cash. Cows are also used to pay dowry. Bulls are of supreme importance in ploughing.

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Goats: These are chiefly used for income generation. They provide a small scale of milk for domestic use, and hides for sale. They too are used for dowry payment.

Donkeys: They are used majorly for transportation of water and goods from one place to another. In very minimal cases, they are used for ploughing and dowry payment.

Bee-keeping: This is done in a subsistence scale. The highest percentage of honey collected is sold for income generation, and a small percentage is used for subsistence purposes that is eating and making the local brew.

#### Rivers and streams

These are used for provision of water (in form of hand-dug wells) but only during the rainy season. Rivers and streams provide sand for construction.

#### Rocks and stones

These are good sources of ballast for construction. Stones are used as bird-scaring tools by use of a sling. Rocks are potential sources of rock catchment and sub-surface dams.

### 3.0 Tools and Processes used to Obtain Information in Ngalange Village

To obtain information in Ngalange village, the following tools were used.

#### 3.1 Climate Setting

This was done on arrival to the village on 25th. It was done by use of songs and detailed self introduction. The PRA team members introduced themselves to the community by telling their names, home area and clan. By this it was established that some members of the PRA team belong to the same clan with some of the community members. As a result, the community members were more free to share/give information to the PRA team.

#### 3.2 Social And Resource Mapping

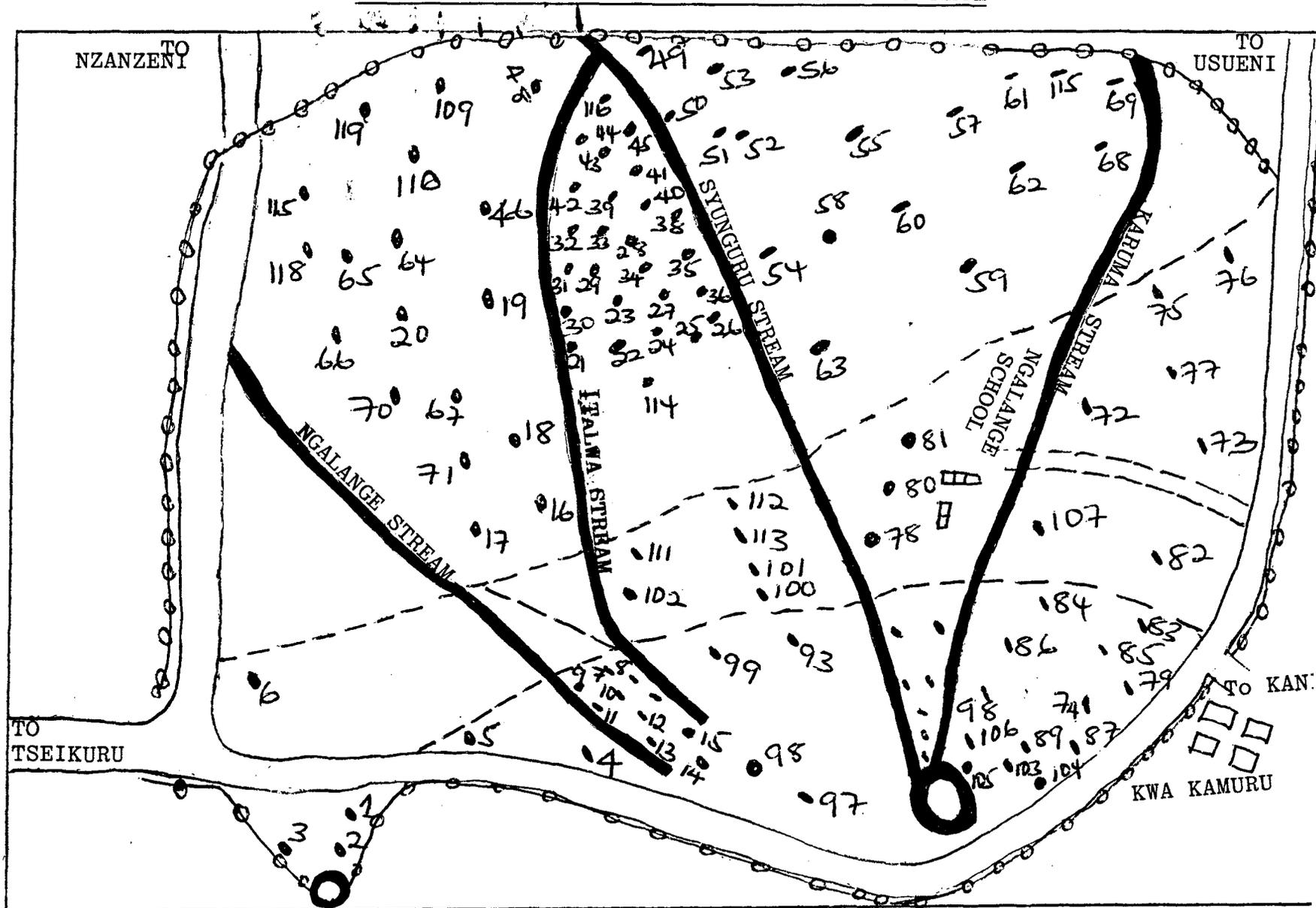
After climate setting and explaining of the teams mission to the village, those present set to drawing of social and resource maps.

The PRA team introduced the concept and purpose of social and resource map and left the community to draw it on their own (after giving the guidelines).

The community drew the map on the ground. Locally available materials were used to mark/indicate different features on the map. The community then put their households in place. After this, they indicated the different resources within the village.

Endorsements were very common through out the whole exercise. All the community members confirmed the inclusion of their households. Finally, the community agreed that the map drawn on the ground was the actual presentation of their village. The PRA team then transferred the already drawn map into a paper.

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**SOCIAL AND RESOURCE MAP - NGALANGE VILLAGE**



- KEY**
- HOUSEHOLDS
  - SHOPPING CENTRE
  - SCHOOL
  - ROAD
  - VILLAGE BOUNDARY
  - PATHS

### 3.3 Transect Walk

A transect walk through Ngalange village was carried out by the PRA team in guide of two link persons. Features and resources shown in the map were verified through the transect walk. Semi structured interviews were a common tool that helped the PRA team gather the necessary information.

Through the transect walk, the following problems were identified (by use of semi-structured interview and direct observation):

- \* Soil erosion
- \* Water scarcity
- \* Deforestation
- \* Poor sanitation
- \* Poor access roads

Trough the same tool (SSI), the following opportunities were identified:

- \* Terracing
- \* Training of farmers on farming methods
- \* Construction of water sources
- \* Opening up of access roads
- \* Pit latrine construction

Details of these are given in the copy of the transect walk diagram attached.

VILLAGE WORKSHOP IN N GALANGE, DAY SATURDAY, note taker A.S. Mutunga  
TRANSECT WALK

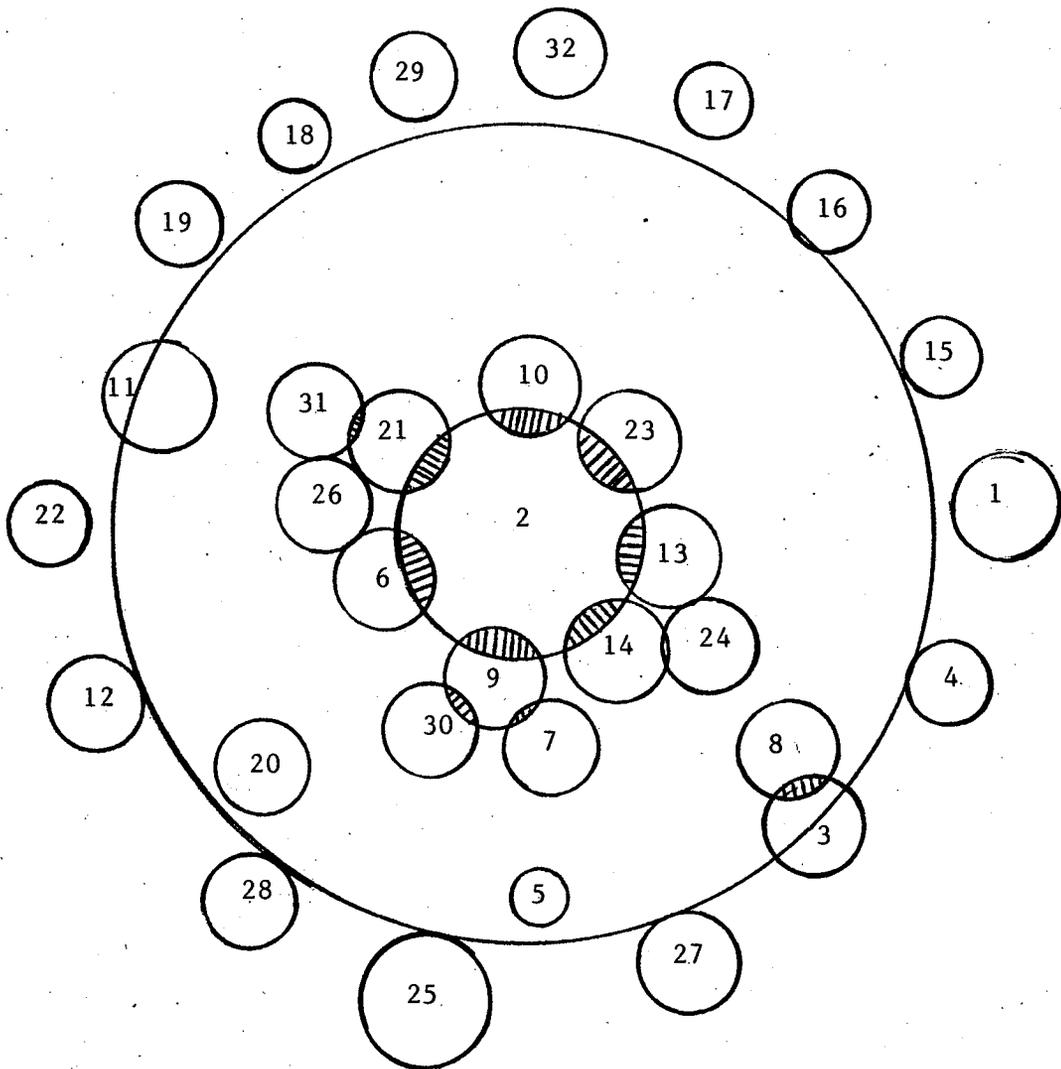
INDICATORS								
SOILS	-Sandy loam -Denuded lands -Gully Erosion	-Sandy loam open denuded land	-Sandy loam denuded Land & Soil Erosion	-Sandy loam denuded land	Red Sandy loam denuded Soil Erosion Gullies	Stony sandy loam Denuded Land Soil Erosion	Sandy loam Denuded land serious soil erosion	Sandy loam denuded land soil erosion
VEGETATION	Shrub land Acacia/ Commiphora Spp.	Open grassland cleared land	Shrub-land Acacia Spp.	Acacia/ Commiphora grass land	cleared open land	Cleared open grass land with indigofera forbs	Cleared open grass land	Cleared open land
LAND USE	Farming -Millet -Sorghum -Cowpeas -Grazing -No livestock settlement	-No Farming -No Livestock	Farming -Sorghum -Millet -cow peas -Livestock seen settlement	Farming -Millet -Sorghum -Cowpeas -Livestock -School	Farming -Millet -sorghum settlement	Farming -millet -sorghum live-stock settlement	Farming -millet -sorghum livestock Settlement	Farming Millet sorghum settlement
PROBLEMS	Serious gully erosion -water scarcity -poor farming methods -No Access roads	Poor Farming Methods -Water Scarcity -Soil Erosion -No Access roads	-Worm Intestination in livestock -Scabbies -No water -Soil Erosion -Deforestation -Poor farming Methods  POOR SANITATION e.g. PITS	←	← Poor Farming Methods ← SOIL EROSION ← Water Scarcity ← Deforestation ← Baobab endangered Sp.	←	←	←
OPPORTUNITIES	←	←	← TERRACING ← TRAINING OF FARMERS ← AFFORESTATION ← SSD / EARTH DAMS / SW/BH ← OPEN ACCESS ROADS ← SISAL PLANTING ← PIT LATRINES	←	←	←	←	←

### 3.4 Venn Diagram/Institutions

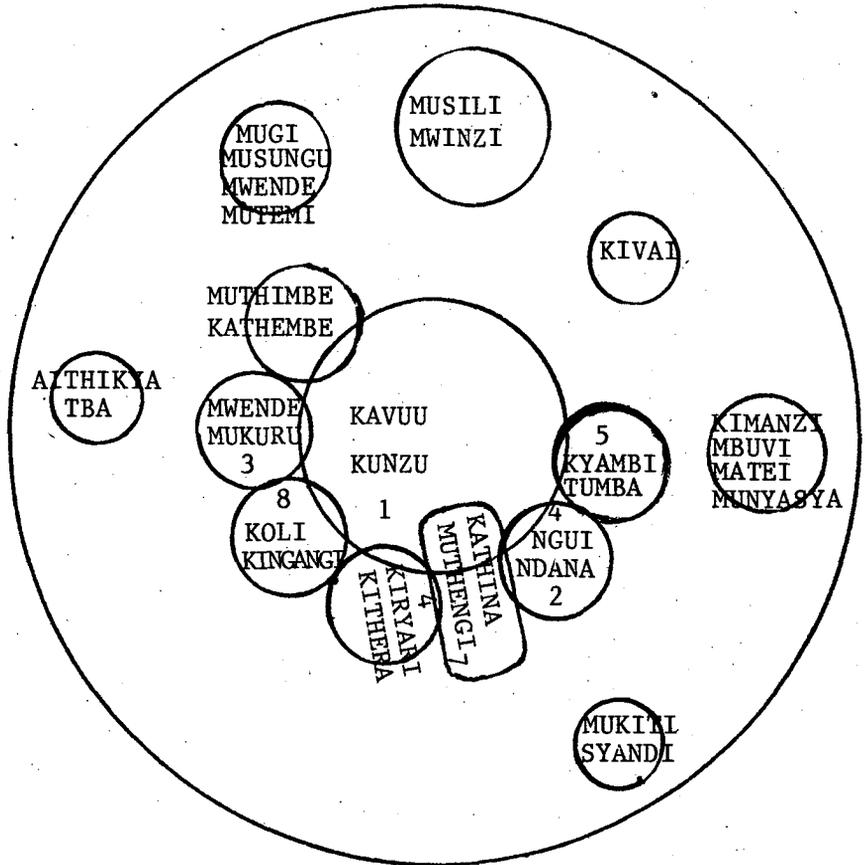
The community was sub-divided into three sub-groups of men, women and youth. The PRA team introduced the concept and purpose of the venn diagram to establish the institutions within and without the village and how each institution relates with the community.

Each sub-group was left to draw their venn diagram on their own, after which each sub-group chose a member to present their findings to the whole community. The different sub-groups then came together and the different venn diagrams were presented to them.

MEN  
VENN  
DIAGRAM



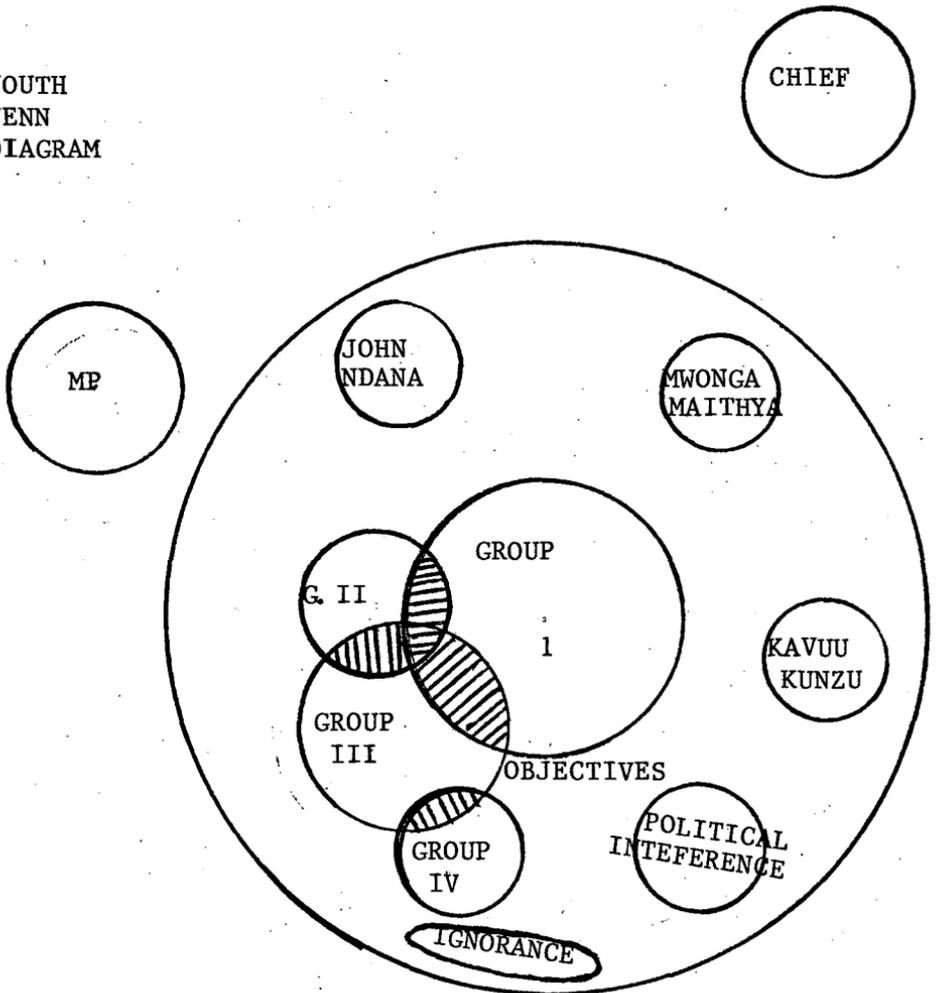
WOMEN  
VENN  
DIAGRAM



VILLAGE WORKSHOP IN NGALANGE, DAY 3, NOTE-TAKER S.M. NZILU

INSTITUTIONS WITHIN  
NGALANGE VILLAGE

YOUTH  
VENN  
DIAGRAM



### 3.4.1 Relationship Between the Institutions and the Community

The relationship between the identified institutions and the community is shown on the diagrams. The distance of circles in relation to the community are as follows (Elaboration on the Men's venn diagram):

#### Water Department

This lies outside the village. This implies that water services are needed in Ngalange village though they have not been rendered.

#### Kayuu Kunzu

She appears at the centre of the community. The size of the circle (big) implies services rendered to the community.

Kyungu (Foreseer)

Hand in hand with Kitura (circle 8) they render useful services to the community in preparing the community in events to come.

Public Works Department

This lies outside the village. The implication is that their services are needed in Ngalange village even though they haven't been rendered.

New Apostolic Church

This is inside the village, rendering services to the community

Administration

This is at the centre of the village. Hand in hand with Kavuu, and the clans, the administration has been of help to the community to initiate development activities and also providing security to the village.

Danida

This appears inside the village. It has rendered useful services to the community (in the past) by constructing water tanks in Ngalange primary school.

Kitura

Rendering useful services to the village together with No. 3

Kanu Leaders

Very close to the villagers in initiating and carrying out development activities in the village.

Social Services Department

This is inside the village, and has been rendering useful services to the village especially in mobilizing the existing Myethya groups.

Area Councilor

The area councilor has been rendering help to the village in initiating and carrying out development activities.

Area M.P.

The area MP has not been rendering service to Ngalange village even though his services are required in initiating and carrying out development activities.

Village Elders

These have been of much help to the villagers in initiating and carrying out development activities in the village.

Education Department

The education department has been rendering essential services to the villagers as indicated by the position and size of the circle.

Livestock Department

This department is outside the village. It has not been rendering services to the villagers even though the services are highly required.

P.H.T

This is outside the village. It has not been rendering services to the villagers.

UNICEF (NGO)

This is outside the village. It has not been rendering services to the community even though the services are required and it had promised to aid the Ngalange villagers.

AAK (ACTION AID KENYA - NGO)

This is outside the village. It has not rendered any service to the village even though their services are needed.

F.P.A (Family Planning Association)

The services have not been effective as it has only reached the women. Men felt they also needed its services.

MUKWA (Mwingi Kyuso Welfare Association)

This is inside the village, rendering essential services to the community.

GTZ - IFSP-E

This is inside the village as it had helped the community in providing food for work before the arrival of the PRA team.

Forest Department

The forest department has not rendered any services to Ngalange village. Hence, its located outside the village.

Businessmen (e.g. Mwonga Maithya)

Part and parcel of the community in rendering essential services and help to the community.

Baptist Church

Has been rendering help/service to the community hence the location inside the village.

CDK (Catholic Diocese Of Kitui)

Has not rendered any services to the village hence its located outside the village.

Clans

Part and parcel of the community in development activities and other forms of help.

IPC (Independent Presbyterian Church)

Has not rendered any help to the villagers however, located outside the village.

Mutitu Bus Service

Has been rendering transport services to the village but at very high charges. The community has however feels that the Mutitu bus service has not provided much of a help to them.

Agriculture Department

This has not rendered any services to the village hence its located outside the village.

Myethya groups

These are part and parcel of the community in development activities and also in other forms of help/aid. Note the size and the circle implying a greater impact on development activities.

### TBA (Traditional Birth Attendants)

The Traditional birth attendants render services to the community hence its location at the centre of the village.

### TWA (Tseikuru Welfare Association)

The Tseikuru welfare association has not been rendering services to the village, hence its located outside the village.

## 3.5 Seasonal Calendar

The community was sub-divided into 2 sub-groups, of men and women. The PRA team, too sub-divided into two groups and introduced the purpose of the tool to the village i.e. to establish the annual activities of the village. The different sub-groups then gave their respective activities for the year which were listed down by the PRA team.

From the seasonal calendar, the following was established. The villagers are busy/occupied in their farms for most months of the year.

The most probable time to start a project is during the months of August and September when there's a lot of laxity and festivity. During these two months, very little is done on the farms or even on development activities due to circumcision ceremonies and merry-go-round fund raising.

This has enhanced the food insecurity situation in Ngalange village. Most busiest months of the year are November, December, January, February and March when there is weeding, harvesting and planting respectively.

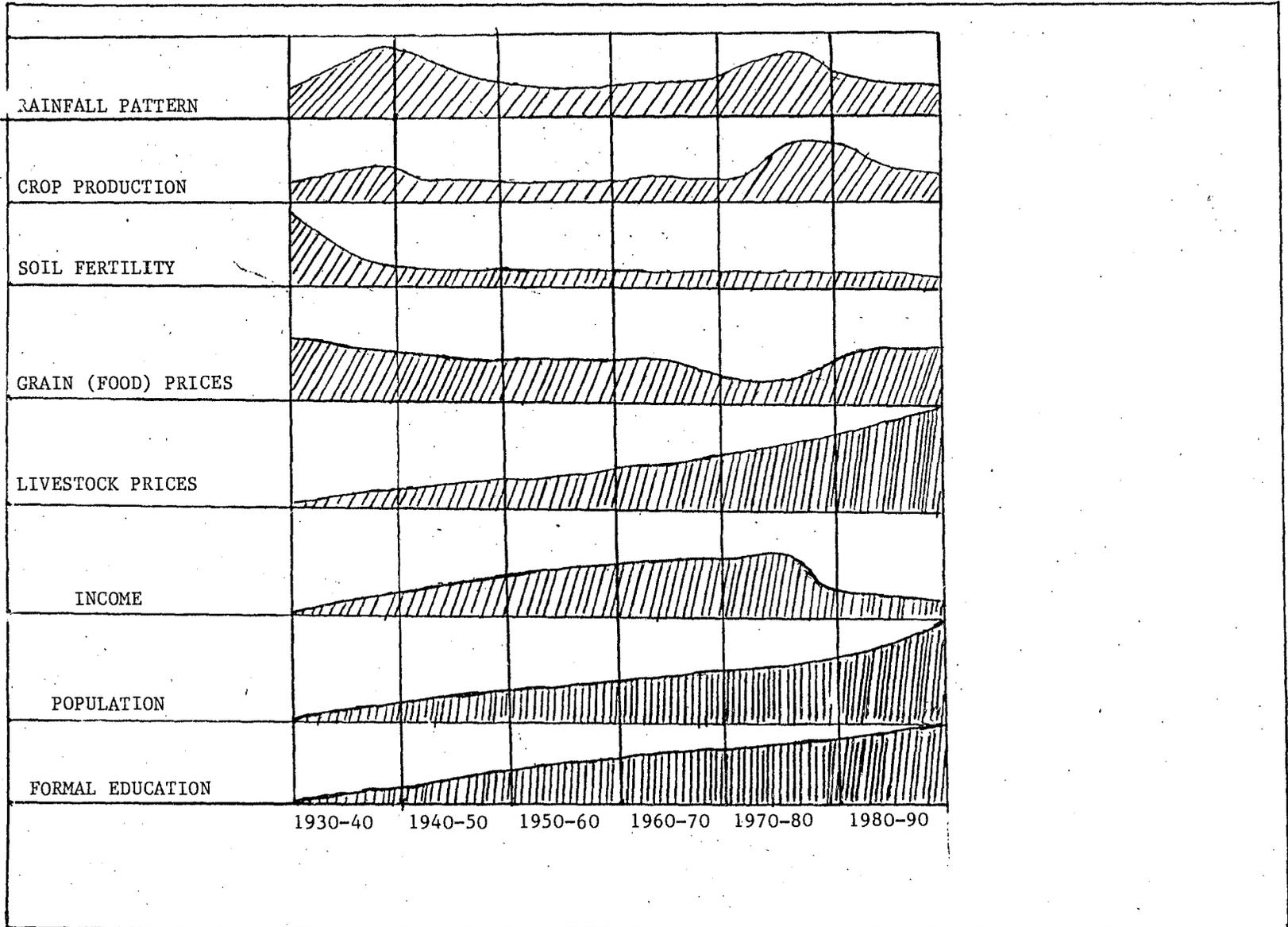
Cash needs are highest in the months of January, February and March due to school fees. The highest yields of honey are harvested in April. Highest livestock prices are in May and December. Human diseases are more rampant in January, February and March.



VILLAGE WORKSHOP IN NGALANGE, DAY 1/9/95, NOTE TAKER E. N. MUTIA

SEASONAL CALENDAR

SEASONAL TRENDS (OVER 10YRS TIME):



### **3.6 Time Lines**

This was done by a group of both men and women. The PRA team introduced the concept and purpose of the tool - to establish changes of varied indicators over 10 years time. The community then listed the indicators and showed how they have changed over years time. From the seasonal trends, the following was established.

Rainfall has been inconsistent over the ten years time interval. Soil fertility has decreased over the same period of time. Population has increased over the same period of time. Livestock prices have increased over the years. Food prices have been inconsistent over the ten years time interval. Incomes and crop production have also been very inconsistent over the same period of time.

This could be accounted for by the fact that there has been disparity in the rainfall pattern which has also affected the other indicators e.g. an insufficient rainfall will result in low crop production ( yields) which will like the prices of livestock as they (livestock) will be the sole source of obtaining money for buying foodstuff. The market is flooded with livestock of a sufficient rainfall.

### 3.7 ITK's (Indigenous Traditional Knowledge)

The community was sub-divided into four sub-groups of men, women, boys and girls at different times - that is the boys and girls did their ITKs in the morning while the men and women did their ITKs in the afternoon.

The PRA team sub-divided into 2 teams at the two different times, and on each occasion introduced the concept and purpose of the tools to know the existing knowledge in the village. (which in a way have been the coping mechanisms to the problems in the village).

The different sub-groups gave their ITK s that were draw backs to development. The following were established as major draw backs to development activities.

**Circumcision:** A lot of loss of blood sometimes leading to death. sharing of the same implement without sterilization may bring transference of secondary diseases. The children involved are in most cases delayed in attending school after reopening in September.

A lot of valuable time which could be spent in development activities is consumed in this.

**Soothe saying:** May bring hatred/enemy which would be a hindrance to effective development activities. A lot of resources are wasted in this which would have otherwise been used for other better activities to enhance development in the villages.

Besides being draw backs to development activities the rest of the ITK's were seen majority as coping mechanisms to various problems.

Following is a list of ITK's used as coping mechanisms to specified problems

Use of tree bunn or leaf solutions as medicine for both preventive and curative measures is rampant in Ngalange village. This is a device (coping mechanism) to the long distances to existing health facilities. Following is a list of medical practices from within Ngalange village. "Kyua" species the solution is used for treatment of the following.

- Deworming for both human and livestock
- malaria
- Scabies (bathing with solution)
- Ectoparasit washer

The "Kisemei and Kikokoa species are used for treatment of:

- Chest pains
- Eye infection
- Coughing

Mwelengwa species is used for treatment of diarrhoea. Ikeu species is used for treatment of tapeworms. The roots of sodom apple plant make a solution for diarrhoea treatment.

• Daily Activity Profile

This was done by 4 sub-groups of the community. Men, women, boys and girls, at different times of the day i.e. the boys and girls did this in the morning while the men and women did it in the afternoon.

The PRA team sub-divided into two in each occasion and introduced the concept and purpose of the tool to establish different activities of the different sub-groups in a day. The different sub-groups listed their different activities in a (normal) day.

From the daily activity profile, the following was established. Women have more activities than men in a day. Men have fewer but harder activities (than the women) in a day. Girls are overworked than the boys in a day which affects their (girls) academic performance.

### 3.9: Wealth Ranking

This was done by a group consisting of both men and women. The PRA team introduced the concept and purpose of the tool to the community that is to establish the wealth status of the community. The community listed the indicators of wealth as they perceived them. Following is the criteria for wealth as seen in Ngalange village.

#### Criteria for Wealth in Ngalange Village

##### Group I

The following is the criteria for group one in Ngalange.

- Livestock
- Cows between 5 - 10 and on words
- Goats between 25 onwards
- Donkey 22 and onwards
- Food stuffs from 20 sacks onwards
- Poultry from 30 - 40 and onwards.
- A businessman
- Has a family, a wife and children
- Enough land for cultivation and a surplus land
- A stable house (building)
- Either working or with working children
- With ploughing oxen
- Enough water cans for the donkeys he has.

##### Group II

##### Livestock

- Cows 2 - 4 and on
- Goats from 5 to 10 and on
- One donkey
- 4 to 10 chicken and on
- Has a family, a wife and children
- May have enough land for cultivation or not
- A stable building to accommodate his family.
- Either working or with working children or having a petty business.

After listing the criteria, the community categorized three class of living as indicated by the indicators. Respective households were ranked into corresponding categories (as dictated by the indicators). Following is a list of the households in their respective ranked categories.

**Names of the respective households in the wealth ranking**

**Group I**

**MAITHYA SYENGO  
MUTHYA SYENGO  
MUNYASYA SYENGO  
MUTINDA MENGI  
MUANGE MWENGA  
MUTEMI MUKIO**

**(6 HOUSEHOLDS)**

**GROUP II**

**KILONZO NZUU  
KARIOKI MUSYIMI  
MUNYOKI MWINZI  
SYENGO MUTUNGA  
IVOKI MWOVI  
KILUNGYA MATII  
MWANGANGI MANG'ARA  
MAITHYA MASILA  
MUSILI MWINZI  
MUSYOKA MUTUNGA  
TUMBA MISYILI  
MUSYIMI MURYU  
WAMBUA MURYU  
MUSYA MUSYOKA  
MUSYOKA MBUTI**

**(15 HOUSEHOLDS)**

**GROUP III**

**SIRU MUTUI  
MUTHEI MUSEE  
MULI MWANZA  
KATUNGULU JYETI**

MWINZA SYENGO  
KITONDO SYENGO  
MWENDWA SYENGO  
MUMBE MAITHYA  
MUTHUI KIETI  
MBUVI SYENGO  
KARAMBA SYENGO  
NGUNDURU NZUU  
MUNYOKI SYENGO  
MUSILI NZUU  
MUKIRI UKULO  
MURYA MUTEMI  
MASYA MALING' A  
MENGI MALING' A  
MBITI MWOVI  
MUVATHI MUSYOKA  
NZENGU MUSYOKA  
KIMWELE IVOKI  
MUTEMI NZAMBURI  
MWENDWA KAUTHI  
SYENGO MWOVI  
KATHINA MUTHENGI  
MALUKI NZAMBURI  
KISYETU NGAVA  
KAUTHI KITEME  
KYAMBI MANGARA  
KOLI KASINGANO  
MATITI MUISYO  
KANOMBWE KAUTHI  
KAMBWEA MANGARA  
KAKELE KIRYUNGU  
MWIKALI MALUKI  
KIMANZI MBUVI  
NGUI MUNYSAYA  
MUSYOKA MUTHYA  
KANGETHWA MASIMBU  
KAVUKU KIMANZI  
KASINA MBUVI  
KAKA KASINGANO  
KITHEKA MANGARA  
KARYARI KITHEKA  
MWANGANGI MASILA  
MUSYOKI MUTISYA  
KAVATA MUSEMBI  
MURU WAMBUA

MUTIA MWINZI  
MATII MUNYASYA  
MBUVI MUTHYA  
MUNGO MUSILI  
MATII SYANDI  
MUTEMI MATII  
MWANIKI KITHUKU  
MWINZI MBUTI  
KAYUMYA MATII  
KATUI MUSYIMI  
KIMWELE SYONDO  
MWINZI MAITHYA  
MAITHYA MUSYIMI  
MULIWA SYONGO  
KASYOKA MURIOKI  
MWASYA SYENGO  
SYUMITI KAUNDU  
KALEKYE MUNYOKI  
KITAMBI KUNZU  
KYAMBI KYONDO  
NDUSYA MWANGANGI  
MULIWA KUNZU  
MUNYANGE MUTUNGA  
MUTHENGI MUKUI  
KASYOKA KITHEKA  
MAUNDU MAANA  
MUYATHI MAANA  
NGUI UKULO  
MANGARA KITHEKA  
MAITHYA SYENGO  
MUNYOKI MUNYASYA  
NDUKU SYENGO  
SYOMITI MULI  
MUTUA MAKOLA  
MUTUA MUTISYA  
KILONZO SYENGO  
MUNYOKI SYENGO  
MALUKI KAUNDU  
KATHINI SUNGU  
MUTHUI MULI  
MWINZI KIRIUNGU  
MWASYA MULI

(98 HOUSEHOLDS)

Majority of the villages live below the poverty belt 98 out of the 119 households were ranked in the lowest bracket. Only 6 households live in the highest bracket. The remaining 13 households (out of the 119 households) live within the middle class.

This was done by a group of both men and women. The PRA team introduced the concept and purpose of the tool i.e to establish access and control of resources of the two different sub-groups (men and women). The community listed the resources within their homesteads and showed who was accessible and in control of them.

The following were the findings:

- Women had very little access and control of resources controlling only chicken and kitchenware.
- Men had all the access and control to the different resources.

#### 4.0 Problem Identification Process

##### 4.1 Problems As Perceived By Men

The men identified the following problems:

- \* Water scarcity
- \* Lack of health facilities
- \* Human diseases
- \* Livestock diseases
- \* Food shortage
- \* Lack of access roads
- \* Banditry
- \* Lack of polytechnic
- \* Lack of training
- \* Lack of farm inputs
- \* Poor access to veterinary drugs
- \* Soil Erosion
- \* Lack of tree nurseries

##### 4.2 Problems as perceived by the women sub-group

The women sub-group identified the following problems:

- \* Water scarcity
- \* Lack of access roads
- \* Food shortage
- \* Low prices of foodstuffs

##### 4.3 Problems as perceived by Girls

Girls identified the following problems (in order of priority)

- \* Water scarcity
- \* Food shortage
- \* Lack of health facilities
- \* Lack of access roads

#### 4.4 Problems as perceived by Boys

The boys identified the following problems in order of priority:

- \* Water scarcity
- \* Lack of health facilities
- \* Banditry
- \* Livestock and human disease
- \* Shortage of land
- \* Food shortage
- \* Soil erosion
- \* Poor soils
- \* Inadequate schools
- \* Lack of access roads
- \* Lack of farming tools
- \* Shortage of pasture lands
- \* Lack of water tanks
- \* Poor access to building materials
- \* Poor communication.

#### 4.5 Problems as perceived by the whole community

After obtaining the identified problems from the four sub - groups, the problems were re - ranked by the whole community. Some problems were merged with others as the subjective analysis of problems and their causes was done.

It was also established that some problems were as a result of others; hence, two similar problems were merged into one. After a lengthy discussion, the community agreed through a consensus that the following were the problems in their order of priority. Reasons were given for the rank of every problem.

##### (a) Water scarcity:

This was identified as the main problem as per the following reasons:-

- \* Time spent in drawing water would be used for farming and food will then be available.
- \* When water is available, other development activities such as hospital construction and tree nursery establishment would follow.

- \* Available water (from far distances) was inadequate hence queuing which took most of the community's time per day as indicated by the livelihood analysis.
- \* Water (from the far distance sources) was not potable - was saline.
- \* Water related diseases e.g amoebiasis was prevalent in the area.
- \* The available water was coloured in accordance to the underlying soil which was a big problem in washing white garments.
- \* Availability of water would trigger-off income generation activities i.e horticulture practices.
- \* Inadequate drawing and storage facilities which could check the daily fetching trips.

(b) Long distance to the nearest Health Facilities

Reasons:

- \* Long distances to the nearest health facilities which could not therefore cope with emergency cases.
- \* Inadequate drugs supply in the nearest health facilities.
- \* Inadequate mobile clinic services in the area (once a month).
- \* The only maternity services was about 34 km from the village and expectant mothers sometimes gave birth on their way to the hospital.

Some community members could not raise the money for fares to the hospital and for settlement of the hospital bills (after treatment).

Congestion in the two available centres due to serving many villages.

c) Soil Erosion.

Soil erosion was high in the area but if;

- \* Soil erosion would be arrested, the productivity of the area would increase solving food shortage problems.

d) Inadequate farming inputs

This was ranked fourth due to the following reasons.

- \* Inadequate appropriate extension services in the area.
- \* Poor access to certified seeds
- \* Use of inappropriate farming implements e.g plough in slopes
- \* High prices of farming tools
- \* Farmer to organise manure.

e) Poor Nutrition

This was ranked fifth due to the following facts;

- \* Few food crops with almost the same nutritional value.
- \* Low utilization of available food stuff.
- \* Low incomes
- \* Limited cooking skills.
- \* Poor storage methods of both raw and cooked food
- \* Large and extended families
- \* Shortage of food stuff (due to famine)

f) Inadequate Access Roads.

These were there due to the following reasons

- \* Lack of community mobilization to construct access roads.
- \* Lack of tools for roads construction
- \* Land conflicts which hinder smooth/straight routes for roads.

g) Inadequate Appropriate Skills.

These were seen as a result of;

Lack of extension services to train on:

- \* Terracing
- \* Livestock diseases attendance (livestock scouts)
- \* Traditional birth attendance

- \* Leadership
- \* Appropriate farming skills
- \* Rehabilitation skills and management
- \* Home management (economics) skills

h) Lack of Tree Nurseries

This was ranked eighth and the following reasons were given.

- \* Lack of water
- \* Lack of appropriate skills for nursery establishment
- \* Lack of seedlings
- \* Poor soils
- \* Pests and diseases attacking the seedlings

i) Poor Access to Veterinary Drugs

This was ranked ninth and seen to be caused by

- \* Long distance to the nearest facilities (42 km)
- \* Lack of extension services
- \* High prices for veterinary drugs.

j) Poor marketing Systems for grain and livestock

This was ranked last

- \* Lack of co-operative societies
- \* Lack of market information
- \* Livestock and food crops are the sole sources of income generations.
- \* Lack of storage drugs (acaricides) causing "dumping" of foodstuffs during times of plenty.

## 5.1 Lack of water

Women team up and fetch water for one another especially where a family needs more than the usual amount of water during ceremonies.

Excavation of group wells for both livestock and human consumption (in the rivers) and fencing of the same.

Members who do not take part in the group excavation pay for their livestock to consume water. Reducing the frequency of watering livestock from daily to an interval of after one day during dry seasons.

Making of millet traditional porridge to reduce the water intake frequency for households. Reduction of bathing frequency from daily to 3 - 4 days during the dry months, and avoid washing of heavy clothing during the dry months (e.g blankets and rain coats).

Construction activities requiring use of water are suspended until rainy seasons. People wake up very early at around 4.00 a.m to go distance for water.

## 5.2 Long distance to existing health facilities

Herbal treatment is used which may result in death. Unconscious sick people are carried on traditional wooden stretchers to the distant health centres. This has in many occasions resulted in the death of the patients or expectant mothers who can not be carried in the same (stretchers). Infants are given herbal concoctions by the traditional doctors "Waganga" to take instead of immunization.

## 5.3 Soil Erosion

Trash - lines laying on the farm and planting of grasses along the strips.

#### 5.4 Inadequate Farming Inputs

Crop rotation by use of green gram, shifting cultivation, dancing planting (by use of wooden appliances) and mono-cropping especially millet.

#### 5.5 Poor Nutrition

Purchase of foodstuffs to supplement the traditional food (for those with stable incomes), immigration to Meru to provide labour in exchange for foodstuff and barter exchange for foodstuff (e.g millet for cowpeas).

#### 5.6 Inadequate Access Roads

Trekking long distances to markets and hospitals, use of hand-carts for transportation within or out of the village and human transport (transporting goods on their backs).

#### 5.7 Inadequate Appropriate Skills

Strip cropping due to inadequate skills on terracing, farming (mixed cropping) and use of untrained traditional birth attendants (TBA's) during delivery.

#### 5.8 Lack of Tree Nurseries

Dependence on natural regeneration, and purchase of already established seedlings from distant tree nurseries (e.g about 98 km away).

#### 5.9 Poor Access to Veterinary Drugs

Use of traditional herbs for sick animals.

#### 5.10 Poor Marketing Systems

Individual bargaining power, dependence on middlemen whose prices are often low and improvising weights to conform to the standard weight of a kilogram e.g use of the 1 kg cooking fat tin.

## 6.0 Solutions Suggested by the Community

### 6.1 Water:

The following suggestions were given in order of priority.

- Construction of sub-surface dams (S.S.D.)
- Construction of earth dams (E.D.)
- Construction of shallow wells (S.W.)
- Drilling of a bore hole (B.H.)

These opportunities were prioritized using the pairwise ranking as shown below:

	S.S.D.	E.D.	S.W.	B.H.	SCORE	RANK
S.S.D.		S.S.D.	S.S.D.	S.S.D.	3	1
E.D.			E.D.	E.D.	2	2
S.W.				S.W.	1	3
B.H.					0	4

#### Key:

S.S.D. Sub-surface dam

E.D. Earth dam

S.W. Shallow well

B.H. Bore-hole

The following reasons were given for the opportunities ranking (criteria):

- Sub-surface dams are easier/cheap to construct as compared to boreholes and shallow wells. Earth dams provide an easy access to water for both livestock and human consumption.
- Run-off during heavy rains can provide sufficient water for the whole year (for earthdams). Income generating activities e.g. horticultural gardens can be started next to all the sources of water. Shallow wells give safe and clean water. Community participation in S.S.D., earth dams and shallow wells is maximum.

The following sites were proposed for the construction of the r micro-projects mentioned sub-surface dams along Syunguru river:

- Syonzumbi
- Kwa Ngola

- Kwa Mwinzi
- Syokariga
- Kwa Syengo
- Kathanawani
- Kwa Malinga
- Kwa Nzyulu

#### Earth dams

- Kwa Syengo Mwovi
- Karuma kwa Musili
- Kwa Mbalwa
- Kwa Maithya

#### Shallow wells

- Kwa Kitambi
- Syunguru

#### Borehole

- Kwa Maithya

### 6.2 Long distances to the nearest Health Facilities

A site for dispensary construction at Kasanga was proposed where the community agreed to provide unskilled labour and locally available materials.

### 6.3 Soil Erosion

Mobilization of the existing groups to carry out soil conservation activities

### 6.4 Inadequate Farming Inputs

The Community to contribute and buy some tools as they solicit for external help.

6.5 Poor Nutrition.

Community requested training on home economic and nutritional skills.

6.6 Inadequate Access Roads.

Mobilization of existing groups to open up access roads. These are:

Ngalange to kakokoa road	10 kms
Kasanga market to Nzanjeni junction	8 kms
Kwa Mwinzi to Kwa Solo	6 kms
Ngalange Primary school to Mwangangi Munyara	10 kms

6.7 Inadequate Appropriate skills

The Community requested for training on TBA and terracing.

6.8 Lack of Tree Nurseries.

The community high-lighted a plan of establishing a tree nursery as soon as water and soil erosion problems are alleviated.

6.9 Poor Access to Veterinary Drugs.

The community requested for some of their members to be trained as scouts (para-vets) groups buying of veterinary drugs, construct a veterinary drug store.

6.10 Poor marketing systems.

Establish a producer co-operative society to market their produce or a community grain bank/food store.

The community realised that there were some of the micro-projects which they could achieve using the available resources, and others that required external assistance.

The venn diagrams attached overlapped which were drawn by different community sub-groups (after introduction by the PRA team) played a major role in determining which institutions could contribute to the implementation of the suggested solutions. The following is a list of external institutions deemed of help by the community.

- Department of water (Ministry of Water)
- Department of Agriculture (Ministry of Agriculture, Livestock Development and Marketing)
- Department of Livestock Development
- Department of Public Health (Ministry of Health)
- Department of Nutrition (Ministry of Health)
- District Social Development Officer (Ministry of Culture and Social Services)
- Existing NGO's
- **District Trade Development Officer (DTDO)**
- Department of roads construction (Ministry of public Works)

Details of roles and areas of interventions for each department is given in the Community Action Plan (CAP) attached in annex 8.6

The following internal institutions and individuals were also deemed of help by the community:

- Self-help groups (Muungano,
- Area chief
- Area M.P.
- Area sub-chief Solomon Mwinzi
- Kavuu Kunzu
- John Ndana
- Mwonga Maithya

Recommendations:

As is indicated in the C.A.P., the PRA team recommends that the line ministries, individuals and programmes mentioned should act upon their areas of intervention.

Following is a list of mentioned line ministries, individuals and programmes and their areas of intervention (roles)

- |   |   |
|---|---|
| • Ministry of water                       | DWE to do feasibility study on water  |
| • Ministry of Culture and Social Services | DSDO to do community mobilization   |
| • Ministry of Health                      | Public Health Officer to do siting of /recommendations for health centre construction     |
|   | District Nutritionist to train community members on health economics and better nutrition |



## **8.0 Community Action Plan (C.A.P.)**

Parts of the community action plan was drawn on the second to last and part of the last day, community consisting of men, women and youth. The PRA team introduced the format and purpose of a community action plan and facilitated the drawing of the CAP.

Prior to the drawing of the CAP, the PRA team had facilitated the formation and election of a development committee of 13 members which was to be responsible for all development initiatives in the community as indicated in the CAP. The criteria used for electing the committee members was post leadership experience.

Following is a list names for the committee members.

1. Mr. Dominic Kimanzi Mbuvi	Chairman
2. Mr. Mutemi Nzamburi	Vice Chairman
3. Mr. Newton Muithya Syengo	Secretary
4. Mr. Abel Musya Musyoka	Vice Secretary
5. Mrs. Agnes Kavata Syengo	Treasurer
6. Mrs. Lois Katui Masya	Vice Treasurer
7. Mrs. Katisya Mutemi	Member
8. Mrs. Kariari Kitheka	Member
9. Mr. Ronald Kamuru Muryu	Member
10. Mr. Joseph Kitambi Kunzu	Member
11. Mrs. Kavii Nzengu	Member
12. Mrs. Agnes Kamwalo Maluki	Member
13. Mr. Lazaras Kasina Mbuvi	Member

In developing the CAP, the PRA team gave the following criteria as a guide:

- The problem
- Action
- Solutions
- Beneficiaries
- Responsibility (who'll be responsible)
- When to start
- Community contributions
- Follow up plans (who'll do what)
- C A P

After the CAP was drawn by representative groups, it was represented to the same by a community member, Mr. Syengo, who was appointed by the community.

Endorsements and alterations to the CAP were made, and the community then agreed that the final copy of the CAP was the true presentation of their views and plans of action.

COMMUNITY ACTION PLAN - NGALANGE VILLAGE

PROBLEM	ACTION	SOLUTIONS	BENEFICIARIES	WHO WILL BE RESPONSIBLE	WHEN TO START	COMMUNITY CONTRIBUTIONS	FOLLOW-UP PLANS
1. Water Scarcity	Construction of S.S.D., E.D. S.W. & BH	FEASIBILITY STUDY	119H/H	Committee D.W.E. DSDO	Oct. 1995	-Unskilled Labour -Provision of local materials	-Committee - D.W.E. - DSDO - NGOs etc
2. LACK OF HEALTH FACILITIES	Construction of Dispensary	-Feasibility Study	119H/H	-Committee -MOH -DSDO & NGO's	Oct. 1995	- Labour - Local material	-Committee -M.O.H. -DSDO
3. SOIL EROSION	Soil Conservation Measures	-Levelling of eroded Areas -Training Community own Resource Persons (10)	119H/H	-Committee -DAO -DLPO -DSDO -OTHERS	Project on Progress	On Going -Labour -Local materials	- Committee - DAO - DLPO - DSDO
4. LACK OF FARMING INPUTS	-Seed Bulking -Strengthening Existing Groups -Groups to Purchase some Tools & solicit for others outside	-Individual farms -Acquisition of Certified seeds -GOK/NGOs -Group on Farm Training	119H/H	-Committee -DAO -DSDO	Sept. 1995	-Identify groups for training -provide farms for seed bulking	-Committee - GOK LINE Depts. - Provision of labour - NGO's
5. POOR NUTRITION	-Create awareness among the community (feeding habits & homec)	Training kitchen gardens	119H/H	-Committee -DAO -NGO's	Feb. 1996	-Labour -Local materials	-Committee/Community -Identify members for Training -GOK Line Depts. -NGO's
6. LACK OF ACCESS ROADS (4) i) Ngalange-Kako Koa (100km) ii) Kasanga-Nzanzani (8km) etc	-Construction of identified Access roads	-Survey of the Access roads -Community mobilization Tools	119H/H	-D.W.O. -DSDO -Committee	Sept. 1995	- Labour -Materials(local)	-Committee/ Community -GOK line depts -NGOs
7. LACK OF SKILLS	-Create awareness among the community	-Training of own Resource persons	119H/H	-Committee -GOK line Depts -NGO's	Feb. 1996	- Provide Trainees -Demonstration plots -local materials	-Community -GOK line Depts. - NGO's
8. LACK OF TREE NURSERIES	-Establish Tree-Nurseries	Community prepare Nursery sites Use locally adaptable Sp.	119H/H	-Committee -DFO -NGO's	Jan. 1996	-Sites -Local materials -Labour	-Community comm. -GOK line Depts. -NGO's
9. POOR ACCESS TO VET. DRUGS	-Construction of Liv. drug stores	-Train Vet. Scouts -Purchase the drugs	119H/H	-Community Comm. -GOK line Depts -NGOs	July 1996	-Site -Labour -Local materials	-Community Comm. -GOK line depts. - NGO's
10. POOR MARKETING SYSTEMS	-Form Producer cooperative Societies	-Const. of stores -cooperate Marketing -Use storage chemicals	119H/H	-Community/ Comm. -DCO, DAO, DIDO, DSDO & NGO's	Feb. 1996	-Plot for store -Labour -Local materials	-Committee -GOK line Depts. -NGO's

## **ASSESSMENT OF THE WORKSHOP PROCESS AND RESULTS BY THE PRA TEAM:**

### **Assessment of the Participation, Awareness Creation and Motivation of the Community:**

It is striking to point out that different community groups fully participated in the village workshop. This comprised of, men and women and its remarkable to point out the participation of the youth, both unemployed and standard seven and eight.

The PRA team feels that there was full participation by different community sub-groups throughout the village workshop.

Climate setting done every day motivation skills were used to ensure the participation of the most disadvantaged i.e. elderly men, women and the youth. This was done by starting and giving the impression that every one's opinion was very important in establishing the CAP.

The PRA team made every one feel important and appreciated which saw to the participation of the disadvantaged.

Effective control of Gate keepers was also another tool used to ensure full participation of every member present. This was achieved by involving the gate-keepers in different activities like taking notes on behalf of the community. Pin pointing of individual members of the community was also another way of ensuring total participation by members present especially the most disadvantaged.

Motivation activities varied from group to group and from a facilitator to the next. Some of the activities used were: Singing, clapping of hands in groups, sharing of foodstuff on sale and cracking jokes.

The workshop facilitated awareness creation and empowerment of the community. As indicated by their ability to draw the CAP on their own. Overall, the whole community was well informed and empowered by the end of the workshop.

Individual participants extended their appreciation to the PRA team. This indicated the awareness created by the village workshop.

Generally, it was observed that information was obtained with ease as the workshop progressed. This was seen as an indication that the community had been "eye-opened" to see the resources and potentials available to them.

In conclusion therefore, the PRA team feels that the village workshop was an effective eye opener for the community.

Majority of the community (an estimated 3/4 of the village) were well versed about self-help projects. This is evidenced by the existence of women self-help groups even prior to the workshop.

The PRA team observed that members who attended the workshop were in the end self-help oriented and were committed to seeing the success of the projects mentioned in the CAP. It was

## ANNEX 1:

The following comprised of the multi-disciplinary team

<b>NAME</b>	<b>ORGANIZATION</b>	<b>DESIGNATION</b>	<b>ADDRESS</b>
Godfrey Ikomoli	AAK	Programme Officer	92 Kysuo
Alphonse S. Musili	DLPO	Deputy DLPO	178 Mwingi
Francis M. Mwai	DSDO	DSDA	1, Kyuso
Solomon M. Nzilu	DWE	Technician	19, Mwingi
Angelina S. Mutunga	GTZ - IFSP-E	CDW	319 Mwingi
Elizabeth N. Mutia	GTZ - IFSP-E	CDW	319 Mwingi
Phillip Kitili	DFO	Ass. DFO	30 Mwingi

## ANNEX II

List of Abbreviations:

AAK	ACTION AID KENYA
IFSP-E	INTEGRATED FOOD SECURITY PROGRAMME EASTERN
DLPO	DISTRICT LIVESTOCK PRODUCTION OFFICER
DSDO	DISTRICT SOCIAL DEVELOPMENT OFFICER
DFO	DISTRICT FOREST OFFICER
DWE	DISTRICT WATER ENGINEER
CDW	COMMUNITY DEVELOPMENT WORKER
ASS.	ASSISTANT
PRA	PARTICIPATORY RURAL APPRAISAL
CAP	COMMUNITY ACTION PLAN
S.S.D.	SUB-SURFACE DAM
E.D	EARTH DAM
S.W.	SHALLOW WELL
B.H.	BOREHOLE
DEPT.	DEPARTMENT
DTDO	DISTRICT TRADE DEVELOPMENT OFFICER
NGO's	NON GOVERNMENTAL ORGANIZATIONS
M.P	MEMBER OF PARLIAMENT
DAO	DISTRICT AGRICULTURAL OFFICER
DPWO	DISTRICT PUBLIC WORKS OFFICER

**PRA REPORT**

**KAMAYAGI VILLAGE**

**AUGUST 21ST - SEPTEMBER 5TH  
1995**

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## A C K N O W L E D G E M E N T

We would like to extend our gratitude to all individuals and groups who together made our lives bearable, and our workshop successful. We particularly thank:

- \* Kamayagi Community for tireless dedication, frankness and providing very useful information.
- \* The Women who, in their makeshift kiosks, always made sure that we received meals on request.
- \* The Chief of Tharaka Location, Mr. Joseph Njeru and the Asst. Chief of Gacigongo Mr. Benjamin Mutegi for the Community mobilisation and their participation during the workshop.
- \* G T Z / F S P - E for training the PRA teams and sponsoring the workshop.
- \* All the PRA team members for their high level of motivation and perseverance inspite of the huge workload.
- \* The various development agencies and Government department for releasing their staff for this worthwhile exercise.

## 1.0 Approach, Objectives and Programme of the Village workshop

### **Approach**

Kamayagi PRA team used Community Based Participatory Planning (which is a bottom-up approach) and which entails identifying the problems with the communities, analysing them, prioritising them, looking for possible interventions and drawing plans for their implementation. It is an appropriate approach since it addresses people felt needs and allow them to generate solutions and enhance community's sense of responsibility over the plans/projects.

### 1.1 Objectives of the village workshop in Kamayagi

- \* To learn from the community about their problems, resources, opportunities and possible solutions.
- \* To facilitate the drawing of Community Action plan and collect data for further planning.
- \* To assist the community articulate their problems, potentials, opportunities and possible solutions.
- \* To identify community coping mechanisms in relation to food insecurity and how they can be enhanced.

### 1.2 Reasons for selecting Kamayagi Community

- \* Kamayagi village has levels of poverty which are relatively lower than the neighbouring villages of kamaraga, Miramba Ikamba, Gacigongo and others.

In Kamagara which immediately neighbours Kamayagi for example, CPK has been carrying out projects and is constructing a youth polytechnic, Tei wa Yesu mobile clinic from Muruu Mission hospital has recently started a mobile clinic in the village.

- \* No NGO, Government department or church has any activities there:
- \* It is quite far from the divisional headquarters from the main Tseikuru - Mwingi Road (16 kms).

### 1.3 Composition of the PRA Team

The teams were selected such that members had different skills and background. The idea was to provide a more comprehensive picture. Members with different skills gave insights into their respective areas to enrich the information received. The members were:

1. Mr. Julius Muinde - PREMESE (Team Leader)
2. Mr. Acothy Ndoos - I.F.S.P.-E (Agriculture)
3. Mrs Regina Nzambu - C.D.K. (Social worker)
4. Mr. Boniface Kaburu - I.F.S.P.-E (Social Scientist)
5. Ms. Jacqueline Kanini - Ministry of Health (Nutritionist)
6. John Wairi - C.P.K (Agriculturist)
7. Mrs Josephine Kimani - Ministry of Agriculture
8. Mrs Karimi Kamburu - Ministry of Social services.

### 1.4 Summary Of The Process Of The Village Workshop

The workshop took place from Friday 25th August to Saturday 2nd September 1995.

Out of an estimated number of 61 households, about (40) forty members of the community attended the workshop every day on the average. The workshop was opened by the Gacigongo sub - Chief Mr. Benjamin Mutegi the team leader Mr. Julius Muinde.

Throughout the workshop, tools were analyzed by dividing the present members into different groups (to tackle the same tools) and triangulating their findings at the end of the exercise.

PRA team members facilitating the process for particular tools introduced the topic and its analysis for data collection. The first tool to be introduced was the social and resource mapping which served as base for the introduction of the other tools.

Each day, the findings of the previous day's tools were presented to the whole community for approval on amendments. The evenings were used for review of the day's activities and selection and preparation of key questions to the next day's tools. Other major tools used included transect walk, wealth ranking, seasonal calendar, activity profile, gender analysis, trendlines, preference ranking and historical/time lines.

After drawing the community action plan on 2nd September, 1995, a committee was elected to take responsibility over all activities going on in village. The committee was composed of (3) three women, (2) two youth and one man.

## 1.5 Brief Description of Kamayagi Community

Kamayagi is a village in Kacigongo sub - location, Tharaka location, Muumoni Division of the newly created Mwingi District. It lies 16 kilometres off Tseikuru - Mwingi road, about 21 kilometres from Ciambu, which is the headquarters of Tharaka location.

It borders to the east Miramba Ikamba, to the north Kamagara and Kaivirya to the south. It is 21 kilometres west of Tseikuru market.

It is situated between two main streams - Kyuyo and Siri, and has an estimated (61) sixty one house holds; whose population we could not easily determine.

## 1.6 Economic Activities

Basically, Kamayagi has two main activities perused by the community, crop farming and livestock keeping which engages a high percentage of the total labour force. Other sources of income include making of local (marwa) brew, basket / mat weaving, bee - keeping and informal wage - earning employment food crops are grown both for subsistence and sale (as there are barely any cash crops).

The village has a church, a nursery school and no primary school. It has neither a shopping centre nor health facilities.

Most of the homesteads are sparsely distributed, with traditional grass thatched, mud plastered huts and a few brick walled, corrugated iron roofed houses.

## 1.7 Resources & Potential

The community resources were mainly identified through social mapping transect walk and resource maps. The main resources were enumerated as land, rivers, rocks, species of a desert palm tree, livestock and bee-keeping. The potentials were listed as development of the indigenous technology such as basket/mat weaving, making of the 'kiinga' (traditional grain storage containers, especially for millet), and ciondo weaving.

## 1.8 Land

Land is the most important single resource, which issued for farming of various crops such as millet, sorghum, maize, green grams, cotton and cowpeas. These function as both subsistence and cash crops.

## 1.9 Rivers

Rivers Kyuyo and Siri are very important to the village. Between the two rivers, there are fourteen water points where members from different parts of the village fetch water. The water level in these two rivers is very high - one only has to scoop out the sand and water flows in.

## 1.10 Rocks

Kamayagi has a natural water catchment. If this could be improved by way of constructing a gutter for easier water collection, the village could benefit from this clean water.

## 1.11 Livestock

The main types of livestock include cattle, goats, sheep and chicken. Cattle were particularly identified as very important as they provide milk for subsistence, are sold and they are also used for bride-price.

## 1.12 Vegetation

The vegetation of the area is interspersed with the famous baobab tree, which is used for hanging bee-hives, and whose bark is used for extracting fibre for ciondo weaving and also has edible fruit.

The leaves of the palm tree, which grows abundantly in the area, are used for weaving baskets, mats, caps and seats/beds.

Also important is the 'mukau' tree, which produces valuable timber.

## 2.0 PRA Tools Used During The Village Workshop In Kamayagi

### Village

#### 2.1 Social and Resource Mapping

The Kacigongo team went out for this exercise on the 24th August 1995. Before reaching the Kacigongo centre the team got struck in the soft sand of Siri stream (just half a kilometre to the centre) for three hours. Community members came to our rescue and we arrived at the village at about 1.00 p.m.

At the centre, we were received by the area acting assistant chief who warmly welcomed us to the community. We went straight to Kamayagi Youth polytechnic where a few members of the community were waiting for us.

The team leader introduced the PRA team and the nature of our mission in the village. He explained that we were going to hold a workshop in the village from 24th August, to 2nd September 1995, and that the community's active participation will be highly appreciated.

A problem arose when the team leader enquired from the present community members which village they came from. The community told the team that Kacigongo was a sub-location but not a village as the team had been told. Further probing revealed that the people came from different villages - Kamagara, Kamayagi, Miramba Ikamba and Kamatumo. The team discovered that there had been a communication breakdown hence the confusion. The team then acted swiftly (by use of their own best judgement) and identified the village with which they were going to carry out the activities. The village was identified as Kamayagi and the reasons for its selection were mainly two - fold:

- \* It was the only village which did not benefit from any outside assistance.
- \* It had the greatest number of people present in the meeting.

The team realised, however, not everybody was pleased by this resolution but there was nothing much we could do. This was so because the people's expectations were too high.

Once this was resolved, the purpose of the team's mission for that day was explained the members present were requested irrespective of where they came from, to volunteer information whenever they could.

Objectives of the visit were:

- \* To identify the geographical boundaries of Kamayagi village and the neighbouring villages.
- \* To establish the number of households and their relative locations in the village.
- \* To empower the community through participation in the mapping and to let them discover what they can do.

The exercise started at around 3 p.m, initially with 8 informants, 4 of whom were middle aged women. As the process went on the number of informants started increasing as more community members came into the building.

The informants started by outlining the Kamayagi boundaries on the ground, with a correction here and a clarification there until the map was drawn. Using local materials like ash, stones, sand and sticks, they indicated the main features and resources as the Kamayagi rock, Siri Itumo rock, Kyeru stream, Siri stream and Kyuyo stream. They also mapped the Kacigongo - Tseikuru access road, the Miramba Ikamba road and several footpaths. They also identified a huge "Kithumula" tree, Kamayagi makeshift kiosks and the African Inland Church (AIC) Kamayagi.

They then started plotting the households in their respective locations on the map, starting with Mr. Kathengu Mwinzi' a household, which was in the southern border of the village, then his son, Mr. Gitonga Kathengu and others at the end of the exercise, which took about 2 hours, a total of 49 households were plotted.

This information was neatly transferred into a flip chart by two community members, Mr. Mutegi Kathengu and Mr. Simon Magondu. On the following day, 26/9/1995, the village deliberations were facilitated by one PRA team member who remarked that she had seen new faces and welcome every one for the sharing. She requested the visitors to introduce themselves again briefly. The exercise was so well conducted that at the end of it the community appeared more relaxed, responsive and participatory.

The aim of the days visit was confirmation and verification of the previous day's map. It was conducted at river Siri sand bed. After briefly going through the previous day's activities and touching on different aspects of the social map, she produced the social map and called on one of the community members to present it to the others. The aim of this exercise was to determine whether the households had been placed appropriately in the map, whether any households had been omitted or doubled entered and whether the important features had been wrongly placed as omitted.

A community member, Mr. Simon Magondu volunteered to present the map. He started by highlighting the village boundaries, the Siri, Kyuyo and Kamwako streams, the Siri Itumo rock, the Kamayagi rock and the Kacigongo Tseikuru disk road. He also showed them the Kamayagi centre and AIC ground. The members confirmed that these features had been appropriately entered on the map.

Mr. Magondu then systematically showed the villagers the relative positions of their households in the map, posing long enough for verification. Eventually, 7 households were said to have been omitted and were plotted on the map accordingly.

The community confirmed that the map had been a fair representation of their village and surprised themselves by what they realised they could do.

### Observations

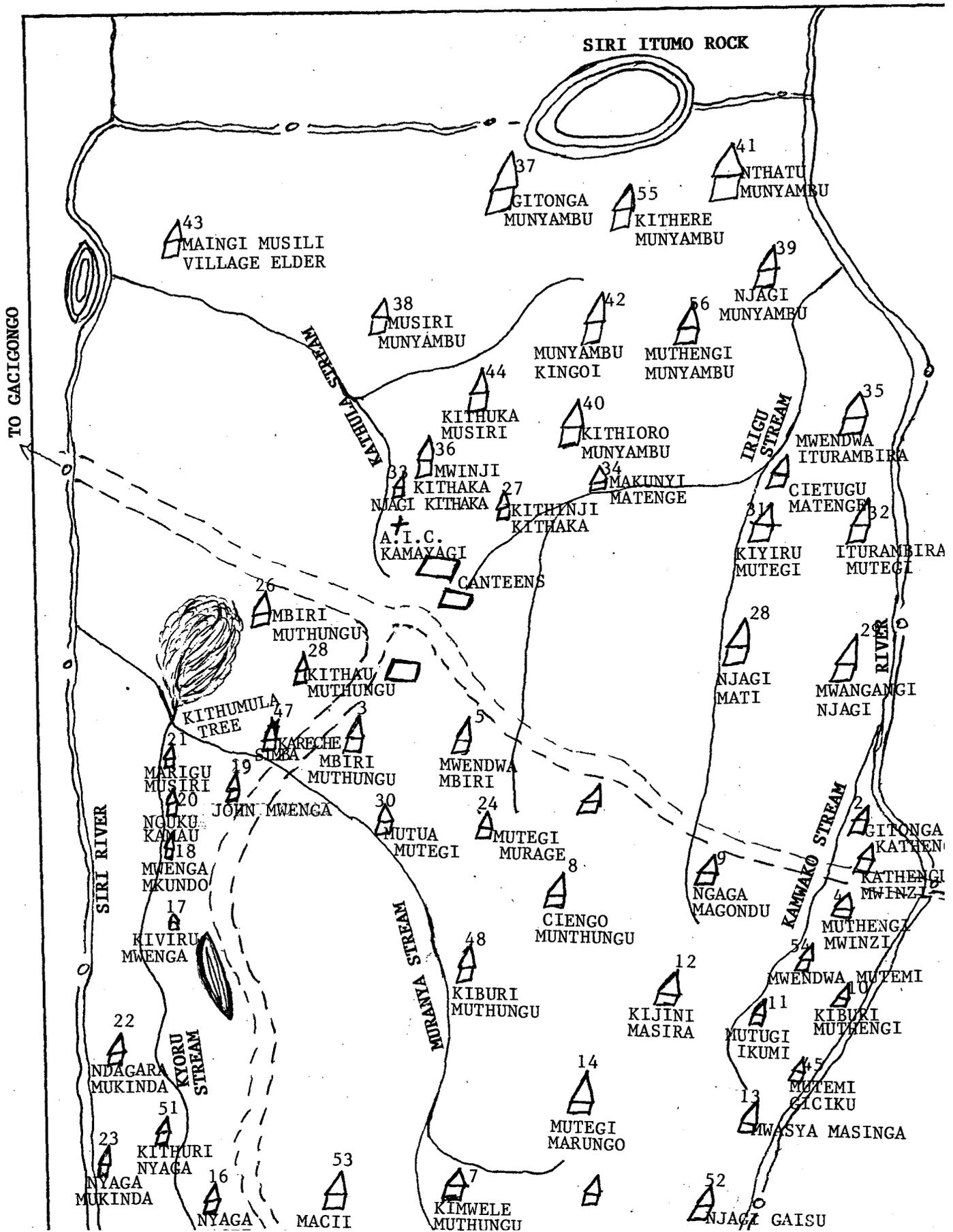
Although the exercise had gone fairly well, a few areas were striking:

- \* The village elder's absence during confirmation was conspicuous.
- \* The link persons were not fully accepted as they came from different villages.

The team also made very important observations for example:

- \* There were many water points in that village, 6 of them in Kyuyo river and 5 in Siri river. The average distance walked a water point was 3 km.
- \* These rivers could also be used for construction of sub - surface dams and earth dams.

**KAMAYAGI VILLAGE  
SOCIAL/RESOURCE MAP**



## 2.2 Historical Profile

Kamayagi village is said to have been inhabited for the first time in 1913 by Nkumbuku and his family, who started farming and tending livestock at the Southwest part of the village. In the same year, there was war between the Tharaka and Akamba which the Tharaka won and took many Kamba women as wives.

Year	Event	Effects	Coping Mechanism
1913	Permanent Settlement	They began farming	
1914	Mr Buibui was appointed the first chief by British Colonialists	War between the Akamba and Tharaka was reduced	
1951	The first primary school was started in Ciambio	Education came into the community	
1954	The first police camp was opened at Kamayagi	The Kacigongo Chief was stationed here	
1958	The first church was opened by African Inland Church	The church has made little impact to date	
1960	Heavy rainfall	Streams were flooded and many people and livestock drowned There was bumper harvest	
1965	Severe Drought	Food shortage leading to death of people and donkeys	People migrated to Meru

1966-68	Another primary school was started in kamagara village but was named Kamayagi	The school closed down when the Headmaster went berserk	It was re-open when a new headmaster came
1970	Heavy rains	Good harvest of such crops as bananas and sugarcane	
1974	Severe drought	Lack of food	People migrated to Meru
1976	Severe drought	Mass deaths of livestock	Relief food was given by the Government
1978	Heavy Rainfall	Crops were destroyed	Relief food
1979	Issuing of ID Cards in Tseikuru	Men and women were both issued the cards	
1980	Severe drought	Lack of food although money was available	Relief food
1982 - 83	Heavy Rainfall	Bumper harvest	
1984	Severe drought	Market prices for goats went down to as low as 25 to 50 shillings	Somali breed goats were sold in Tseikuru market for the first time
1985	Further drought	Lack of food	relief food by the Government (Katongerere)
1988 - 91	Abundant Rainfall	Good Harvest	Movement to Meru and Embu was minimized and the peoples way of life improved

1992	Severe drought	Lack of food	Relief food given by both CPK and the Government
1993	Heavy rainfall	Rich harvest	
1994	Kamayagi make-shift kiosks started	They were operated only during dry seasons	People closed during the rains so that they may work in the farms
1995	<ul style="list-style-type: none"> <li>-Heavy rains</li> <li>-A nursery school called Kandimba was started</li> <li>-Tei wa Yesu Mobile Mission clinic was started</li> <li>-The Miramba Ikamba access road was constructed</li> <li>-GTZ - IFSP-E Programme was started in Kamayagi</li> </ul>	<ul style="list-style-type: none"> <li>-Good harvest</li> <li>- Development took-off in Kamayagi</li> </ul>	

### 2.3 Seasonal Calender.

The team set out for this tool on the 30th August 1995. Facilitating this session at the AIC church compound, two PRA team members introduced the concept to the present community members. The concept was quickly grasped by the community by use of locally available materials sticks, small stones, local wild fruits etc. The exercise began at around 2 p.m. The beginning of the exercise, there were about 29 members in total, 12 men aged between 20 and 50 years and 17. No men aged between 20 and 55 years.

This exercise turned out to be a highly participatory, morale boosting activity marked by almost equal participation between men and women.

The facilitators had outlined the activity's objective as to:

- \* Compare different activities by month
- \* Determine periods of happiness or distress
- \* Determine patterns or cycles of activities or occurrences over 12 months.
- \* Help the team to know when to move to the community.

During the exercise, the seasonality of various aspects was discussed. Among these were rainfall patterns, crop diseases and pests, livestock diseases, human diseases, food availability, cash availability, food prices and livestock prices.

Among the most important findings were that:

- The heaviest rainfall comes in the months of March to May (short season with its peak in March) and October to December (long season with its peak in November).
  - Food prices are lowest during harvest time and highest during planting time especially in the months of October, November and December.
  - Cash availability is highest around April when people sell their farm produce.
  - During harvesting time, the prices of food are at the lowest while animal prices are at the highest. This means that if the community is properly sensitized and change their practice of marketing - selling food crops when prices are good and animals when prices are high - the economy would improve.
- The people seem to have adopted a fatalistic attitude as far as selling food crops at low prices is concerned, for example selling food at Ksh. 2 per kilogram and buying the same at Ksh 15 - 20 during famine. They cited various reasons for this behaviour, central among them being school fees, hospital bills, clothing, among others.

The team noticed that the number of respondents kept piling as time went on such that by the time the exercise ended at around 5 p.m, there were about 42 community members. Also notable was the full participation from the whole community

## 2.4 Wealth Ranking

The team conducted the exercise on 29/8/95 between 2 p.m and 5 p.m. It first introduced the concept of wealth ranking to the community as a whole at the AIC grounds. It outlined the following as the major objectives of this exercise:

- \* To identify the indicators of wealth as perceived by the Community.
- \* To identify the number of wealth categories in the village.
- \* Help identify the most vulnerable (poorest) households and plan of action.

After highlighting these objectives to the community, the team divided into three groups, each group being accompanied by several members of the community and these members served as our respondents for the exercise.

The findings of the different groups were triangulated and the following came up:

- That the main indicators of wealth in Kamayagi community were livestock (cattle,goats,sheep,and chicken), business premises, land and the number of "kiinga" (local millet storage facilities) one had.
- The community felt that the Kamayagi village could be divided into 5 categories of wealth, the rich,the fairly rich, the middle, the poor and the poorest.
- The rich generally exhibited the following characteristic:
- The rich had over 20 heads of cattle, expansive land for cultivation and grazing, over 3 "Kiingas" of millet, one is employed (earning a salary). The fairly rich had over ten heads of cattle, some have large tracts of land and up to 3 kiingas' of millet and all have over 20 goats. The middle rich have at least 3 heads of cattle, a few goats, substantial produce (mostly millet) and at least a donkey. The poorest generally have no cattle, no goats and in extreme cases no chicken.

- The category is mainly composed of widows, newly married couples and households with many children. Few of them migrated to the neighbouring district during drought. They mostly live in poorly constructed structures and have generally no formal employment.

\* During the exercise, the team noticed that head counting of livestock is discouraged.

\* Millet is the main / staple crop, the more the "kiinga (millet storage facility) the better off a household is regarded.

\* There was not a single developed plot in the village, people had to buy goods from outside the village hence heavy cash outflows.

\* There is a serious need for a project that ensures money retention in the village.

\* The village is relatively poorer than the neighbouring villages. Even the richest household in Kamayagi is poor compared to the richest in neighbouring villages.

\* The youth, mainly aged below 30 were very active and women generally seemed to have more details than men.

WEALTH RANKINGKAMAYAGI VILLAGE

H.H.No.	NAME	S C O R E			Mean Score	Rank
		Gr. I	Gr. II	Gr. III		
23	Nyaga Mukinda	80	80	85	82	6
24	Mutegi Murage	80	80	85	82	6
38	Muciri Munyambu	80	80	85	82	6
5	Mwendwa Mbiri	80	80	85	82	6
36	Mwinji Kithaka	100	80	51	77	7
18	Mwenga Ngundo	80	80	68	76	8
27	Kithinji Kithaka	80	80	68	76	8
34	Makenyi Matenge	80	80	68	76	8
37	Gitonga Munyambu	90	80	68	76	8
28	Nyaga Mati	60	80	68	69	9
32	Iturambira Mutegi	60	80	68	69	9
3	Mbiri Muthungu	80	60	68	69	9
31	Kiyiru Mutegi	60	60	68	63	10
16	Nyaga Masii	60	60	51	57	11
45	Mutemi Giciku	60	60	51	57	11
49	Ciatugu Matenge F.H.H.	20	80	68	56	12
2	Gitonga Kathengu	60	40	68	56	12
9	Nyaga Magondu	40	60	68	56	12
15	Gaisu Masii	60	40	68	56	12
7	Kimwele Muthungu	60	40	51	50	13
8	Syengo Muthungu	60	40	51	50	13
21	Marigu Muciri	20	40	34	31	14
26	John M. Muthungu(blind man)	20	40	34	31	14
43.	Maingi Muciri	20	40	34	31	14
1	Kathengu Mwinzi	20	40	34	31	14
13	Mwasya Masinga	40	20	17	29	15
33	Njagi Kithaka	40	20	17	29	15
4	Muthengi Mwinzi	40	20	17	29	15
53	Macii Kimemia	20	20	34	25	16

WEALTH RANKINGKAMAYAGI VILLAGE

H.H.No.	NAME	S C O R E			Mean Score	Rank
		Gr.I	Gr.II	Gr.III		
61	Musyoka Nzoma	100	100	100	100	1
59	Musyoka Kura	100	100	100	100	1
56	Muthengi Munyambu	100	100	100	100	1
55	Kithere Munyambu	100	100	100	100	1
52	Njagi Gaisu	100	100	100	100	1
48	Kaburi Muthiutugu F.H.H.	100	100	100	100	1
47	Karia Simba	100	100	100	100	1
46	Kithinji Nthiga	100	100	100	100	1
41	Nthatu Munyambu	100	100	100	100	1
39	Njagi Munyambu	100	100	100	100	1
35	Mwendwa Hurambira	100	100	100	100	1
29	Mwangangi Nyaga	100	100	100	100	1
14	Mutegi Marungo (kiwete)	100	100	100	100	1
12	Kiyiru Masila	100	100	100	100	1
11	Mutugi Ikimi	100	100	100	100	1
6	Masira Mutegi	100	100	100	100	1
50	Mugwika Nyaga	100	100	85	95	2
30	Mutua Mutegi	100	100	85	95	2
42	Munyambu Kinogoi (2 widows)	100	100	85	95	2
51	Kithuri Nyaga	80	100	100	93	3
54	Mwendwa Mutemi	100	80	100	93	3
10	Kaburi Muthengi (F.H.H.)	80	100	100	93	3
44	Kithuka Muciri	80	100	85	88	4
40	Kithiora Munyambu	80	100	85	88	4
22	Ndagara Mukinda	80	80	100	87	5
25	Kithetu Muthungu	80	80	100	100	5
58	Muema Ikoma	80	80	85	82	6
17	Kitiru Mwenga	80	80	85	82	6
60	Kiru Nzoma	80	80	85	82	6
57	Nduru Ikoma	80	80	85	82	6
19	John Mwenga	80	80	85	82	6
20	Nguku Kamau	80	80	85	82	6

## 2.5 Institutions

This exercise was conducted on 28/8/95 at the Kamayagi AIC grounds. There was a total of 26 participants at the beginning and all were involved in the discussion.

The facilitator started by outlining the objectives of the exercise.

- \* Identify which institutions (internal & external active are in the village.
- \* To find out how these institutions relate with the village.
- \* Find out what impact the institutions have in the community.

The facilitator started by asking which institutions were found in the village. Among the institutions mentioned include Igembe women group, Kamayagi men group, Kamayagi youth fellowship, Church Province of Kenya (CPK), AIC, Tei wa Yesu mobile clinic.

Igembe mwethya group was said to play a leading role in development activities. Among its activities include weeding for one another, weaving baskets, mats and contributing funds for each other in turns.

The men group is a relatively smaller one, with about 20 members and its effect on development is not as pronounced. The youth fellowship group is composed of young men who undertake a range of activities like laying bricks.

Other institutions were given as the Chief, the member of parliament, the councillor and various Government ministries (e.g Agriculture, Water, Social services etc).

The area member of parliament was said to be powerful institutions by himself and seen as influencing development in the village. Considerable part of this chapati was placed inside the village and the reasons were that:

- \* He had seen to the construction of the Kamayagi Tseikuru road.
- \* He has found jobs for many people in the village.

CPK, which implements projects in the neighbouring Kamagara village, has never really ventured in Kamayagi, but certain benefits trickle down from Kamagara to Kamayagi. Therefore they placed a huge part of CPK as being inside the village.

The councillor and the various Government departments were barely known and therefore placed far from the village, indicating that they were not important to the people.

From this exercise it was discovered that the Government and development agencies had virtually very little effect on the Kamayagi community.

## 2.6 Trendlines

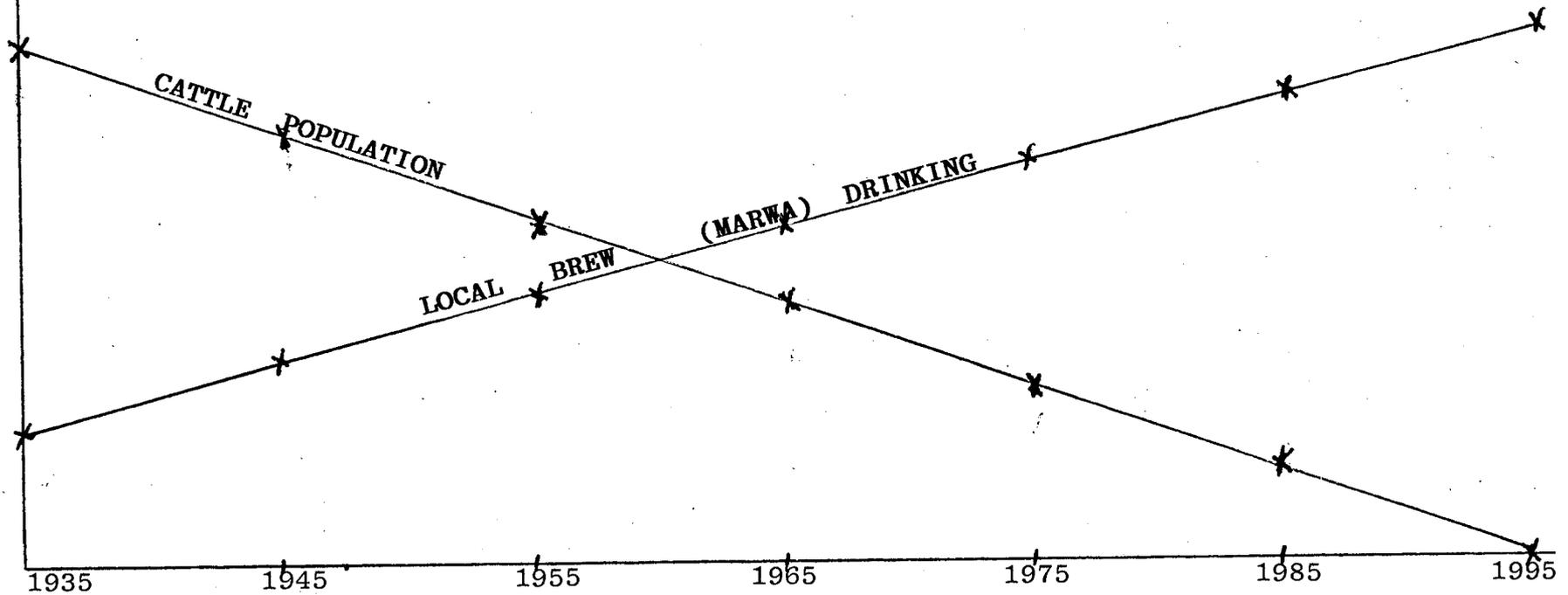
The concept of trendlines was explained with initially 27 members of the community being present. As the process picked up, more members continued walking in such that by the time the exercise was over 10 more people had joined in the discussion.

- \* To find out what interventions have take place from the community itself and the outside agencies.
- \* To know what direction the community is moving in terms of development. Among the variables discussed included soil fertility, crop productivity, rainfall population, cattle population and drinking of local brew (marwa).

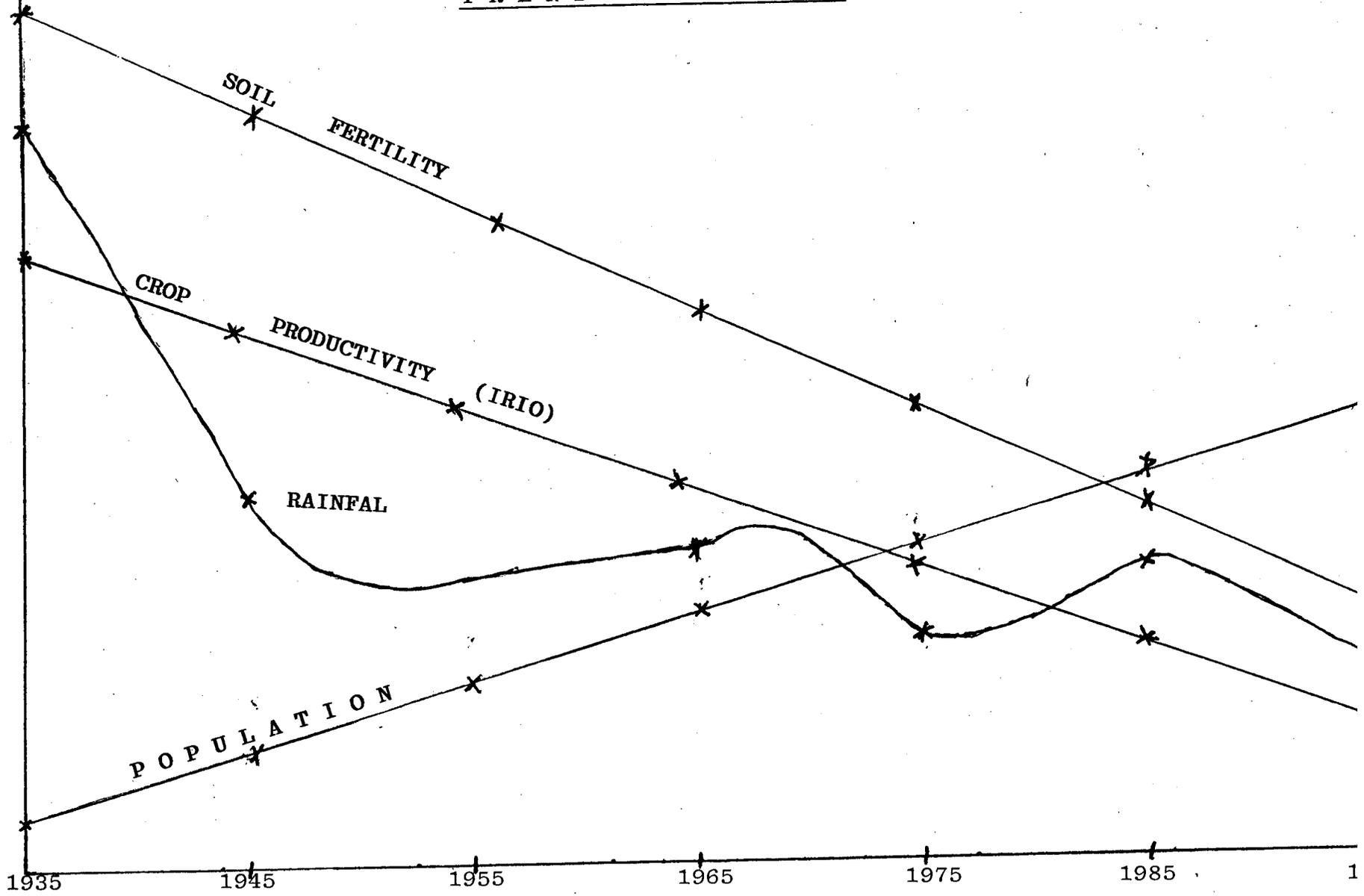
The trendlines drawn by the information indicated that:

- \* soil fertility and crop productivity have been declining steadily over long period such that the soils are quite poor now.
- \* Rainfall has been fluctuating from high to low and sometimes none over a period of 4 to 6 years, the frequency of drought has increased in the last 30 years.
- \* Soil fertility and crop productivity have been progressively declining over the years due to poor farming practices soil erosion.
- \* Population growth has been increasing steadily.
- \* Cattle population is said to have been decreasing since 1935 whereas local brew (marwa) drinking is increasing at an alarming rate. Cattle population has been reducing due to disease outbreaks, droughts, shortage of grain land sale for school fees. Local brew taking is increasing on the other hand because of moral decadence brought about by foreign values and practices.

TREND LINE



T R E N D                      L I N E S:                      (KAMAYAGI VILLAGE)



## 2.7 Gender Analysis

The concept was conducted and facilitated at the AIC ground and attended by 33 members of the community.

The objectives of this exercise were given as to:

- \* Establish who has access and control of available resources in the family
- \* Establish the amount of time taken in different activities done by men and women.
- \* Identify roles of men and women in the community.

At the end of the exercise, the following observations were made:

\* Most of the work in the family is done by women (mothers and their daughters), whether they are reproductive or productive. Men however argued that they do the most difficult work.

\* Women have access to virtually every available resource in the family but they have no control over them. Men have both the access and control over all the resources in the family.

\* Key decisions in the family are mainly made by men, some men consult their wives simply for rubber-stamping.

\* Men believe that they should not do certain job, like grinding millet on the stone for example, one of the most striking qualities of this discussion was the level of participation and empowerment it roused, especially among the women. It was so hard generating that at one stage, three women and two men were upright and simultaneously making contributions.

Daily Activity profile for Women

1. During Rainy Season.

<u>Time</u>	<u>Activities</u>
4.a.m. to 6 a.m.	- Waking up - preparing children for school - milking - making tea
6.a.m. - 6 p.m.	- Going to the farm for cultivation, planting, harvesting, chasing monkeys and birds. - Food preparation at the shamba. - Fetching water and firewood - Cooking - Making mats and baskets
6.p.m. - 11 p.m.	- Serving evening meal - making baskets and mats - advising children
11.p.m.	- sleeping

During dry season

6. a.m. to 7 a.m.	- waking up - Preparing children for school - milking - making breakfast
7 - 11 a.m.	- Collecting grass for thatching - looking after livestock
11p.m. - 1p.m.	- Fetching water - Making mats and baskets
2p.m. - 4.p.m.	- Food preparation
4p.m. - 5p.m.	- Collecting firewood
5p.m. - 8 p.m.	- Preparing evening meal - Making baskets and mats - Washing cloths
8.a.m. - 10 a.m.	

## Gender Analysis

Productive Activities	Economic and Social			
	M	B	W	G
1. Clearing of land	✓	✓		
2. Cultivating with oxen (ploughing)	✓	✓		
3. Hand cultivation (weeding)	✓	✓	✓	✓
4. Planting	✓	✓	✓	✓
5. Making hives/harvesting honey	✓	✓		
6. Casual labourers	✓	✓	✓	✓
7. Cutting grass (for thatching)	✓	✓		
8. Looking after cattle	✓	✓	✓	✓
9. Making local brews			✓	
10. Construction of houses	✓	✓		
11. Thatching houses	✓	✓		
12. Harvesting	✓	✓	✓	✓
13. Thrashing	✓	✓	✓	✓
14. Making mats (basketry)	✓	✓	✓	✓
15. Making of baskets (kiondo)			✓	✓
16. Making of bricks	✓	✓		

REPRODUCTIVE ACTIVITIES

HOME MANAGEMENT

ACTIVITIES	M	B	W	G
1. Cooking			✓	✓
2. Washing children			✓	✓
3. Advice youth ones	✓		✓	
4. Fetching water			✓	✓
5. Washing cloths			✓	✓
6. Looking after food			✓	✓
7. Looking after firewood			✓	✓
8. Human Reproduction	✓		✓	
9. Milking		✓	✓	✓
10. Sweeping House			✓	✓
11. Eating	✓	✓	✓	✓

## DAILY ACTIVITIES PROFILE FOR MEN

<u>TIME</u>	<u>ACTIVITIES</u>
6.00 a.m. - 8.00 a.m.	Farming
8.00 a.m. - 12.00 p.m.	Farming
	Fencing
	Looking after cattle
	Casual labour
	Brick making
12.00 p.m. - 4.00 p.m.	Looking after cattle
	Building houses
	Watering livestock
4.00 p.m. - 9.00 p.m.	Visiting friends
	Making mats and baskets
	Taking local brew
	Attend clan meeting
	Making storage structures (Kiinga)
	Spraying livestock
9.00p.m. - 10.00 p.m.	Advicng young children
	Planning for tomorrows activities
10.00 p.m. - 6.00 a.m.	Sleeping
	Human reproduction

DECISION MAKING PROFILE

	MEN	FEMALE
1. Selling of land	✓	✓
2. Selling of food	✓	✓
3. Selling of cotton	✓	
4. Sending child to school	✓	
5. Child to be circumcised	✓	
6(a) Child to be send for treatment (hospital)	✓	✓
(b) Child to be send to be treated traditionally	✓	
7. Giving land to a child	✓	
8. Giving or receiving dowry	✓	
9. Agreement on marriage issues	✓	

## 2.8 Transect Walk

The PRA team set off for this exercise on the 29/8/95. They knew it was going to be a tough assignment so they set out at around 8.00 , reaching Kamayagi centre at around 9.00 a.m. The team found that the two link persons and few members of the community had already arrived.

The team quickly shared with the community members the objectives of this exercise as being to:

Give a general view of the village and enhance our knowledge.  
Verify information given by the community.  
Capture aspects left out in the discussion.

The team agreed that since we were going to cover a distance of about 8 kilometres across the village, it could divide in such away that one group started walking towards the western and while the other groups walked towards the eastern end, from the Miramba Ikamba boundary. We would then share information on the sketch sections from each group.

When this had been agreed, each group which was composed of 4 members, a link person and two respondents took off at around 9.15 a.m. At around 1.00 p.m the two groups met at the centre and shared their observations and findings as follows:

The team observed that land was mainly used for farming, settlement and grazing livestock. The main crops grown include millet, sorghum, cowpeas and green grams. They keep animals like cattle, goats, chicken, donkey's and bee (as evidenced by the large number of beehives).

The team could also notice many grass thatched temporary houses. There were two permanent houses with clean pit latrines. It also learnt (from the semi structured interviews) that there are only (6) six pit latrines in the whole of Kamayagi village.

The soils are generally loose sand, sometimes sandy loam, clay and stony. The terrain is badly rugged and denuded as a result of severe soil erosion.

Overgrazing and shifting cultivation are common practice in the village. Land is left fallow barely after two seasons, and the animals roam about the land unattended.

Kyuyo streams, which is fairly big could be used for construction of a sub - surface dam. Kamayagi rock is a potential rock catchment site.

Particularly striking was the fact that few farmers grow cotton in their farms. t noticed that the crop is affected by various pests.

The team also found out that "palm" trees did well in the village. The trees are immensely useful for basket and mat weaving which are common activities here.

<b>SOIL TYPE</b>	Red-Clay Soils	Coarse soils	Sandy Clayish loose soils	Sandy loam soils	Sandy greyish soils	Clay soil
<b>LAND USE</b>	Farming Grazing	Bee- Keeping	Habitation, farming, grazing	Habitation Farming IGP (Kiosk make shift type)	Habitation farming, grazing Earth dam (pan) construction	Habi farm graz
<b>CROP GROWN</b>	Millet, cowpeas sorghum and maize	--	Maize, millet, sorghum, mango tree pawpaw, castor pegon peas cow peas	Cassava, millet cowpeas, sorghum maize, castor seeds	Millet, sorghum mango tree	Mill maiz
<b>LIVESTOCK</b>	Cows, goats, chicken	Cows, goats, chicken and donkeys		chicken, bee- keeping, donkeys cows & goats	Cows donkeys goats, chicken	Cows goat
<b>VEGETATION</b>	Tall trees (acacia) shrubs and grass	bushe Grass, trees, + grass bushes		Baobab trees grass and acacia type	trees, bushes and grass	bush + gr.
<b>WATER AVAILABILITY /SANITATION</b>	No water source No latrine	No Water source	Nothing Pit latrine present	Nothing No pit latrine	Pit latrine water pan (Earth dam but very mini. water)	Noth No p
<b>LAND SCAPE</b>	Relatine Flat	Flat	Small Valley	Relatine Flat	Slopy	Slop.

### 3.0 Problems identifications process

The exercise started at around 9.00 a.m and about 25 members had already arrived for the exercise as previously arranged.

The objectives of this exercise were explained as being:

- \* To enable the communities to articulate their own problems.
- \* To enable the community to discuss analyze and prioritise their problems and needs.
- \* To rank these problems in order of their importance.

Once the community had fully understood this concept, the team divided into three groups, the men, the women and the youth. Each group was going to articulate the community problems as they perceived them.

### 3.1 Problems As Perceived By Women

The women sub-group identified and justified the following problems.

#### Lack of school

Their children walk for about 8km to the nearest school which is a long distance. During the rains, children can not cross the flooded Siri River hence absenteeism.

#### Lack of Health Facilities

Sick people at times die while being carried to the nearest health centre which is about 21 km away (Tseikuru or Ciambu). The centres lack drugs.

#### Poor Roads

If roads were better, this would open up Kamayagi to more development.

#### Lack of trained traditional birth attendants

Many women die during labour. This would be reduced if there were trained TBA's.

#### Lack of co-operation

There is no co-operation amongst the community. with co-operation, there would be more development in the community.

### 3.2 Problems As Perceived By Men

The men identified and gave justification for the following problems:

#### Poor marketing of crops and livestock

When there is plenty of harvest, crop prices are very low, and livestock prices are quite high. During famines livestock prices are very low while food prices go up. This means that even after selling an animal you may not buy enough food. These problems are caused by lack awareness in marketing and lack of diversified means of earning incomes.

#### Crop and Livestock Diseases and pests

There are many pests such as weevils, aphids, moths, boll worms, black beetles to but a few. These destroy the crops and reduce the harvest even when rains are good. Animal diseases include diarrhoea, milk fever, new castle, foot and mouth diseases, and bloat, while the pests include ticks, worms, plas, mites and others. These adversely affects animal production.

#### Lack of co-operation.

If there is no co-operation, development can not be easily realised. Men have taken to local brew (Marwa) drinking and are reluctant to join in development activities. The present leaders are weak, they lack mobilisations skills.

#### Poor Health Status

The sick for long distances to the nearest health facilities i.e 21km to Tseikuru health centre. The supply of drugs in the centre is not adequate. Large number of women die in labour. When people are sick, they are not productive enough.

#### Insufficient Range of Cash Crops

The only cash crops grown are green grams, a breed of sorghum (Katumila) and rarely cotton. This means that people have to sell the food crops due to other pressing needs like school fees which results in food shortage. Food crops fetch poor prices in the market.

#### Shortage of Farm Implements.

People have inadequate farm implements such as ploughs, Jembes, pangas and wheelbarrows. They also have insufficient draught animals like oxen. Sometimes they have no seeds for planting.

## Poor Marketing.

poor marketing was said to be as a result of:

- \* Lack of awareness on marketing of produce.
- \* Lack of other means of income (other than sale of farm produce and livestock).
- \* Many pressing needs like medical bills, school fees etc.
- \* Lack of co-operation among the sellers hence exploitation from the middlemen.

## Poor Storage due to:

Lack of awareness in storage

Poor storage facilities e.g the "kiinga" which is poorly ventilated, the "kisomba" a grain storage facility which is poorly constructed.

prevalence of many pests which destroy grains and cereals.

shortage of money for buying pesticides and fungicides.

## Crops pest and livestock diseases

- \* These reduce crop yields and livestock production.
- \* Lack of awareness on crop and animal diseases and pest control.
- \* Lack of money to buy pesticides and insecticides.

## Unemployment due to :

- \* Low levels of education.
- \* Shortage of prominent people from the community who may secure the youth good jobs.
- \* Lack of self - help employment skills.

### 3.3 Problems as Perceived by The Community

Later, the three sub-groups came together and each presented the community problems from their point of view. Each of these problems was analysed by the entire community and eventually, the following were identified as the main problems affecting kamayagi community.

- \* Low income
- \* Low productivity
- \* Lack of health facilities and poor sanitation
- \* Poor marketing prices
- \* Poor leadership
- \* Poor food storage and preservation
- \* Inadequate water supply
- \* Lack of a primary school
- \* Inadequate technical knowhow in fruit and vegetable growing
- \* Crop and livestock diseases

These problems and arguments for their justification were prioritized through pairwise ranking matrix in the following order:

#### Low Incomes

This was ranked as the most pressing problem in kamayagi community and the following were cited as its root causes:

- \* Low crop and livestock prices
- \* Lack of cash crops
- \* Limited sources of off-farm income
- \* Unemployment, especially among the youth
- \* Lack of co-operation in the community

#### Poor Sanitation

This problem was ranked second and the root causes cited were:

- \* Traditional believes and practices
- \* Lack of awareness

#### Low Farm Productivity

The root causes of this problem were given as:

- \* Soil erosion
- \* Inadequate farm tools
- \* Poor farming practices
- \* Crop pests and diseases
- \* Rainfall unreliability

#### Crop and Livestock Diseases and Pests

This was cited as a major problem because

- \* There are many different diseases and pests which destroy crops and thus reduce the yields.
- \* Animal diseases and pests significantly affect their production and quality
- \* Many farmers lack awareness on proper animal care and crop production
- \* Pesticides, insecticides and fungicides are both expensive

### Poor Marketing Practices

- \* The people usually sell their produce immediately after harvest at very low prices
- \* They buy the same products very expensively during famine
- \* During famine when food prices are very high, livestock prices are very low
- \* People lack organised selling and are thus exploited because they lack collective bargaining power
- \* The middlemen use powerful politicians and merchants to exploit the people.

### Poor Leadership

- \* If leaders were good, they could tap development in the community. Most able leaders, like councillors, sub-chief and chief are from other areas. kamayagi primary school was moved to kamagara village due to poor leadership.

### Poor Food Storage

Mainly due to

- \* Lack of awareness in food storage and preservation
- \* Poor food storage facilities
- \* Prevalence of many pests which destroy grains and cereals
- \* Shortage of money for buying pesticides and fungicides

### Inadequate Water Supply

- \* Long distance (3 km) to water points
- \* The available water is not potable
- \* Time taken to draw water (about 2 hours) could be used for more productive activity

### Lack of a Primary School

Children walk for about 8 km to the nearest school which is a long distance. During rainy seasons, children cannot cross the flooded Siri river which results in absenteeism from school.



### 3.4 Solutions Suggested By The Community

Once the problems had been analysed and prioritized, the team requested the community to come up with their possible solutions. The following were then suggested as the possible solutions to the various problems.

#### Low Income

- \* Starting up income generating projects, like brick laying, poultry keeping or vegetable growing which could provide people with an alternative source of income.
- \* Giving technical skill training like tailoring, masonry or carpentry for self-employment.
- \* Starting up a work cooperative for youth with different skills.
- \* Introducing sunflower, promoting cotton growing, beehives, castor oil seed among others to increase the range of crops.
- \* Starting a community food bank (Grain store) for buying food during the time of plenty and selling the same during times of scarcity at reasonable prices. This will ensure food availability in the village and fairness in prices.

#### Poor Sanitation

- \* Educating the community on the dangers of defecating in the bush and the importance of constructing dish racks, digging rubbish pits cleaning compounds and draining ditches.
- \* Encouraging people to dig and properly use pit latrines.
- \* Raising awareness in community based health care (CBHC)

#### Low Farm Productivity

- \* Training farmers in measuring contour lines, digging terraces, benches, trashlines, controlled grazing, tree planting etc.
- \* Educating farmers on better methods of farming e.g. organic farming.
- \* Starting demonstration farms and organising field days.
- \* Organising exposure tours to high potential areas.
- \* Education on prevention of crop pests and diseases.
- \* Provision of pesticides, education on preparation of tea plant, provision of tools e.g. spray pumps, jembes, mattocks, shovels, fork jembes, wheelbarrows etc.

#### 4.0 Community Action Plan

The aim of the CAP was to:

- \* Assist the community to plan for themselves.
- \* Enable the community to think through the process of developing their own village and make commitments.
- \* Help the community discover its own resources and potentials which may be tapped for accelerated development.

To come up with the CAP the community was given guidelines to follow as shown:

- \* Identifying the problem
- \* Establishing its root causes
- \* Looking into possible solutions
- \* Identifying the resources required
- \* Community contribution and potentials
- \* Establishing the number of beneficiaries
- \* Who will be responsible?
- \* When does the project start?

Having understood these guidelines the community was the challenged to came up with their own CAP.

The PRA team members facilitated the process and mostly listened to ideas coming from the community. The whole group came up with a CAP with 45 community members participating.

The main problems tackled in the CAP were three

- Low incomes
- Poor sanitation
- Low land productivity

## KAMAYAGI COMMUNITY ACTION PLAN

Problem	Root Cause	Possible Solution	Required Resources	Community Contribution	No of Beneficiaries	Who is Responsible	When To Start
Low Income	Lack of co-operation in the community	Form groups of women, men and youth Elect leaders Train leaders	Mobilisation skills Leadership training workshop Money for training	Avail themselves in the group Accept to lead others Attend courses	Members from 61 households	Village Committee IFSPE-CDW Co-ordinator	September 1995
	Unemployment	Start groups Give technical skill training Start a worker co-operation for youth with different skills	Money for small business Business management training Technical skill training Training in co-operative management	Money Labour-Semi skilled and unskilled	Youth	Village committee IFSPE-CDW Co-ordinator	September 1995
	Lack of cash crops	Introduce sunflower Promote cotton growing and green grams Production of castor oil seeds	Education Cotton seeds Sunflower seeds Land Castor oil seed	Land semi skilled and unskilled	61 households	Village Committee IFSPE-CDW Co-Ordinator	October 1995 rains
	Low prices of farm produce	Start a marketing co-operative (community food bank)	Store Plot to build Money to purchase the food Good leadership Security	Labour Local materials for construction Some cash Volunteer leaders Security	61 households	Village Committee IFSPE-CDW Co-ordinator	September 1995
Poor Sanitation	Traditional beliefs Lack of awareness	Educate the community on the dangers of defecating on the bush (CBHC) Build toilets and dish racks Dig rubbish pits Clear compound Drain ditches	Labour (Unskilled) Educators Money Tools Construction technology		85 families	Village Committee IFSPE-CDW Co-ordinator	September 1995

Table continued

Problem	Root Cause	Possible Solution	Required Resources	Community Contribution	No of Beneficiaries	Who is Responsible	When To Start
Low Farm Productivity	Soil Erosion	Training in measuring contour lines Digging terraces, benches Trash lines Controlled grazing Tree planting	Skilled and Unskilled Labour Educators/Trainers Tools	Labour Some tools	Members of 61 households	Village Committee IFSPE-CDW Co-ordinator	September 1995
	Inadequate Tools	Provision of tools	Shovels, pickaxes Mattock Jembes, Fork, Plain Spirit levels	Some tools	Members of 61 households	Village Committee IFSPE-CDW Co-ordinator	October 1995
	Poor Farming Practices (planting, weeding, harvesting etc)	Educating farmers on better methods of farming e.g. organic farming. Starting demonstration farms. Field days Exposure days tours	Educators Land Community Money Materials for making organic manure	availing themselves for training Providing land for demonstration Provision of materials	61 households	Village Committee IFSPE-CDW Co-ordinator	October 1995
	Crop Pests	Education on prevention control of crops pests Provision of pesticides and spray pumps Preparation of plant tea	Trainers Pesticides Spray pumps Materials for making plant tea Money	Some money Materials for making plant tea	61 households	Village Committee IFSPE-CDW Co-ordinator	October 1995

After this process, a committee was elected by the entire community in the team's presence. The composition of the committee was such that there were seven members, three women, two men and two youth. The team witnessed this election and thought it was free and fair.

The committee members were charged with different responsibilities as follows:

- |                        |           |
|------------------------|-----------|
| 1. Simon Mwendwa Mbiri | Chairman  |
| 2. Peter Musiri        | Secretary |
| 3. Sarah Ndagara       | Treasurer |
| 4. Tabitha Ciengo      | Member    |
| 5. Jenifer Muthengi    | Member    |
| 6. Benjamin Gaisu      | Member    |
| 7. Peter Githinji      | Member    |

This committee was charged with the responsibilities of spear heading all development initiatives in the village. All the elected members agreed to serve their community whole heartedly.

Kamayagi appears a forgotten and neglected community (as evident from the venn diagrams) and deserves immediate intervention.

The community need intensive education for development (raising of awareness).

The PRA workshop played a big role as a eye opener to participatory planning, and can be very effective in any rural community involved in participatory development.

Certain cultural practices and beliefs are a great impediment to development (e.g a father can not use the same latrine with his daughter). We also noted that there are a few enlightened people who have started to deviate from traditions (e.g men drawing water using donkeys, apportioning land to unmarried daughters etc.

Community's attendance and impressive participation during the workshop indicated considerable degree of empowerment. They just need to be given a lead as well as given the incentive and they would continue.

APPENDIX VI

INTEGRATED FOOD SECURITY PROGRAMME EASTERN PROVINCE - IFS - E

A Kenyan - German Development Cooperation

GTZ/Ministry of Agriculture, Livestock Development and  
Marketing

Report on Introduction Workshop in

"Participatory Rural Appraisal" (PRA)

HELD IN MWINGI

24th - 25th JULY 1995

&

21st - 23rd AUGUST 1995

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The introductory Workshop in PRA was held at GTZ - IFSP-E

Eastern Mwingi Office (Conference hall) from 24th - 25th July 1995. A total of 38 participants attended and were drawn from different (DAS) in Mwingi District Development agencies.

The PRA Introductory Workshop is the first step of a PRA which will be carried out in Mwingi District in August 1995. Before the PRA field exercise starts, a three day training in the use of PRA tools will be organized.

The PRA Introductory Workshop was facilitated by the following people:

1. Francis Mulwa - PREMESE
2. Bernadette Kyany'a - PREMESE
3. Suzzane Kiamba - PREMESE
4. George Karanja - ACTIONAID KENYA
5. Godfrey Ikomoli - ACTIONAID KENYA

The workshop started with a word of greetings and welcome from Mr. Francis Mulwa who called on the GTZ - IFSP Co-ordinator Mr. Peter Kaufmann to Officially welcome all participants. A summary of the two day block timetable and a timetable for Monday was then given.

BLOCK TIME TABLE (MONDAY 24th - TUESDAY 25th)

MONDAY 24th/7/95	TUESDAY 25th/7/95
* Climate setting	* Features of PRA
* Experience sharing	* The steps of PRA application
* IFSP vision and objectives	* Introduction to PRA tools
* Aims of the PRA exercise at hand	
* Introduction to PRA principles and philosophy	

TIMETABLE MONDAY 24th JULY 1995

8.30 Welcome and Introduction of facilitators

- \* Block Time table
- \* Days Timetable
- \* Participants Introductions
- \* Community Norms and Committee

10.00 - Tea

10.30 IFSP vision and objectives

- \* Aims of PRA Exercise
- \* Official Opening

11.00 Participant Expectations and Fears

12.00 Experience Sharing

1.00 LUNCH

2.00 Introduction to PRA

- \* The concept of Participation
- \* Definition of PRA
- \* History of PRA
- \* Principles and Philosophy PRA
- \* Sources of PRA

3.30 Tea

3.45 Role Reversals

5.00 Retire

## 1. CLIMATE SETTING

### 1.1. OFFICIAL OPENING OF THE WORKSHOP

The workshop was officially opened by the DO 1 of Mwingi Mr. Amdany who urged the participants to be committed to their duties and responsibilities. He also thanked GTZ for the step towards incorporating other Development Agencies and the GOK line Ministries in its (GTZ) development activities. He noted it was the first instance such an integrated group has ever come together in Mwingi to discuss about Development. He called for those present to act and not merely to talk.

### 1.2 INTRODUCTION OF PARTICIPANTS

The facilitator instructed each participant to pick a paper with a section of a swahili saying on it. The participant would get a partner with the rest of the saying. The two were to know the following about each other.

- \* Name
- \* Where they come from
- \* Tribe
- \* Occupation/specialisation
- \* What one hates/likes
- \* Marital status
- \* Religious background

This resulted into exciting introductions whereby each partner introduced the other to the rest of the participants.

There followed the creation of community norms by participants and the formation of community life committees from the participants.



- \* Be familiar with and have simulated selected PRA tools.
- \* Plan and facilitate a village workshop.
- \* To analyse PRA results with clear and consistent recommendations.
- \* Be motivated to work as members of a PRA team.
- \* Apply PRA tools in the field.

## 2. PRESENTATION ABOUT IFSP - E and what it does.

To understand the context of the PRA exercise, the participants were given an input on the IFSP-E Programme and its objectives.

### 2.1. WHAT IS IFSP-E?

I      Integrated  
FS     Food Security  
P      Programme  
E      Eastern (Province)

### 2.2 Programme History

- \* The first Programmes for IFSP in Kenya were in Wamba and Wajir.
- \* Due to the 1993/94 drought in Ukambani there was an assessment Mission in 1994. This led to the selection of Mwingi District as a target area for IFSP.
- \* IFSP-E started in November 1994 in Mwingi with a six (6) month emergency Programme which involved food for work activities.
- \* IFSP-E is currently preparing its long-term strategy up to end of 1997 and a planning workshop (ZOPP) will be in September 1995 where the results of the PRA will serve as a basis for the plan.

### 2.3 Objectives of IFSP-E

Sustainable improvement of Food Security which means:

1. Availability of food (production, storage etc)
2. Access to food (income etc)
3. Use of food (health, water, nutrition, education etc)

### 2.4 Beneficiaries "Target Groups"

These were seen to be members of Food insecure households of the programme area (Poverty Focus)

### 2.5 Expected Results

By end of the programme duration, it would be expected that:

- \* Agriculture and Livestock Production will be improved.
- \* Rural water supply will be improved.
- \* Basic Health Services (PHC) and nutritional education will be improved.
- \* Income generating activities will be promoted.
- \* Drought monitoring and emergency preparedness will be improved.

### 2.6 Implementation strategy of IFSP-E

To achieve the above, the IFSP-E programme saw itself working by and with:-

- \* Close co-operation with GoK departments and NGO's.
- \* Implementation through permanent service delivery structures.

To enable the programme to implement its activities, it is imperative to undertake capacity building of:

1. GoK departments.
2. NGO's

This could be done through:

- Workshops, networking, training.
- PRA/PIDA etc.
- Provision and sharing of material, equipment, tools.
- Financial contributions (Credit/grants)

## 2.7 Why PRA/PIDA?

P - Participatory	P - Participatory
R - Rural	I - Integrated
A - Appraisal	D - Development
	A - Approach

- \* To Avoid a "top-down" approach by getting needs, problems and priorities of people from the beginning in programme Planning.
- \* To strengthen self-help and own problem-solution capacities of target groups.
- \* To assist people in planning, implementing and monitoring their own Micro-projects.

## 2.8 How will it be done:

- \* Training of staff (GTZ, Gok, NGO).
- \* Starting with PRA in 4 pilot villages.
- \* Ensuring the "follow up" of the PRA's in these villages.
- \* Step by step, going on with PRA in more villages and training of more staff from Gok and NGO's.

3. EXPECTATIONS AND FEARS OF THE PARTICIPANTS:

The participants were given a chance to share their expectations and fears related to the exercise.

3.1 Expectations

- \* To know the best method used to collect the real community needs.
- \* To get to know more on how to involve people in decision making which will lead to their rural development.
- \* The participants to be imported with the necessary tools for effective participation in the delivery of sustainable food security services.
- \* To be in a position to collect required information from the community.
- \* To know the importance of PRA in the community.
- \* To facilitate the development activities in the pilot villages.
- \* Share with others what PRA means in development.
- \* To effectively use the PRA tools in the field.
- \* To cover fully what is intended in PRA training.
- \* Learn how to approach the community and interact effectively in order to promote development, Health and Nutrition.
- \* Win the support to community and see fruits of the labour.
- \* Remuneration from course planners.

- \* To have common ideas on PRA.
- \* Learn something new in PRA approaches.
- \* Attain working knowledge in the field on PRA.
- \* Learn the use of right approach for effective results.
- \* To know more about PRA/PIDA.
- \* To understand PRA process and procedures.
- \* Acquire knowledge on implementation process.
- \* Adequate coverage/exploration of PRA tools and their applications.
- \* Reading materials to be availed for reading later.
- \* To be issued with a certificate of attendance.
- \* Participants to stay on with training without dropping.
- \* Be able to share experience.
- \* Be a more resourceful person than before.
- \* The PRA exercise will be a success.
- \* Be able to assist each other in the PRA exercise.
- \* Know what is expected in carrying out PRA.
- \* Know the objective of the project.
- \* To know the role of GTZ and the community involvement and the area of operation.

### 3.2 FEARS

- \* Interference from the GK (politics).
- \* PRA approach may conflict with District focus for rural development where priorities are dictated by departmental heads.
- \* Whether the PRA will meet the expectations of the villagers.
- \* Reaction from the community may not be favourable.
- \* Insecurity as PRA practical zones are "shift" areas.
- \* Materials may be insufficient.
- \* Field hardships.
- \* Lack of facilities to meet the goals.
- \* Difficulties in contacting the people in working areas.
- \* Language used in PRA may not be simple to understand.
- \* Failure to achieve objectives of the exercise.
- \* Being the decision maker of the community development project.
- \* Limitation to writing and reading as the exercise will continue even at night.
- \* Questions from the community on PRA as its a new methodology.
- \* Failure by both the community and the participants.

- \* Failure to cover the exercise as the duration is short.
- \* Long process.
- \* Short introductory workshop to make impact.
- \* The exercise may be more of a theory than practical.
- \* Failing to implement fully after training.
- \* Community creating hope in material assistance.
- \* Collecting minor things and leaving the majority.
- \* Failure to apply the acquired PRA knowledge.

#### 4. EXPERIENCE SHARING BY THE PARTICIPANTS.

Participants were given time to share their past experiences (if any) with PRA exercises they had taken part in before.

##### 4.1 Positive Aspects.

- \* Be able to share knowledge on the ground and get the community Action Plan (CAP).
- \* Able to establish community strengths and weaknesses.
- \* Raise people's morale.
- \* Involves the community deeply at all stages of project development.
- \* Community's ability to remember widely.
- \* A lot of work is done by women - this is a useful discovery raised from PRA exercises with communities.
- \* PRA is practical.

#### 4.2 Negative Aspects

- \* The process is slow and cumbersome.
- \* Line ministry staff have other things to do so they cannot be deeply involved.
- \* Most informants expect direct individual benefits.
- \* Raises high expectations on the community members.
- \* PRA is used as a "Rubber Stamp" by agencies when they are not really committed to community participation.
- \* Community biases.
- \* NGO competition/contradicting approaches.
- \* Unmet expectations from the line ministry staff-bilateral collaboration.
- \* Failures of Community implementation of CAPS.

#### 5. THE CONCEPT OF PARTICIPATION

##### 5.1 Participation as Defined by Participants:

- \* The active involvement of all concerned parties in all stages of development or any activity, starting from decision making, planning, implementation, monitoring evaluation and sharing of benefits and loses.
- \* Making, planning, implementation, monitoring, evaluation and sharing of benefits.
- \* Identifying needs, sharing ideas to meet the needs and implementing them.
- \* Process through which individuals/communities are actively involved in decision making, planning, implementation and evaluation.
- \* Decision making, input labour material, benefits.
- \* Full involvement from the beginning to the end i.e.

- \* Taking part in what is happening.
- \* Involving community right at initial stage, problem identification, planning and implementation of already identified problems.
- \* Taking part in doing and decision making.
- \* Involving those affected by the problem in decision making.
- \* Involvement of both agent and recipient.
- \* Taking an active part in an activity.
- \* Community involvement in critical development process.
- \* Doing something collectively.
- \* Taking part in development.
- \* Active involvement/contribution in any given activity.
- \* Donors/Agents allowing beneficiaries to contribute on needs assessment on a project.

## 5.2 What is participation?

An input on four most common modes of participation was given.

### Four Modes of Participation.

#### (a) Extractionist

Has the following elements as participation is extracted/forced from the communities

- \* Blue Print Plans, drawn by experts following feasibility studies

\* Peoples' contribution is limited to Labour, Money, Materials

Authority is necessary to organise and enforce the completion of projects by people in order to meet deadlines set from above.

(b) Benefit Induced

Has the following elements as people participate to receive the promised benefits.

\* Food for Work

\* Relief resources

\* Free farm implements

\* Free inputs e.g. seeds, fertilizer etc.

(c) Vertical

Has the following elements as people are participate with the hope that benefits will trickle down to them.

\* Patron/Client relationships between the development agency and the people.

\* Use of "gate-keepers" in the villages.

\* "Proxy" representation of farmers.

(d) Authentic as the people start acting on their situation to solve their own problems without necessarily any external influence.

Has the following elements:

\* Involves peoples' organisations eg. mwethya groups, self help groups, youth groups, merry go round groups, churches

- \* Decision making by people themselves.
- \* Identification of needs.
- \* Problem analysis.
- \* Identification of opportunities/resources.
- \* Action Planning by people themselves.
- \* Implementation by people themselves.
- \* Monitoring by people themselves.
- \* Joint evaluation/sharing of benefits and losses of all parties involved.

## 6. HISTORICAL DEVELOPMENT/GENESIS OF PRA

The term community development was coined back in 1950s. It was an effort towards reconstruction of what was destroyed after the world wars.

Then came the Green Revolution of 1960s an approach which emphasised on maximising production through agricultural mechanization. This approach failed to deliver the goods leading to another approach called the Participatory development of 1970s which was geared to sustainable development and empowerment.

PRA was developed out of Rapid Rural Appraisal (RRA) techniques <sup>in 1980s</sup> RRA was systematised in the late 1970's mainly by universities, and was tried in Asia. Its pioneers were Robert Chambers and Gordon Connay.

PRA is defined as a Family of approaches, and methods to enable Rural people to present, share and analyse their knowledge of life and conditions to plan and to act.

PRA puts emphasis in discussions, illustrations, mapping, diagramming and modelling by the community members themselves.

People are the key actors.

People present and analyse their own situation, determine their preferences and initiate a process towards sustainable development.

#### 6.1 THE METHODS ARE:

\* Participatory

\* Flexible

\* Lightly structured

\* Adaptable

\* Exploratory

\* Enabling

\* Iterative

\* Inventive

#### Context:

\* Changes in the community which could be known through interaction with the community and also changes in the world order in different spheres:- technology communication politics and therefore change in the zonal sciences.

doing things wrong and therefore need to change from 'top down' to bottom up' approach.

## 6.2 THREE BASIC ASSUMPTIONS OF PRA:

### 1. Local Knowledge

Communities have knowledge and information. PRA helps communities systemise and organise their own information in a way that they will be able to control their situation.

### 2. Local Resources

Communities have own resources. PRA helps local institutions and leaders mobilise these for effective action and improvement of life conditions.

### 3. Attraction of Outside Help

Outside resources are available but need to be defined in the context of village identified priorities. GoK, NGO's even communities can provide critical technical financial or managerial assistance. PRA creates a setting in which village and outside groups share goals and agree on actions and inputs to meet common needs.

## 6.3 WHY PRA?

PRA was developed as a result of different reasons.

### a Dissatisfaction with:

- (1) - Large scale questionnaire surveys (Delayed, questionable and biased).
- (11) - Rural Development Tourism.

Main difference in PRA & RRA lies in their objectives:

\* R.R.A. is Extractive.

\* PRA enables people through participation and analysis.

#### 6.4 PRINCIPLES OF PRA

In PRA we Assume:

1. Rapid progressive learning of a particular situation. The need to use shortest time possible to catch the existing generative themes.
2. Putting the practitioner last and the community first. It is reversing our thinking and practices to enable us through the steps of those we need to work with. This is learning from/with the people
3. Optimal Ignorance: Assumes optimal ignorance of a situation by the outsider. Do not create a superficial ignorance though.
4. Appropriate imprecision in PRA, we do not go for precision and details.
5. Triangulation: This is cross checking. There is need for comparison/cross checking to bring out a more representative product.
6. Direct contact: There is need for personal contact. The need to talk to those concerned with no "proxy". Hence an understanding and ability to speak the people's language.
7. Self critical awareness and embrace error by the 'expert'

NB:

In PRA there is need for probing. Involve all who you find where possible. New ideas coming up that are relevant should be followed as they offer clues.

6.5 THREE PILLARS OF PRA

1. BEHAVIOUR AND ATTITUDES - OURS

- \* Sit down, listen, learn, respect them, relax, embrace error, unlearn.
- \* They can do it.
- \* Hand over the stick.
- \* Use your own best judgement at all times.

2. SHARING

- \* NGO's share their camps, invite/welcome other NGO's and the Government.
- \* Villagers share their knowledge.
- \* All share experiences.

3. METHODS

Plan, Present, Diagram

- \* Map
- \* Analyse
- \* Rank
- \* Score
- \* Interview

- \* Lack of appropriate skills on the part of development worker.
- \* Inadequate information from development workers to the community
- \* Political pressure.

(b) How/why have we failed as Development Workers?

- \* Pressure from seniors.
- \* Deadlines given to us to give reports.
- \* Behaviour and attitudes (We are not humble enough to hand over the sick).
- \* Looking for "News" from the field achievements.
- \* Looking for approvals, promotions, future opportunities etc.
- \* No enough time to cover our large areas of operation.
- \* Conflict between quantity and quality in development work.

(c) What can be done to solve these problems?

- \* Train all development workers in similar workshops
- \* Meet communities and enlighten them/create awareness on their responsibilities
- \* People cannot be forced to do things instead we should avoid doing things for them.
- \* People should be involved at all stages in development.

## 7. ROLE REVERSALS "WHOSE REALITIES COUNT?"

Human society is organised into two groups of uppers and lowers, into groups that dominate and groups that are dominated.

Uppers (dominate)	Lowers (dominated)
Pastor	Congregation
The north	The South
Doctor	Patient
Lawyer	Client
Parent	Child
Donor	Recipient
Male	Female
Teacher	Student/pupil
Boss	Subordinate

\* PRA is about over tuning traditional roles and not reversing them. Moving from lateral rather than vertical relationship.

\* It is also about a shift from things to people and emphasises their empowerment.

\* A flexible approach is essential.

### 7.1 TWO PARADIGMS/DEVELOPMENT APPROACHES.

<u>POINT OF DEPARTURE</u>	<u>TRADITIONAL APPROACH</u>	<u>PRA APPROACH</u>
Orientation	Things	People
Mode	Blue print	Process
Keyword	Planning	Participation
Goals	Pre-set closed	Evolving open
Decision making	Centralised	Decentralised

Interaction with clients	Controlling	Empowerment
Clients seen as	Beneficiaries	Actors
Force flow	Supply-push	Demand full
Outputs	Uniform	Diverse
Planning and action	Infrastructure top-down	Capabilities bottom-up

## 7.2 ESSENTIAL FEATURES OF A PRA

Multidisciplinary team    interdisciplinary team

\* Different skills and backgrounds

\* Provide a more comprehensive picture - deeper insight.

Flexibility and informality

\* Plans and research methods are semi-structured

\* Plans are revised, adapted and modified as PRA field work proceeds.

Triangulation

This is done in relation to three major things.

\* Composition of the team, (Men and Women, Multi-disciplinary, Insiders/outsideers).

\* Sources of the information, (places, People, Events and processes).

\* Mixture of techniques, (Observation, Interviews and discussions, Diagrams)

On the spot Analysis

- \* Learning takes place in the field.
- \* Information analysis also takes place in the field.

In the Community

Learning from, with and by members of the community  
(Participation)

Mixture of Techniques

- \* Wide range of tools
- \* Tailored to the specific study.

Off-setting biases and being self-critical

- \* PRA team actively seeks the disadvantaged i.e. (women, poorest, less educated).
- \* Team analyse its own biases.
- \* Avoid value judgement of others.
- \* Avoid collecting rumours through team reflection.

### 7.3 PRA TOOLS (DATA COLLECTION)

(a) Secondary Data

- Published information about people eg. history, culture and customs, survey findings, census results etc.
- Unpublished information eg. field work reports.

(b) Field Data

This is the data collected from field by PRA team using PRA tools. It includes:

(1) Spatial data eg.

- Sketch maps
- Transect
- Farm Sketches

(2) Time Related Data eg.

- Time line
- Trend lines
- Seasonal calendar
- Daily activity profile

(3) Social Data eg.

- Farm house hold interview
- Wealth ranking
- Institutions (Chapati/Venn diagram)

(4) Technical Data

Technical data on opportunities

(c) Prioritising of Problems and Opportunities

Problems are listed for prioritizing

Ranking of Problems and Opportunities

To determine a Criteria for ranking, Ranking Techniques are applied. These are:

- \* Matrix Ranking
- \* Pairwise Ranking
- \* Preference Ranking

- (d) The list of problems and opportunities from the basis of a Community Action Plan (CAP).
- (e) Evaluation and Monitoring of Data gathering process.
  - \* Elaboration of Project Proposals by the community.
  - \* Implementation of projects by the community.

#### 7.4 THE EIGHT STEPS OF PRA

##### 1. Site Selection could be done by

- \* GoK extension officers.
- \* NGO field officers.

Through community requests to agencies for assistance

##### 2. Preliminary site visit by the PRA Team

- \* To introduce the approach to a broad representation of the community/giving of the mission statement.
- \* The PRA team emphasizes on the purposes of the PRA exercise i.e. gathering information, to improve local resource management and to mobilise community efforts to implement the identified activities, preparation and presentation of CAP.
- \* PRA team to encourage the community to examine the past successes to get root causes of their performance.
- \* Community review of the issue ie. community and the leaders are given time to meet together privately to consider the PRA exercise.
- \* Planning meeting between the community and the PRA approach is accepted by the community.

### 3. Data Gathering

- \* Secondary data about the site.
- \* Field data using the PRA tools.

### 4. Data Synthesis and Analysis

- \* Organising of the problems and opportunities (preliminary)

### 5. Problem Identification and prioritization (Ranking) and setting of opportunities to solve them.

### 6. Ranking Opportunities

- \* To create a village resource management plan.

### 7. Adoption and implementation plan (CAP)

- \* Work schedule or plan.

### 8. Follow up, Evaluation and dissemination of findings

- \* Local institutions
- \* GOK extension services
- \* NGOs and Agencies

NB/ At the end of the workshop the participants evaluated it on the following basis:

- \* General comments
- \* Any other suggestions.

FLOW CHART PRA (IESP-E)

DATE	STEP	ACTORS	ACTIVITIES
21.7	Planning of PRA	Facilitators, IFSP Manag.	
22.7	Second meeting in the communities	PRA - Teams	
23.7	Preparation of Introduction in PRA	Facilitators	
24-25.7	Introduction in PRA	Facilitators PRA-Teams GoK Departm IFSP-Mang.	
29-31.7	Confirming PRA with villages	PRA-Teams	
21-23.8	Training in PRA Tools	Facilitators PRA-Teams	
24.8	Briefing of link persons Final preparations Departure to villages	Facilitators PRA-Teams Link persons	
25-29.8	PRA ("village workshop") in the four communities	PRA-Teams Communities	
	(27.8. break)		
30-1.9	Elaboration of CAP PRA-Report writing	Village committees PRA-Teams	
2.9	Presentation/ Discussion of CAP	Village C Communities PRA-Team	
3.9	(Break)		
4.9	Evaluation of PRA	PRA-Team IFSP-Manag.	
from 5.9 on	Follow up of PRA in the four villages	IFSP-field staff GoK, NGO's	
5.9.9	Preparation of	Facilitators	

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## LIST OF PARTICIPANTS

<u>NAME</u>	<u>ORGANIZATION</u>	<u>DESIGNATION</u>	<u>ADDRESS</u>
1. Francis Mulwa	PREMSE	DIRECTOR	25942, Nairobi
2. Bernadette Kyany'a	PREMSE	CONSULTANT	"
3. Suzzane Kiamba	PREMSE	CONSULTANT	"
4. Sebastian Mandi	GTZ	Dev. Worker	319 Mwingi
5. Wambua M.P.	DLPO	A.L.P.O.	12 Kyuso
6. Acothy Ndoe	GTZ	CDW	319, Kyuso
7. Solomon M. Nzillu	DWE	Technician	19 Mwingi
8. Solomon M. Mulu	DWE	Technician	19 Mwingi
9. John M. Mwamisi	GTZ	C.D.W.	319 Mwingi
10. Judith Mwinzi	DSDO	SDA	P.O. Tseikuru
11. Josephine N. Kithuku	DAO	AAO	12 Kyuso
12. Joseph M. Nguu	CDK	Salu Co-ord.	300 Kitui
13. Linus M. Muthengi	DAO	AAI	12 Kyuso
14. Mary Mwanzau	DAO	AAO	319 Mwingi
15. Janice Mwathi	GTZ	CDW	"
16. Jacqueline Ngulutu	GTZ	CDW	"
17. Elizabeth Mutia	GTZ	CDW	"
18. George Karanja	AAK	Zonal Co-ord.	92 Kyuso
19. Godfrey Ikomoli	AAK	Prog. Officer	"
20. Joseph Mbindyo	GTZ	CDW	319 Mwingi
21. Kaburu Mutua	GTZ	CDW	"
22. Francis Mwendwa	DVO	ALO	12 Kyuso
23. Dr. T.L. Wambua	DVO	Vet. Officer SNR	"
24. Jackline Musyoka	MOH	Nutritionist	16 Mwingi
25. Theophilus Muasya	DFD	Forester	30 Mwingi

28. Alphonse S. Musili	DLPO	Dep. DLPO	178 Mwingi
29. James K. Kithuku	MOH	DPHN	16 Mwingi
30. Rev. L. Mbithi	CPK	Reg. Prog. Co-ord.	291 Mwingi
31. Abdi Noor	GTZ	Zonal Co-ord.	159 Makindu
32. Damaris Mutheci	GTZ	CDW	319 Mwingi
33. John Wairi	CPK	Agriculturist	40 Kyuso
34. M. Mwai	DSDO	DSDA	1 Kyuso
35. Elizabeth Nzula	GTZ	CDW	319 Kyuso
36. Angelina S. Mutunga	GTZ	CDW	"
37. Elly Aguko	GTZ	Prog. Advisor	"
38. Peter Kaufmann	GTZ	Prog. Co-ord.	"

PHASE II PRA 21/8/95

This second phase in PRA was held at GTZ - IFSP Eastern Mwingi Office (Conference hall from 21st - 23rd August 1995. A total of 34 participants attended and were drawn from different DAs in Mwingi district (see list of participants) Appendix  
This PRA training phase was facilitated by the following:-

- |                       |                 |
|-----------------------|-----------------|
| 1. Julius M. Muinde   | PREMESE         |
| 2. Bernadette Kyany'a | PREMESE         |
| 3. George Karanja     | ACTIONAID KENYA |
| 4. Godfrey Ikomoli    | ACTIONAID KENYA |

The workshop started with a word of greetings and welcome from Mrs Bernadette Kyany'a after which followed the welcome remarks from the GTZ - IFSP Co-ordinator Mr. Peter Kaufmann. Mrs Kyany'a then shared the day's programme.

TIME-TABLE MONDAY - 21/8/95

- |       |   |
|-------|---|
| 9.00  | Welcome<br>Reminders - Introductions<br>Recap of last workshop      |
| 10.00 | Tea break   |
| 10.30 | Spatial data<br>S.S.I., D.I.Y.<br>Participatory mapping<br>Transect |
| 1.00  | Lunch Break   |
| 2.30  | Time related Data<br>Timeline<br>Trends<br>Seasonalities            |
| 4.00  | Tea Break   |



### PARTICIPANTS INTRODUCTIONS

The facilitator instructed the participants to choose one name each liked most of all and by which they would like the friends to call them by.

They were to check the first letter of that name, identify an objective which they really felt described them. On introducing themselves they would say the name they like, the adjective and also show a sign for the adjective. eg.

<u>NAME</u>	<u>LETTER</u>	<u>ADJECTIVE</u>	<u>SIGN</u>
Julius	J	Jumpy	Participant jumps

This led to very exciting introductions which set the climate for people to participate in the workshop.

### COMMUNITY LIFE COMMITTEES

Only the following few changes were effected from the PRA phase I training eg.

### REPORTERS

Jacqueline Ngulutu  
Kaburu Mutua  
Damaris Mutheci

### TIME KEEPERS

Regina Nzambu  
Sebastian Mandi

### CATERING

John Mwamisi

### LOGISTICS

NB: / The team was to be governed by those community norms in the first phase of PRA training.

### WHAT WAS STRIKING ABOUT THE PRA?

- \* This is a more detailed PRA than others.
- \* Let the people choose, give them chance
- \* Be ready to unlearn
- \* Be ready to embrace errors
- \* Overturned roles not reverse
- \* Community needs first
- \* Flexibility to fit in communities
- \* Have to change our behaviours
- \* Community participation from the beginning
- \* Bottom-up approach - no imposition
- \* Climate setting skills facilitation
- \* Appreciation of I.T.K.
- \* Discover from communities what they know
- \* Sharing aspect
- \* Accept communities can do it
- \* Agents to get information from different areas
- \* Importance of inter/multi disciplinary team
- \* Probing communities resourcefulness and discover own potential.
- \* Leads to sustainable development projects
- \* The unheard to be seen and heard putting last-first
- \* Team work spirit. Team, agents and community

### PRA DATA COLLECTION METHODS

#### SPATIAL DATA

#### DIRECT OBSERVATION

Is a systematic way of observing objects, events, processes, relationships, or people and recording these observations.

Methods of Direct Observation:

- \* Measurement
- \* Indicators
- \* Recording
- \* Sites
- \* Observation checklist
- \* Use all your senses

HOW

- \* Divide roles to provide multiple results
- \* Observe variations in dress to indicate status, wealth etc.

"Do It Yourself"

It is an ice-breaking exercise.

Project team members (Outsiders) introduce themselves to the community and offer to help in daily activities and chores of householders; e.g. cooking washing, weeding etc.

PURPOSE

It allows project team members to familiarize themselves with the area, and get to know community members in an informal way, establish rapport and explain at length the purpose of their visit.

DO

Take interest in what is done within the household  
Wear suitable clothing for taking part in this activity.

DON'T

Criticize their ways of doing things

## SEMI-STRUCTURED INTERVIEWING (SSI):

SSI is a form of guided interviewing where only some of the questions or topics are predetermined and new questions or lines of questioning arise during the conduct of the interview, in response to answers from those being interviewed. SSI's are central to any PRA exercise.

### HOW:

#### Interview Checklist

To help guide the team members to collect wanted information.

#### Probing questions:

These help in elaborating and clarifying information.

Use of six helpers - What, Who, When, Where, How.

#### Interview Protocol

- \* Dress appropriately
- \* Introduction and greetings
- \* Interview management
- \* Question Order
  
- \* Listening and taking notes
- \* Time

### THINGS TO AVOID

- \* Close ended questions
- \* Leading questions
- \* Implicit assumptions
- \* Vague questions
- \* Unknown limits

## TYPES OF SSI

### 1. Group interviews/Focussed groups

To obtain knowledge of community interactions  
Community level information.

### 2. Key Informant Interview

To obtain special knowledge on a particular topic

### 3. Individual Personalities Interviews

To obtain representative information  
More personal information

## MAP

### (Definition by participants)

Representation of a thing on a piece of paper

Geographical figure of a given area

Things included in a map could be:

Rivers

Roads

Churches

Market centre

Railway line

Valley

DIP

Bore holes

Schools

Vegetation

Mills

Farm

Dam

Muungumo tree

Traditional Herbalist

Hospital

## MAPPING AND MODELING

Types of maps

Social

Resource

Census

Mobility

Farm sketches, etc

### SOCIAL MAP (COMMUNITY)

What it is

A Community Map is a geographical representation of a particular community.

Purpose

Define boundaries and main features of the community (or specifics one could be looking for)

Who does it

The community (since they know their area best)

Can be done on ground or on paper

#### Advantages on ground and on paper

On Ground

Easy to change

Easy for illiterates

Uses local materials

Flexible, spontaneous

More participation.

On Paper

Permanent presentation

Can be copied

Easy for literates and outsiders

Portable and precise

Can Include

- \* Roads,
- \* Water sources,
- \* Schools,
- \* Health centres,
- \* Home steads,
- \* Main institutions
- \* Markets,
- \* Churches etc.

Use (Local) available materials

Sticks

Stones

Seeds

Flowers

Leaves, etc

Newsprint, felt pens of different colours.

Time needed

2 - 3 hours

- \* Brings different perceptions, often different by gender
- \* Provokes challenges in a group as people ask why?

Don't

- \* Interrupt
- \* Do it for them
- \* Make suggestions

Do

## TRANSECT

Is a cross section of straight cut through the community to capture the greatest diversity of ecosystems, land use, etc. It helps the team organize and refine special data gathered through direct observation and summarizes the local conditions and the community's problem and opportunities.

The transect may be identified from the North to South or high to low or any other direction, as long as it covers all major ecological and production zones and assures representation of maximum topographical, resource and socio-economic variation of the community. A large and highly variable community may require more than one transect.

The transect provides mapping information beyond that collected during the sketch map.

Verifies the information on the sketch map.

It adds details on specific characteristics on slope, drainage, vegetation, water, soils and other resources that further refines the PRA teams understanding of the area and interactions between the physical environment and human activities.

## Process

There are a variety of ways to select a transect line eg. random sampling of routes and reviewing the map to estimate the line of greatest diversity. The latter is rapid and provides a reasonable approximation.

Choose a logical starting point for walking the transect line depending on the route selected.

Assign responsibilities for observations and notetaking to team members.

Some parts of the transect line can be walked and others driven. It may be that the transect line can be sub-divided and assigned to two or three smaller teams so that a single team need not walk the entire length.

Proceed along the designated line, taking time for brief and informal interviews of residents in each of the ecological zones.

During these open-ended interviews, focus on such resource issues as soil management, access to and availability of water, or fuelwood problems.

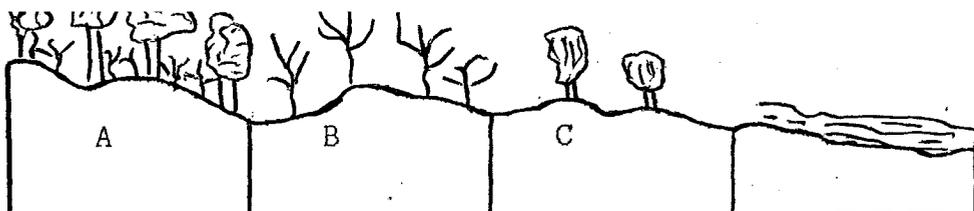
Take time to discuss critical issues already identified in the transect by the technical officer.

Let team members ask questions of those being interviewed and let residents help steer the discussion and ask questions to the PRA team.

Allow sufficient time for this task. It may take as much as a full day for the team or groups to complete the transect.

At the end of the exercise, compile field notes and construct a chart similar to the example shown below.

The information from the interviews can also be used later to help determine problems and opportunities.



	A	B	C	D
Soil	rocks/thin soil	clay/loam	clay	clay/loam
Crops	----	maize/ millet	vegetables	terraced land
Livestock	Wild birds	---	chicken	sheep, goats
Land use	forest	---	Habitation	grazing
Problems	deforestation	erosion, soil not fertile	poor drainage not sanitary	over grazed
Opportunities	fruit trees	terracing/ composting	Latrines, tin leak/dish rack	new grass types, wind breaks & mulching

**TIME - TABLE TUESDAY 22/8/95**

- 8.30 a.m.      - Review of day 1 activities  
                   - Transect report  
                   - Historical profiles  
                     (I) Time lines  
                     (II) Trends
- 10.00 a.m.      **BREAK**  
                   - Seasonal calendar
- 1.00 p.m.      - **LUNCH**  
                   - Institutions  
                   - Wealth ranking  
                   - Livelihood analysis
- 4.00 p.m.      - **TEA**

## TIME RELATED DATA

### Historical Profiles

Good for creating rapport  
Traces history of village or any  
issues.

List of key events in the history of the community. That helps identify past trends, events, problems and achievements in life.

### TRENDLINES

Shows change over time in various issues e.g. erosion, price population growth, water availability

### Gender Framework of analysis:

Gender is the socially constructed relationship between women and men which assigns them different roles in a society.

In any rural community, gender, ecology and development are part of a single fabric of rural life and livelihoods.

Although both men and women are managers of natural resources, each manages a resource differently.

While men are drawn into cash crop production, provision of shelter and cash employment; women on the hand are increasingly responsible for maintenance of the rural landscape.

However, despite the change in economic and resource conditions which has led to significant increase in the woman's work-load, women still lack the support structure and skills to deal with this extra load e.g. 60 to 80% of all agricultural work is done by women, however women do not own land in most African communities, they do have unstructured

Land is however still the most important form of collateral for credit in Kenya.

For a successful programme one has to have an integrated approach, where men's and women's needs are addressed.

The gender framework of analysis is a useful device for understanding the roles of men, women, boys and girls in the community and the factors that influence these roles.

Eg. women in rural areas are the main drawers of water, they know where to collect water, how to purify it and where to store it.

Women are the water managers especially during times of scarcity.

The gender framework of analysis uses the following interrelated components.

The activity profile

Access and control of resources and benefits project cycle.

### The Activity Profile.

This is based on the concept of gender division of labour. Activity profile delineates the socio-economic activities of the population by age and gender to gauge the amount of time spent by individuals to accomplish these activities.

It shows a person's mobility during a typical day.

### Access and Control Profile and Benefits:

This helps in identifying the resources individual can command to carry out their activities and the benefits which they derive from them.

## Activity Profile.

Look at reproductive, productive and social activities:

Who does what?

Who assigns work?

What does an activity contribute to society?

Reproductive; Activities - who does them?

Home maintenance e.g.

fetching water

fetching firewood

food preparation

child care

washing clothes

bathing children

feeding children

looking after the sick

building

thatching

fencing

charcoal burning

Productive: Economic Activities eg.

INCOME EARNING OR INCOME RELATED

Land preparation

Planting

Weeding

Harvesting

Livestock rearing

Livestock grazing

Livestock milking

Livestock fodder

Tending to goats  
 Tending to donkeys  
 Tending to poultry

Resource Access and Control Profile e.g.

Available resources

	Who owns		Who has access		Who controls	
	M.	F.	M.	F.	M.	F.
Land						
Labour						
food crops/ cash crops						
Vegetation						
Livestock						
Basic needs						
Income						
Asset ownership						

SEASONAL CALENDARS

Establish cycles or patterns of activities and occurrences over 12 to 18 months. Calendars compare these activities month by month.

They also determine periods of distress/happiness.  
 Labour availability or scarcity in the community  
 Potential time for community entry.

## INSTITUTIONAL DIAGRAMMING/VENN/CHAPATI

\* These are organizations or agencies working within the community, eg. Government Departments, Co-operatives, women groups, youth groups, Churches, NGO'S. They may also be key persons who are very influential in the communities.

The community will be able to tell which institutions are important according to benefits gained or working relationships.

The institutions are often represented in Venn diagrams to show how they overlap in decision making and cooperation.

They highlight gaps between institutions, opportunities for better communication, cooperation, conflicts and sometimes the need for new institutions.

The venn diagram identifies the community perception of the outside agencies' and the roles they play in the village or community.

### DO

Use circles of different sizes drawn on paper or cut out.

Each circle representing a different institution and overlapping to the extent that they do in the real situation.

Interview with care to discover all institutions and their linkages.

Arrange a pattern of overlapping circles.

### DONT

Over rely on venn diagrams, it is a simplified portrayal of complex and dynamic interactions.

## RANKING

### WEALTH RANKING

Is a process of rating or showing which households or persons have the best access (accessibility of equal access) to community resources.

With PRA, communities can objectively rank households by relative wealth.

The community ranks its residents based on their own criteria of what constitutes wealth or well-being.

Poverty or well-being is therefore viewed and determined through the community's eyes.

Some criteria or indicators used to determine wealth or well-being are:-

- (a) Land size
- (b) Livestock holdings
- (c) Quality of house or shelter
- (d) Housing materials
- (e) Number of children
- (f) Access to credit
- (g) Level of education

### WHY WEALTH RANKING

It helps identify economic categories in the community for targeting purposes or beneficiaries of a programme.

It helps us understand the indicators of wealth (what the community thinks wealth actually is).

It helps in planning.

It helps identify the poorest among the poor.

The most important - principles of wealth ranking are two fold:-

- To define the indicators of wealth.
- To list all the households in the village. (This must be

## PREFERENCE RANKING

Preference ranking is to determine quickly the main problem or options of individual villagers and to enable the priorities of different individuals to be easily compared.

### STEPS

Choose a set of problems or preferences to be prioritized. This could be for example farming problems or preferences for tree species.

Ask the informant to give you his favoured items in this set, in order of priority.

Repeat for several informants.

Tabulate the responses

Remember to write reasons for the preference.

## RANKING CRITERIA MATRIX

Community members decide on which elements to rank such as tree species against the criteria they feel are more important. Matrix ranking and scoring are used extensively in agriculture to compare and contrast crop varieties, fodder plants, sources of fodder plants etc. In health, for example, ranking and scoring have been used to compare and contrast treatment effectiveness, health services etc.

Scoring is done by using needs or other counters that give a value for the items being ranked. Scoring can be open (value decided by each participant) or can be based on a fixed number. For example, an item that ranks high might receive ten points out of a possible ten given. A low rank would be one or zero points out of ten given.

Matrix ranking and scoring are very useful for the analytical process because of values placed on non-tangible as well as physical elements.

## PROCESS FOR MATRIX RANKING

Decide what needs to be ranked or scored (trees, fodder trees, fruit trees, fuel type etc).

Find one or more key informants who are knowledgeable and willing to discuss the topic to be ranked or scored.

With them, decide which items to rank or score.

For each in turn, ask what is good about it? What else? What else? Then what is bad about it, what else? what else?

List negative and positive criteria. eg. attracts pests or does not attract pests.

Ask informants to rank or score each item. Allow the participants to decide how they want to assess value of each item.

Ask other questions, such as:

Which criteria are most important?

If you could only have one, which would you choose?

How many of each do you have?

How many would you like to have

## WHY MATRIX RANKING?

Allows the PRA team to identify lists of criteria for a certain object.

It allows the team to understand the reasons for local preferences for such things as tree species or crop varieties.

The criteria are likely to change from group to group and women may have different criteria for choosing certain trees than men.

## MATRIX RANKING EXAMPLES

### Livestock species

#### INDO/LIVESTOCK

#### CRITERIA

BREEDS	Study plough	High Q.Milk	Qty. meat	Eggs	Transp-ort	High cash	Dowry	More manure	Score	Ran
Cattle	8	8	2	0	5	6	8	8	45	1
Goats	0	4	6	0	0	8	6	7	31	2
Sheep	0	1	2	0	0	3	1	1	8	6
Chicke n	0	0	8	4	0	8	0	2	22	3
Donkey s	4	1	0	0	8	2	1	0	16	4
B- keepin g	0	0	0	0	0	0	5	0	12	5

Best ranking - 8

Worst ranking - 0

### PREFERENCE RANKING ON CONSTRAINTS TO AGRICULTURAL PRODUCTION

#### RESPONDENTS

CRITERIA	Musili	Chania	Karanja	Mbithi	Mutungu	Score	Ranking
Drought	4	1	2	3	2	12	4
Pests	4	3	2	3	2	14	2
Weeds	1	3	2	3	5	14	2
Cost of Input	5	5	3	4	4	21	1
Labour							
Poor Soil							

5 Most Important

1 Least Important

## COMMUNITY ACTION PLAN:

This exercise is the final exercise in the PRA: It records the community's development priorities. It shows what the community wants to do.

The plan covers several issues:

- \* Development priorities as agreed on by the community
- \* Proposed actions and requirements
- \* Duties and responsibilities for individuals and groups
- \* Work schedules
- \* Sources of funding

The community takes a lead role in developing CAP with the help from the PRA team who provide technical information and inputs needed.

PROBLEMS	OPPORTUNITIES	REQUIREMENTS	RESPONSIBILITY	TIME
Water	Roof catchments	Ballast	Community	5/9/95
		Sand	Community	7/9/95
		Building stone	AAK	10/9/95
		Cement	Danida	"
		Water proof cement	GTZ	"
		Bars	GTZ	"
		Unskilled labour	Community	5/9/95
		Skilled labour	MOWD	10/9/95

## PLANNING FOR THE FIELD

### OBJECTIVES OF THIS PRA

Training of IFSP-E GTZ staff and staff from GoK departments and NGO's in PRA.

Start with a participative community development approach (for improved food security) in 4 pilot villages.

Results of PRA should help to built up a strategy, for sustainable improvement of food security (targeting)

1. Baseline Survey on Nutrition and Health } had been done
2. Farm Management Survey } earlier

### Quantitative Data Collection

Hence they are expected to complement the baseline survey and the farm management survey by providing Qualitative data. The PRA is also expected to present peoples own problems, views and needs.

In which Kind of Informations is IFSP interested? In other words.

Where should be the focus areas of "Key Questions". First we have to look at issues that affect food security.

### Food Security Depends on:

#### Availability of food

Crop production  
Livestock production  
Input supply  
Marketing  
Natural resource situation (Soil Erosion)

#### Access to Food

Income:                   distribution  
                                  sources

New opportunities: What income generating opportunities can come up.

Adequate use of food: Is food used adequately and properly

#### Others

Water supply  
Sanitation  
Health  
Nutrition

Emergency Preparedness - (Drought response)

Coping mechanism (peoples response to avoid negative impact of drought) on their life

History of drought in the area

Characteristics of food insecure households for targetting (targeting the programme)

How

- \* PRA team does it using findings from tools and observations & SSI
- \* Problem identification
- \* Community Identifies from tools and from their experiences
- \* PRA team and a small committee from community identify
- \* Problems ranked for prioritization
- \* Opportunities analysed for ranking using own criteria
- \* Problems analysed for causes and opportunities (Flow diagramme or root cause)

PLANNING FOR THE FIELD

- \* Define objectives for the village workshop - what would you like to achieve.
- \* Define key areas to be explored in relation to food security
- \* Prepare a checklist of issues in relation to key areas to be explored
- \* Design a tentative programme for the village workshop
- \* Share roles and responsibilities
- \* Prepare team contract

Sub - Teams were formed to work on the plans for the field and these were used by the whole team (see appendix to this Phase II report)

KEY QUESTIONS AND CHECKLISTS

Specify what kind of information should be generated during the village workshop.

Step 1

Look at the objective for the day/whole exercise

Checklist - What it is

Guide that helps the team to gather information

Includes the cornerstones musts needed to ensure key questions are answered

A memory aid to keep the dialogue moving

Can be formulated as topics organisation

Must be prepared before an event

Written every evening at the back of notebook for quick reference.

TIMETABLE TUESDAY 25TH JULY 1995

8.00 a.m.	Reflection and Announcements
8.30 a.m.	Role reversals Sources of PRA
10.00 a.m.	Tea
10.30 a.m.	Features of PRA The eight steps of PRA
11.30 a.m.	Introduction to PRA Tools Categories Video discussions
12.15 p.m.	Mapping (Theory and Practice)
1.3 p.m.	Lunch
2.30 p.m.	Transect Walk (Theory, Practice and Presentation)
4.30 p.m.	Closure, Tea and Departure

6.6 REFLECTIONS

\* There has been a communication breakdown in the development approach.

WHY HAS THERE BEEN COMMUNICATION BREAKDOWN?

(a) External Factors

\* We inherit practice.

TEAM STRATEGIES AND CONTRACTS:

WHAT WOULD YOU DO IF:

Majority of people rank income-generation, soil conservation etc as being of more importance than the work which your organization is engaged in?

Agree with them and explain the limitations of our organization. Try to reach a compromise.

A PRA team member is over enthusiastic and keeps interrupting the farmers?

Agree on a secret sign in advance to use if you want someone to be quiet. Make sure it is a gesture that wouldn't make the villagers suspicious.

A PRA team member contradicts what a farmer has just said?

Appoint somebody from a team in advance, to counsel anyone who express critical judgement. This will avoid a situation where everyone is waiting for someone else to do it.

Use diplomacy, say "yes my brother, that is the point but goes further" Make clear that the farmer is the expert and we are the learners.

In a small group the farmers are very silent, unresponsive to your questions?

Warm up by singing a song.

If information given by women and men is in conflict?

Break them up in to smaller groups including a special one for the children and triangulate get information from different groups. Information will differ for instance, adults never show the bars and gambling dens in the village on their maps but children always do.

During the matrix scoring, the more articulate dominate?

Divide the villagers into groups for the exercise, with all the dominate ones in the same group and they can fight it out amongst themselves while letting the quieter people get on with their own discussion.

If the informants are silent and reluctant to answer questions?

Be aware of the setting. It might be that men shouldn't talk to women, or there is a funeral, or something going on that we don't realize. Use an ice breaker - some kind of physical activity.

Watch body language and the way you are framing the questions, the way you are dressed. If there is a funeral, pray with them.

You return from your transect walk to find that other members of the PRA team have already made the map without involvement of the farmers?

Tell the villagers that you have made a mistake and they are the experts start again.

One member of the PRA team is not participating at the end of the day's review?

Give them some specific responsibility.

Allow everyone sometime to speak so that they can be heard. Find out if there is something wrong.

In a group interview, the informants are very silent, unresponsive and reluctant to answer your questions?

Crack a joke, tell a story.

Half way through the interview some respondents say they must leave to attend to other matter.

Go with them??

A farmer calls you over as you are walking towards the vehicle looking forward to something to eat?

Welcome him to lunch.

A very senior member of staff of your organization wishes to attend the field work to observe the participatory methods but as he knows very little about the altitudes required for participatory methods you fear he will simply lecture the farmers.

You arrive on the first day of the PRA and find nobody at the site?

Do a recce walk, go to the peoples homes and invite them to the meeting.

A PRA team member continuously gives negative criticism?

The farmers knowledge contradicts the secondary data sources you have?

TIMETABLE - WEDNESDAY 28/8/95

8.30

- \* Ranking
- \* Preference Ranking
- \* Pairwise Ranking
- \* Ranking Criteria
- \* Traditional Practices, Beliefs, Taboos, Indigenous
- \* Technology Knowledge
- \* Problem Identification and Analysis
- \* Cap
- \* Controlling Gate Keepers

2.00 p.m.

- \* Planning for the field work

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LIST OF PARTICIPANTS

<u>NAME</u>	<u>ORGANIZATION</u>	<u>DESIGNATION</u>	<u>ADDRESS</u>
1. Julius M. Muinde	PREMSE	Associate	25942, NAIROBI
2. Bernadette Kyany's	PREMSE	Consultant	25942, NAIROBI
3. Sebastian Mandi	GTZ	Dev. Worker	319, MWINGI
4. Wambua M. P.	DLFO	A.L.P.O.	12, KYUSO
5. Acothy Ndoe	GTZ	CDW	319, MWINGI
6. Solomon M. Nzilu	DWE	Technician	19, MWINGI
7. Solomon K. Mulu	DWE	Technician	19, MWINGI
8. Joseph Nzungu	DDO	F.E.	377, MWINGI
9. John M. Mwamisi	GTZ	CDW	319, MWINGI
10. Judith Mwinzi	DSDO	SDA	P.O. TSEIKURU
11. Josephine N. Kithuku	DAO	AAO	12 KYUSO
12. Joseph M. Nguu	CDK	SALU CO-ORD.	300, KITUI
13. Philip K. Kitil	DFO	Forester	30 Mwingi
14. Mary Mwanzau	DAO	AAO	319, MWINGI
15. Janice Mwathi	GTZ	CDW	"
16. Jacqueline Ngulute	GTZ	CDW	"
17. Elizabeth Mutia	GTZ	CDW	"
18. George Karanja	GTZ	CDW Co-ord.	"
19. Godfrey Ikomoli	AAK	Prog. Officer	"
20. Joseph Mbindyo	GTZ	CDW	319, MWINGI
21. Kaburu Mutua	GTZ	CDW	"
22. Francis Mwendwa	DVO	ALO	12, KYUSO
23. Dr. T. L. Wambua	DVO	Vet. Officer SNR	"
24. Jackline Musyoka	MOH	Nutritionist	16, MWINGI
25. Regina Nzambu	CDK	Ass. Dev. Co-ord.	300, KITUI
26. Innocent Muevaka	MOH	PHT	16. MWINGI

28. James K. Kithuku	MOH	DPHN	16, MWINGI
29. Rev. L. Mbithi	CPK	Reg. Prog. Co-ord.	291, MWINGI
30. Damaris Mutheci	GTZ	CDW	319, MWINGI
31. John Wairi	CPK	Agriculturist	40, KYUSO
32. M. Mwai	DSDD	DSDA	1, KYUSO
33. Elizabeth Nzula	GTZ	CDW	319, MWINGI
34. Angelina S. Mutunga	GTZ	CDW	"
35. Julius K. Mile	DDO	Field Enumerator	377 MWINGI

