Social Mapping

Objective To provide a visual representation of the community (either the whole community or part of it) — it can be used to carry out the following tasks.

- Do an informal census of how many people or households are in the community.
- Establish dialogue between different community groups.
- Learn about the presence and location of community resources.
- Identify which resources are important to different community groups (for example, men might focus on roads, while women might focus on schools).
- Learn about general community problems.
- Form a list of households to sample for in-depth interviews.
- Learn about specific characteristics of community members.
- Provide a visual resource that can be used as a baseline for assessing change.

Material Chalk, local materials (sticks, stones, or leaves), pencil, and paper

Time Depends upon the given situation

Process

1. Introduction to mapping — give an introduction to mapping and show an example of mapping. Invite participants to brainstorm about the different types of information that can be presented through maps. Ask them to identify specific kinds of maps that could be useful during a PLA exercise for exploring issues in their sector (for example, health, education, etc.).

2. Practice mapping — the mapping practice exercise encourages participants to be creative and gives the field practice teams an opportunity to start working together. Take participants outside of the training centre to a location where they can draw on the ground. Have them divide into their field practice teams. Invite each team to draw a map on the ground of the training centre. Encourage them to use chalk, sticks, stones, leaves and other local materials.

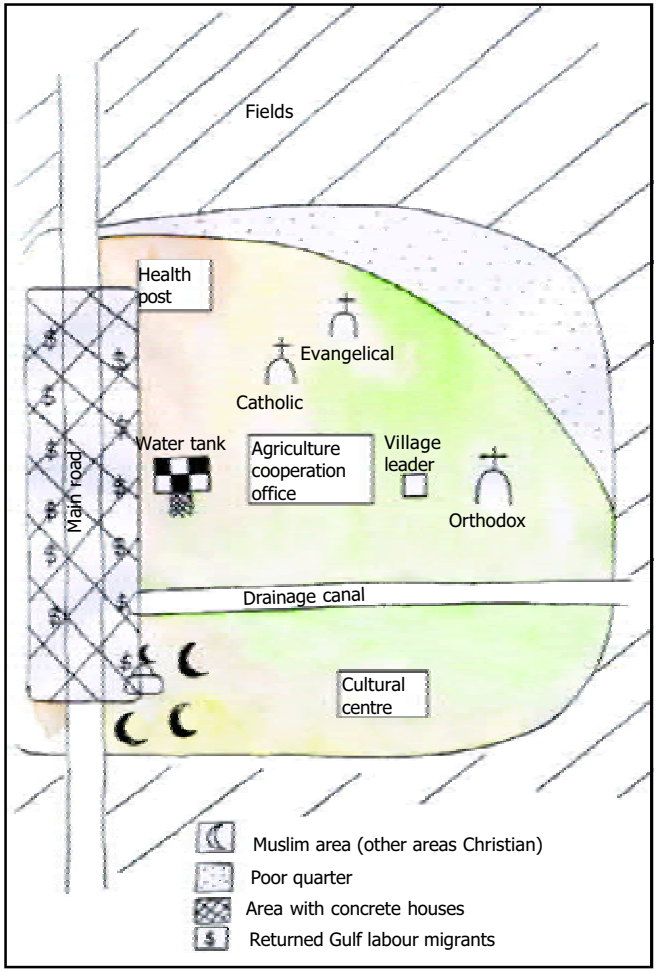
3. Ask each group to choose one person to record the group's map on paper. Discuss the differences among the maps and ask participants whether the mapping exercise was difficult, and if so, why. When discussing why the teams' maps may have differed, it is important to point out that this may have occurred because different groups have different priorities, perhaps

due to their professional biases or other differences in perspective. Emphasise how this can happen in the community, especially between women and men; and why it is, therefore, important to include all members of the community in the mapping exercise. Also ask participants how they might do mapping in a non-traditional community (for example, factory workers in an urban area).

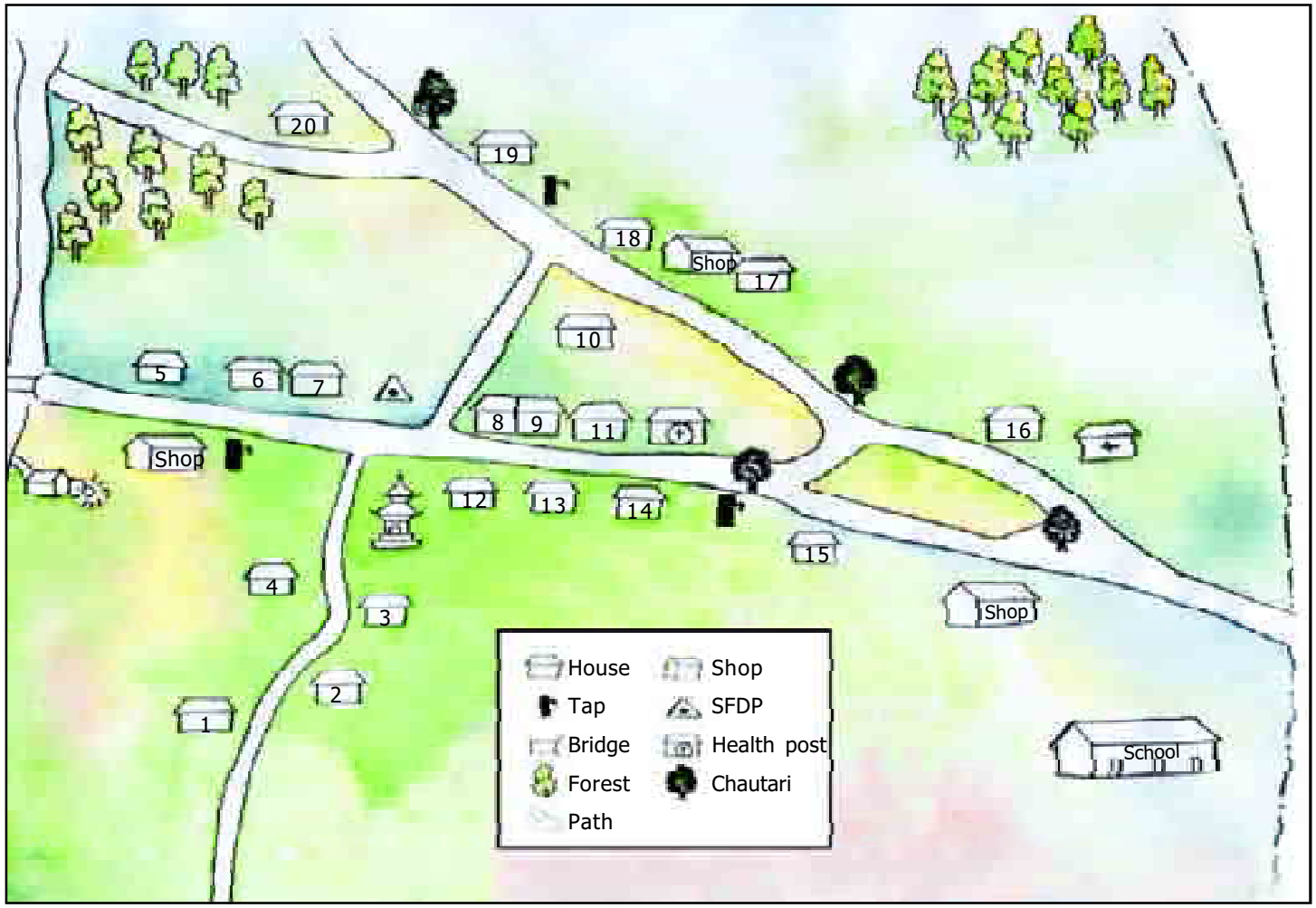
Comments and Application

- Because it is easy to get people to participate, mapping is usually one of the first activities conducted during a PLA workshop. Doing a map as the first workshop activity has two advantages:
  * because a lot of people participate, it helps to get the rest of the community interested in the PLA workshop; and
  * it generates a lot of information which can be used to plan the rest of the PLA workshop (for example, it can be used to identify households for in-depth interviews).
- Mapping has enormous potential to generate discussion among community members, since everyone can participate. This may be the first time that a village or neighbourhood has ever been represented visually, which can be a very exciting event.
- Mapping does have constraints; however, some community members may resist mapping because they don't want the boundaries of their property to be known for security reasons (for example, cattle rustling). In addition, it can be hard to manage mapping with large groups, and the maps can be difficult to interpret later if everything is not labelled clearly on the paper copy.
- Many different kinds of information can be generated using maps. Maps can either focus on one specific type of information, or they can be used to gather many different types of information at once. Some maps are used to gather general information, such as geographical features; number and types of houses; infrastructure (roads, telephone lines, water pipes); natural resources; types of facilities (for example, health facilities, schools, stores, factories); livestock; land use; and water sources.

Example of a Social Map: Village in Upper Egypt



Example of a Social Map



Story of Household Expenses' Game (example of a leaking water bottle)

Objective To become aware of managing accounts properly

Material
- 1 plastic water bottle with holes punched in the bottom
- 1 bottle with water (to pour the water)
- 1 bucket (to catch the spilled water)
- 2 people for the role play

Time 30 minutes

Process

1. Have two participants act out a short funny drama in which one of them asks the other for water and the other person holds up a plastic bottle with a perforated bottom. The friend tries to give her/him water, but every time s/he tries to drink from the bottle, it becomes empty because of the leak. Still the other friend keeps on trying to give more water.
2. After doing this a few times, the participants in the workshop are told that this story reflects something about their household economy, and they are asked to brainstorm on the meaning, either in a plenary session or in small groups. Note, as with the example below, it may be interesting to record whether the respondent is a male or female.

Example of Facilitation that Generates Comments

- When you do something, you should prepare for it.
- Whatever goes in goes out (male respondent).
- If we don't put into practice what we learn, it's wasted (male respondent).
- A family works so hard and whatever they do they can never fill the bottle, because their expenditure is higher than their income (female respondent).
- People work, but they don't plan properly.
- It's like putting things in a pocket with holes.
- It's like when you spend your money on things that aren't useful (male respondent).
- We spend whatever money we have and then its gone — like a granary, which is full and then we give it away to everybody (male respondent).
- The two people in the skit should have stopped pouring and tried to figure out how to stop the water from leaking out (male respondent).
- The holes are the problem, which you can't control. There are too many holes (female respondent).
- Need to look at how to supplement our income (male respondent).

Strategy Development Game

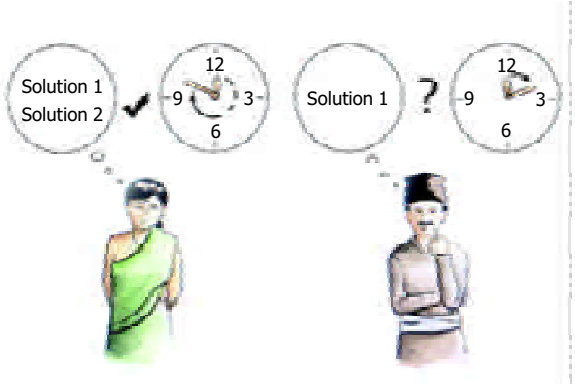
Objective To realise that if you choose strategies quickly, there is a greater tendency to make mistakes

Material Meta-cards of two colours with constraints and the solution to each constraint

Time 30 minutes

Process

1. Prepare 15 cards (about 12" x 4") of two colours. One colour for constraints and the other colour for solutions. For example, red cards for constraints and yellow cards for solutions. Write one constraint on each red card and the solution to that constraint on a yellow card. Use examples as per below in the four areas of development (market/economy; environment/resource management; social/institutional; and technology).



Constraint: many scattered producers
Solution: collection centre and group enterprise

Constraint: only one buyer — monopoly
Solution: encourage more buyers

Constraint: no bargaining power
Solution: more price information

Constraint: expensive transportation
Solution: choose high value, low volume products

Constraint: lack of inputs for production
Solution: organise mechanisms to guarantee inputs

Constraint: several grades of quality and price
Solution: give training on grading

Constraint: spoilage
Solution: improved post-harvest techniques

Constraint: illiteracy
Solution: simple visual training materials

Constraint: seasonal price fluctuations
Solution: storage and capital

Constraint: women are overburdened
Solution: gender analysis in the selection of products

Constraint: poorest of the poor have no income
Solution: choose products which benefit the poorest

Constraint: lack of manufacturing skills
Solution: training on skill development

Constraint: over harvesting
Solution: training on harvesting

Constraint: shortage of resource in the forest
Solution: domestication

2. Ask participants to split up into two teams of equal numbers and ask each team to line up facing each other in two straight lines parallel to each other. The facilitator goes down the line of one team giving each person on one team a number. The same number is then given to a person from the other team facing the person from the first team. Therefore, numbers one from each team will be facing each other.
3. The facilitator then explains the game to the players. The two teams are asked to turn around so that they are facing towards the outside away from each other. The facilitator places the cards down on the ground in the space between the two lines. The players are then asked to turn around so that they are again facing each other and can look at the cards. The facilitator calls out a number which is no higher than the highest number of participants in one team. If the number called out is five, then both players from each team with the number five have to quickly pick up two matching cards of different colours. One should have a constraint and the other should have the solution to that constraint. Once they have picked up both cards, they need to run up to the end of the line and give the two cards to the facilitator. The first one to deliver the cards wins. If the wrong answer is given with the constraint, that team loses one point. The other team then gets a chance to bring their correct card and can win a point.
4. The game finishes when all the cards have been picked up. The team with the most points wins.
5. At the end of the game, ask the players what they learned. They should realize that if they rush to choose a strategy, they might choose the wrong one!

Comments and Application

- Make sure that each of the constraints has only one clear and well-defined solution.

Strategic Orientation Matrix

Objective Strategic orientation is a way to combine/match strengths, weaknesses, opportunities, and threats in order to arrive at a number of alternative strategies from which a choice can be made. Strategic orientation is most effective when carried out in a participatory exercise involving all the major stakeholders of the programme/organisation.

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. Define the entity or problem area.
2. Identify strengths and weaknesses, opportunities and threats.
   - From internal analysis: strengths and weaknesses;
   - from external analysis: opportunities and threats; and
   - based on joint discussion or brainstorm.
3. Develop strategic options.
   - For each opportunity and each threat, generate concrete strategic options (concrete objectives/aims) that would take advantage of this opportunity, or that would reduce the threat.
4. Select the four to five best options.
   - Method 1: develop one or more criteria to select the best options and apply the criteria to the options. Often criteria will follow from a basic question; and
   - method 2: select the five best options using consensus or using voting by participants.
5. Match the strategic options with strengths and weaknesses.
   - Use the strategic orientation matrix (see the table on page 188); and
   - identify for each of the options which strengths can be used and which weaknesses should be reduced to be able to realise this option.
6. Formulate tentative strategies.
   - Select now the two or three options that have the most strengths and relatively few weaknesses; and
   - formulate major tentative strategies for these options.
7. Follow-up.

Strategic Orientation Matrix Format

Strategic orientation matrix	Strategic options				Total
	SO 1	SO 2	SO 3	SO 4	
Strengths					
1					
2					
3					
4					
5					
Total S					
Weaknesses					
1					
2					
3					
4					
5					
Total W					
Total W - S					

Sub-Sector Frequency Matrix

Objective: The sub-sector frequency matrix is used to identify sub-sectors with potential for enterprise development based on the number of villages for which the various sub-sectors are relevant.

Material: Papers, meta-cards, pens, markers, and flip charts

Time: Half-day

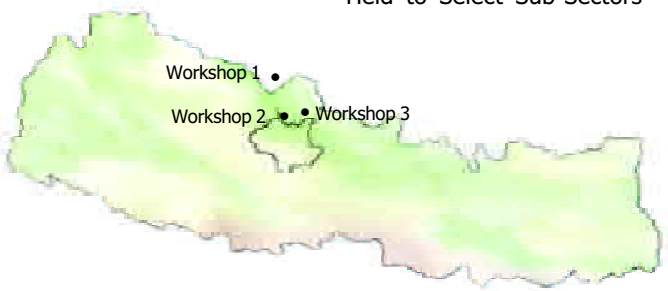
Process

1. To provide input for this matrix, workshops and interviews need to be held in a number of villages scattered in different production zones of the district.
2. This needs to be followed by an assessment with the respondents of the main sub-sectors of production which have potential for that village.
3. Information needs to be gathered on both production or resource availability of a product group and on existing skills and interest in that sub-sector.
4. List identified sub-sectors.
5. For each sub-sector, indicate the number of villages showing potential for a particular sub-sector (sub-sectors which appeared in the highest number of villages are those with the potential to have the most impact across a large population). The score indicates the number of villages with potential to supply products in the sub-sector.
6. Select high potential sub-sectors for more in-depth sub-sector analysis in which markets will be assessed.

Comments and Application

- A proper selection of sub-sectors needs to be based on a thorough analysis of the local economy. Involvement from all the key stakeholders from the government, private sector, and civil society is desirable.

District-level Workshops
Held to Select Sub-Sectors



Example of Sub-Sector Frequency Matrix

District name: Terathum (Eastern Nepal)	
Sub-Sectors	Score
Dairy	9
Forest herbs	7
Fruit (citrus unprocessed)	7
Fruit (non-citrus: banana, papaya, mango, etc., unprocessed)	7
Livestock (buffalo, cattle, others)	7
Weaving (*dhaka*, cotton textiles, etc.)	7
Cardamom	5
Fruit enterprises/processing	5
Shoe-making	5
Bamboo	4
Ginger	4
Vegetables	4

Sub-Sector Ranking Grid

Objective: The sub-sector ranking grid is used to come to a selection of sub-sectors based on number of criteria and weighing of those criteria for the various sub-sectors.

Material: Papers, meta-cards, pens, markers, and flip charts

Time: Two hours

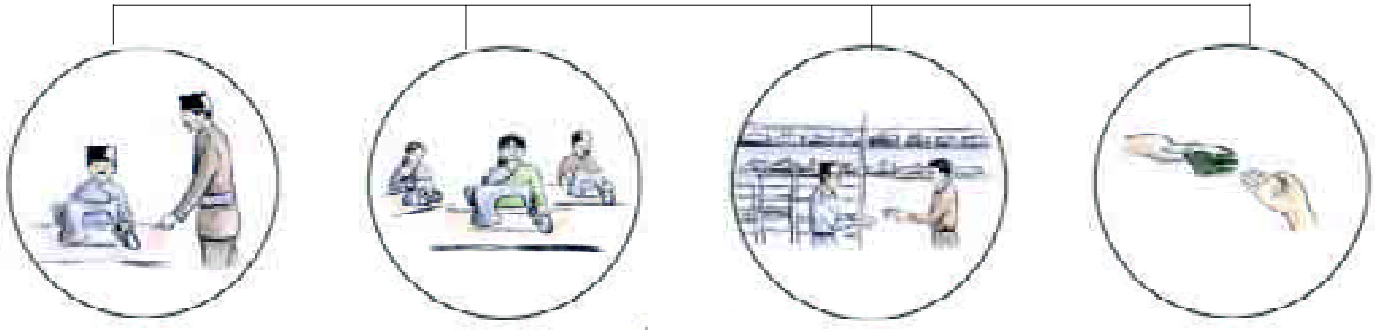
Process

1. Select proposed sub-sectors (amongst others based on district overview).
2. Define criteria to select sub-sectors.
3. Draw matrix with selected sub-sectors and criteria.
4. Rank criteria for each proposed sub-sector on a scale of five with one being the lowest score and five being the highest. (If one desires to give more weight to particular criteria, then a 'weighted ranking system' can be established. In this system, one could assign, for example, a weighted value of two to particular criteria. If that criterion is ranked with a three, for example, then its score would be 2 x 3 = 6.)
5. Total the numbers and select sub-sector(s).

Comments and Application

- The ranking exercise should not be used as a straightjacket, but rather as a tool to facilitate discussion and making choices.
- A proper selection of proposed sub-sectors and criteria is critical to the selection process and needs to be based on a thorough analysis of the local economy. Involvement of all the key stakeholders from the government, private sector, and civil society is desirable.
- Gender could be addressed by including a separate criterion on the potential for income generation for women and/or concentration of women in the sub-sector.

Key Requisites of a Potential Sub-Sector



Example of Sub-Sector Ranking Grid

Criteria	Proposed Sub-Sectors		
	Sub-Sector 1	Sub-Sector 2	Sub-Sector 3
Unmet market demand (weighted 2x)			
Opportunities for linkages (weighted 2x)			
Potential for employment generation			
Government or donor interest			
Total			

Transect Walks

Objective To demonstrate the importance of going in person (as a team) to observe and talk about things of local importance

Material Small notebooks, pens, chart papers, or white board

Time One to three hours or up to a whole day

Process

1. Identify the route to be taken by the teams to conduct the transect walks. The site may be close to the place where you are working or further away from your place of work.
2. Make arrangements for local key informants to accompany the team.
3. Divide the participants into small groups using a group forming exercise.
4. Give time for the team to prepare and plan their transect walk. Ensure that the subject of inquiry is well-defined and groups focus on what they are hoping to find out and what methods they will be using.
5. Groups conduct transect walks, returning upon an agreed time to prepare and present their findings.

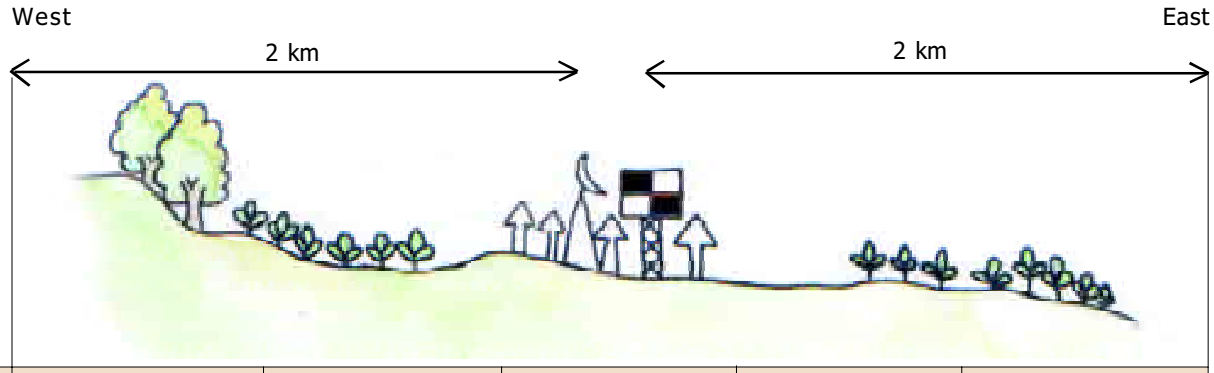
Comments and Application

- During the debriefing session, focus the discussion on both methodological issues and findings of the walks.
  * What was new that you discovered?
  * How did you feel talking to informants in their own territory?
  * What methods did you use during the transect walk?

Application of Transects

Transects can be used to provide insight into the following aspects.
- Changes in vegetation and forests over altitude.
- Changes in human habitation over altitude.
- Changes in vegetation and human habitation over space.
- Changes in variables over time, by sampling the same transects in different time periods.

Example of a Transect Walk: Village of Sidra Kordofan, Sudan



Soil	rocky	gravel	gravel	sand	clay
Land-use	forest	farmland grazing	village	farmland grazing	farmland
Crops and vegetation	trees, bamboo	grass shrubs, millet sesame		sesame, beans, hibiscus	sorghum, groundnuts
Problems	erosion	drought, pests		drought, pests, low soil fertility	drought
Opportunities	fuelwood, timber, bamboo	pasture, rainfed farming	market transport, water, credit, health care, school	pasture, rainfed farming	flood- recession farming

Trend Lines: Historic and Future Trend Analysis

Objectives
- To help in the analysis of relationships between historical and current trends in selected environmental, cultural, socioeconomic, and market conditions identifying opportunities and designing community-based tourism products (historical trend line as an analytical tool)
- To represent a time-line of the impacts and benefits of community-based tourism as a result of implementation of action plans (future trend line as a monitoring, planning, and reporting tool)
- To measure progress in achieving impacts and benefits of community-based tourism

Material
- Large poster paper. Prepare X and Y axis lines, Y (vertical) representing relative increase in values and X (horizontal) representing time. Do not fill in the X and Y values until the exercise
- Different coloured pens, pencil, eraser, and ruler (scale)
- If done outside on the ground, stones and a stick for drawing lines

Time One hour for historical or future trend line development and analysis, half to one hour as a monitoring tool

Process

Historical trend line analysis in Discovery

1. Introduce the trend line exercise and the XY graph. Explain the concept of an X-Y chart, showing relative change over time.
2. Identify (brainstorm) environmental, cultural, socioeconomic, and market conditions and characteristics that relate to community-based tourism and conservation (for example, trends in numbers of tourists and lodges, employment, condition of forest, garbage, cultural integrity, etc.). Refer to sample topics.
3. Select (prioritise or cluster) six to 10 trend topics to be plotted; more than 10 lines become cluttered.
4. Ask the participants how many years back they can visually recall the selected conditions and characteristics. Choose a beginning point which at least a few of the participants can remember and, in selecting participants, include several elderly people.
5. Draw the lines for the X and Y axis on a paper, or on the ground. Mark points on the X axis for every one, two, or five years depending on the overall time period portrayed.
6. Select a condition/characteristic topic for a trend line and discuss criteria for determining whether the trend line should go up or down over. Discuss specific events or factors that influenced the trends. Place points on the chart at the height that represents the value of each condition or characteristic for a given year, using a pencil so it can be changed during the discussion; or if doing the exercise outside, place stones on the graph.

7. Continue plotting all points for a selected condition or characteristic before connecting the points into a line. Check with participants if the line is representative of the trends.
8. Ask the participants to discuss whether and how the various trend lines are related and what conditions have influenced each other (for example, how has an increase in tourist numbers and/or tourism development affected local people's economic status, forest conditions or garbage? Have garbage conditions effected tourist visitation, numbers? What has been the security of food in the past? How have people managed to cope with such adverse situations?) This analysis is very important in helping participants to appreciate the relationship between community-based tourism, conservation, local benefits, and market demand. Be sure to note the content of discussion.
9. Finalise the graph; copy it on to a large paper and colour the lines for clarity.
10. Reflect on the value of this exercise — how looking at past trends helps understand the current situation and the causal relationships between factors of change.
11. Conclude with a brainstorming session of other conditions and issues for which the historic trend line tool might be used and what it might reveal.

Sample: Historical Trend Line Topics and Analytical Questions

Sample Topics

- *Trends in tourism development and market demand*, represented by trends in the number of tourist arrivals (by types of tourist if relevant), number of lodges/beds and occupancy rates, average number of days tourists spend in area (by type of tourist), tourist activities plotted separately (trekking, rafting, bird watching, cultural touring, home stays), demand for services (local guides, home stays), etc.
- *Trends in the socioeconomic impacts and benefits of tourism*, represented by number of local guides employed, revenue earned by lodge and restaurant operations, sales of locally-made goods (vegetables, eggs, milk, handicrafts, fuel, supplies), English speaking (or other foreign language) abilities, inflation of local prices, general living standards (using proxy indicators as relevant), etc. (*Note*: relate this trend graph with that for market demand above.)
- *Trends in cultural integrity*, represented by community support for religious or cultural institutions and activities, number of practising artisans, use of native language, consumption of local food, attendance at ritual ceremonies, etc., and relate it to local people's time or financial resources committed to tourism.
- *Trends in environmental conditions*, represented by the condition of forests (species diversity, distance to collect wood/timber/fodder, etc.), productivity of grazing lands used by livestock transport, amount of garbage, wildlife sightings, etc.

Sample Questions to Stimulate Analysis of Historic Trend Lines

- *Market trends*: which type of tourist generates the greatest local benefits (for example, guide jobs, lodge revenue, local product sales); the greatest demand for services, facilities, and resources; and the greatest impact on the environment? How has the condition of forests, garbage situation, instances of wildlife sightings, number of cultural activities, etc., affected a rise or fall in tourist numbers? How has the availability of tourism services and activities affected the number and length of stay of different types of tourists?
- *Socioeconomic and cultural trends*: what is the relationship between cultural integrity (as defined) and tourism (by different types of tourists)? How is tourism affecting the general socioeconomic situation in the community? Are trends in the numbers of artisans and the number or buying habits of certain types of tourists linked? What is the relationship between local interest or participation in cultural events and tourism trends?
- *Environmental and natural resource trends*: are fuelwood and timber collection rates and the effects on forest conditions linked to number of tourists or tourist lodges, and if so how? How do tourism trends relate with garbage or pollution trends? What other factors (for example, economic activities, population growth, consumption patterns) have affected specific resource use trends; can these be separated from tourism use patterns?

Remember to ask open-ended questions!

Future trend line as a monitoring planning tool

12. Discuss the utility of future trend lines in plotting anticipated impacts, benefits, and market characteristics of community-based tourism that will result from implementation of action plans. Identify indicators of impacts and benefits. Relate the timing of achieving certain impacts, benefits, and targeted market segments with the implementation schedule of various activities.
13. Prepare X and Y axis lines on a large piece of paper, and identify the future point in time used in the Dream exercise (10 to 20 years). Mark the X line for every six months to one year, depending on the overall time frame.
14. Discuss the anticipated impacts and benefits that will occur when each Design action plan is implemented over time; identify indicators to represent those impacts and benefits. Identify the market segments to be targeted and the anticipated demand for services they will bring.
15. Plot lines along the X-Y axis for each main impact, benefit, and service demand anticipated. Upward and downward trend lines will represent when and how much impact, benefit, and demand will occur according to the action plan schedule. Leave the trend lines in pencil for possible revision later.

16. Discuss potential interventions or factors that may affect the trends over time. Are there any shared opportunities or constraints? Is the timing realistic or are too many activities scheduled at once? Are there opportunities for combining efforts to achieve complementary benefits, such as joint marketing of tourism activities?
17. Review and revise action plans as necessary based on the discussion of anticipated results and shared opportunities and constraints.
18. Finalise the future trend line as a monitoring planning tool by summarising the schedule for achieving identified impacts and benefits alongside a summary implementation schedule.

Future trend line as a monitoring reporting tool

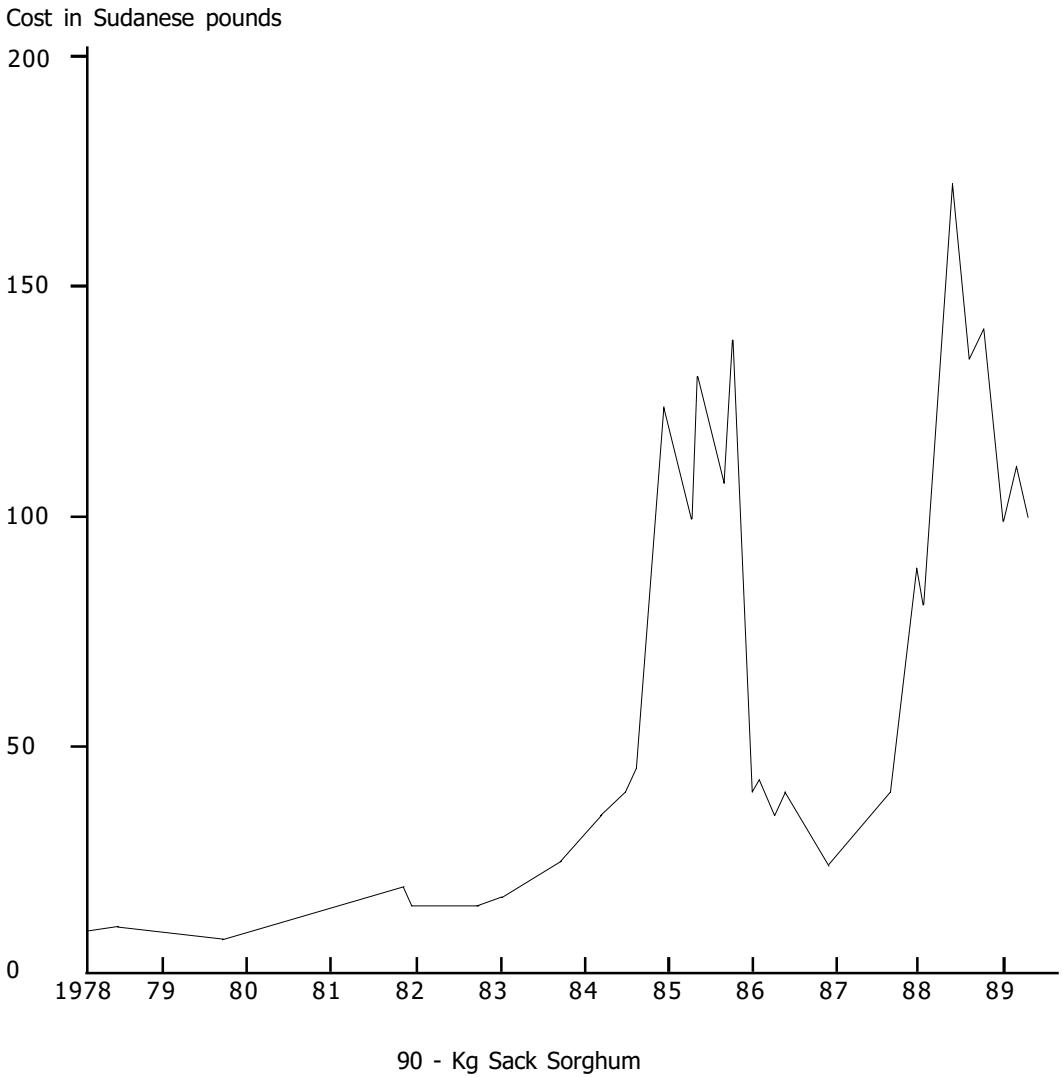
19. Periodically update historic trend lines to bring them up to date in plotting and analysing the relationship between certain conditions.
20. Review future trend lines every six months to note progress made in achieving impacts and benefits as a result of action plan implementation. Note the discussion around the monitoring review regarding opportunities and constraints in implementation.
21. Discuss the need to revise future trend lines according to monitoring results and any revision to implementation schedules or modifications of indicators.

Comments and Application

- Trend lines are useful in planning for and monitoring institutional capacities, community awareness, and the relationship between a variety of community-based tourism and conservation conditions and factors.
- Trend lines represent qualitative not quantitative measurement of conditions, characteristics, situations, attitudes, etc. Thus, the upward and downward trajectory lines represent relative change, not exact measurements.
- The facilitator should influence the selection and definition of trend line topics to provide useful information for subsequent 4-D exercises and analyses.

A Positive Trend Line

Example of Time Trends: Grain Price Fluctuations, El Obeid, Sudan



Venn Diagrams

Objectives - To identify community organisations and institutions, their roles, and linkages to community-based tourism
- To reveal important linkages and constraints in the participants' own institution or organisation according to the perceptions of different groups of participants

Material Pens, paper, scissors, tapes or glue

Time One hour

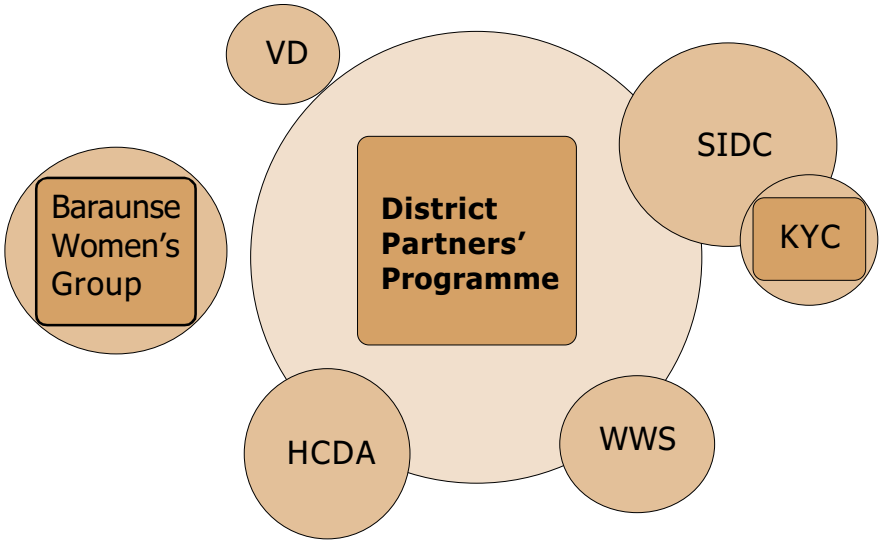
Process

1. Divide the participants producing the Venn diagrams of a known institution, usually to the ones that the participants belong. Divide into groups according to what they know about the existing institutions or according to hierarchy or department.
2. Ask participants to identify key institutions and individuals who play a role in the community for any tourism or conservation-related activity.
3. Cut out circles or ask the participants to draw circles of different sizes to represent the institutions and individuals in the community. The size of the circle should depend upon the relative importance of the institution or individual playing a key role in the community. Ask participants to label the circles.
4. Ask the participants to arrange the circles on the paper to represent working relationships among the various organisations identified as follows:
   - separate circles: no contact among institutions/individuals;
   - touching circles: information is shared between them;
   - small overlap: some collaboration and cooperation in decision-making; and
   - large overlap: considerable collaboration and cooperation.
5. When the diagram is completed, analyse the key differences between the groups and their underlying causes.

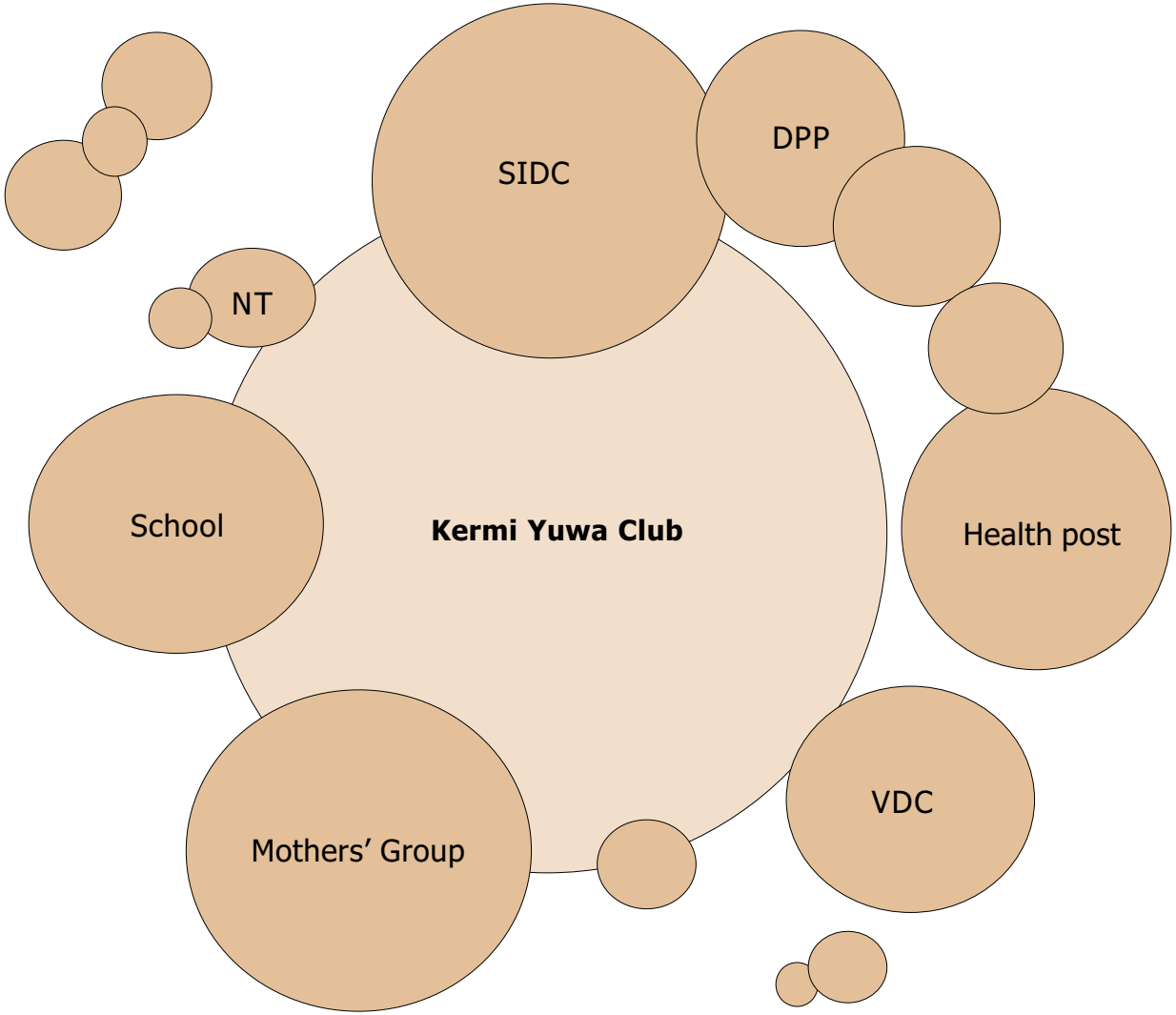
Comments and Application

- This entire process of Venn diagramming can be a very illuminating exercise as certain aspects of one's institution and the role they play may be revealed for the first time.
- It may help to highlight the different perceptions of different groups, the degree of relationship and importance, areas of dispute, and show a means to resolve the conflicts.
- In the process of making Venn diagrams of different situations as seen by different actors, participants can discuss ways to resolve conflicts, fill in institutional gaps, encourage linkages between institutions associated with tourism and conservation, quantify natural resource use, etc.
- Individuals who play an important role in community institutions are important leaders — the village headman, locally elected body representatives, etc.
- Venn diagramming gives a visual representation of different groups and organisations within a community and their relationships and importance in decision-making. This visual tool is helpful for participants with poor literacy skills.
- The relative importance of a group is shown by the relative size of the circle representing it. The larger the circle, the more important the group.
- The extent to which the group interacts with each other is shown by the degree of overlap shown in the diagram. The greater the overlap, the more interaction and cooperation between the groups.
- Form the list of institutions.

Venn Diagram of Simikot Village Showing Institutions Working Together for Community Development



Organisational Relationship of Kermi Yuwa Club with Existing Institutions



Wealth Ranking

Objectives - To describe the basic procedure of well-being ranking
- To identify and analyse the different wealth groups
- To produce a ranked list of households according to well-being, as perceived by informants

Material Pens, flip charts, and local material

Time One hour

Process

1. With participants, construct a list of all households to be ranked.
2. Write the name of each household on separate cards.
3. Have a discussion to develop criteria for assessing a household's relative wealth (how they would define or describe a poor household or a rich household).
4. Ask the participants to divide the set of cards into several piles to represent the different wealth groups within the community. Let participants decide how many piles to make. In some cases, they may choose to distinguish only two or three different groups (say rich, medium, and poor), but, in other cases, they may divide the community into many more piles.
5. For participants with poor literacy skills, read out the name of each household during card sorting.
6. Once the participants finish the card sorting, ask them to go back and check the piles and make any adjustments they wish.
7. When the participants are content with the results, ask probing questions about, for example, the factors determining a household's place in the ranking; what could lead to a household moving from one wealth group to another, etc.
8. When doing the exercise in groups, ask the participants to identify two or three 'typical' households within each wealth group which the team can visit at a later stage.
9. Record the results of the ranking in terms of the characteristics of households in each wealth group and, where appropriate, the names of the households in each group.

Comments and Application

- In some communities, relative wealth/poverty is a very sensitive topic, and this technique may need to be conducted in a private setting to allow participants to talk freely. In some cases, the technique may have to be avoided altogether.
- This technique sometimes proves to be problematic in urban areas where people tend to be less familiar with their neighbours than in rural communities.

- The results of wealth ranking should be triangulated by using other means of addressing the issue of relative wealth, such as by a social mapping exercise.
- If possible, ranking should be repeated with different participants and the results compared to look for any differences of opinion as well as differences in wealth criteria, for example, between men and women. Results need to be cross-checked with secondary data and follow-up interviews with key informants.
- The results of wealth ranking can be helpful in targeting efforts at particular groups, such as the very poorest households or marginalised groups or communities.

Wealth Ranking by Card Sorting — informant first grouped 13 households in groups and later split them into three.

Group 1

There were five households, who were not in a bad shape. These five households were all male headed and related by matrilineal kinship. They mostly sell tobacco; have all lived and worked in town; all are relatively educated; one man owns a building he rents as a shop; and houses are larger, made from better material.

To be rich, this group would need — fertiliser loans and tractor hire facilities.

Group 2

There are seven households in this category — three male headed, four female headed. Mostly rely on mat-making for extra income, they have problems in getting money — lack of planning and low levels of farm production.

To improve their situation, 'they don't need help from anyone; they just need to help themselves.'

Group 3

There is only one household in this category. She is a lady without any children or husband. She is old and incapable of carrying out domestic tasks and often without food. She depends on charity and relatives for survival.

To be better off, she needs combined village assistance — money to buy essentials like food and salt. She also needs help in drawing water, thatching her house, and other major jobs.

Note: The situation of the really destitute was regarded as a matter for the community — not for outside assistance. Situation of the intermediate group was regarded as one of self-help. The situation of the relatively well-off was regarded as one that outside agencies could help to solve.