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PRA Training

report-cum-reference manual

developed for

Purvanchal Gramin Seva Samiti

*training held at
PGSS center
Padri Bazar
Gorakhpur*

march 31 - april 4, 1995

by
PRA resource centre
Gorakhpur Environmental Action Group
p.o. box # 60, Gorakhpur

assistance
UNICEF, Lucknow

PREAMBLE

Participation by every one in a community is the main force to a development process in which villagers themselves set priorities and work towards their own goals. Also, they must feel they are the owners of the information generated about themselves. This can be facilitated by involving community members from the start in generating, analysing and owning information about their own situation.

Participatory/Rural Appraisal (PRA/RRA) methodologies have been proved effective in mobilising active participation of villagers, preparing joint plans for village development and identifying various linkages in the village system/situation, at a number of places.

Fatima Social Service Society, a committed missionary institution, working on aspects like education, health, rural development etc. approached PRA Resource Centre, Gorakhpur Environmental Action Group for a training workshop on PRA/RRA for the benefit of its supervisory level field staff in the districts of Gorakhpur Dioces which lead to the present 5 days workshop held from March 31 to April 4, 1995 at Fatima Centre with the following objectives:

- to familiarise the participants with PRA methodology
- to familiarise participants on how to mobilise active participation of villagers in the programmes.
- to familiarise participants with methods of participatory collection of informations, identify linkages that exist in village situation, approaches for joint analysis (villagers & development activities), planning and implementation of programmes related particularly to health, education and nutrition, with the application of PRA tools.

The training programme was hosted by Fatima Social Service Society at their training center in Padri Bazar, Groakhpur and the field exercises were conducted in the adjoining villages, namely, Harsewakpur, Hata tola, Musalman tola, Nariakhal, Naria tola and Lakshmipur.

UNICEF, Lucknow extended kind support for meeting partial cost of the training.

COVERED ISSUES/CONDUCTED EXERCISES

The workshop began with the lighting of the lamp and address of Bishop Dominique Croket. Bishop emphasized that Jesus Christ also went to people to know about them and to work with them. Expressing this happiness about the overall approach of the Participatory work, the Bishop hoped - that the participants committed for the welfare of people and society will be greatly benefited by the PRA/RRA training and will be in a better position to strengthen their work in the community.

A mutual introductory session followed the inauguration when participants introduced their partners and felt that they know many new things about their well known colleagues by this way. This also helped in making the atmosphere informal and participants open.

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PRA & RRA : A Comparison

	RRA	PRA
- Period	Late 1970s, 80s	Late 198s, 90s
- Innovators	Universities	NGOs
- Users	Aid agencies,	NGOs, Govern- ment,
	Universities	Universities
- Resource overlooked	Earlier knowledge	Capabilities
- Innovation	Methods	Behavior
- Mode	Elicitive, Extractive	Facilitating Participatory
- Objectives	Learning by outsiders	Improvement of local people
- Outcome	Plan, Projects, Publication	Sustainable - Development

Scope of PRA:

Four Major types of processes

1. Participatory appraisal and planning
2. Participatory implementation, monitoring and evaluation
3. Topic investigation
4. Training and orientation for outsiders and villagers

Four Major sectors

1. Natural resources management
2. Agriculture
3. Programmes for Equity
4. Health & Nutrition

PRA leads to a shift in bearing
process/approach

- | | |
|-----------------------------------|--------------------|
| * Top Down | Bottom-up |
| * Centralized
and Standardized | Local
diversity |
| * Blue print | Learning Process |

Expectations of the participants:

Expressed before the training-

- * How to develop good relations with community/people
- * How to provide sustainability to programmes without monetary inputs
- * How to maintain people's interest in programmes
- * How to facilitate appropriate government programmes to people
- * How to strengthen youth and women village organisation
- * Not able to make significant change. How to achieve it?
- * How to develop harmony in community
- * How to improve health & nutritional status particularly in women and children
- * How to effectively involve poorest of the poor and people with very limited resources.

After conceptual clarity (end of 1 day)

How participants related the concepts to their own working situations-

- * Scope for sustainability of programme
- * Lack of limitations provide opportunity for original/innovative thinking and ideas
- * Opportunity for efficient results towards making people self dependent
- * Effective for rapport building with community
- * Searching, Creative and provides confidence to community and facilitator

THE TOOLS

On the second day following tools were explained and tried in the villagers:

Semi-structured interview
Time Line
Mapping
Wealth Ranking

REMEMBER

- Review of secondary data*
- Depict observation (look and listen survey)*
- Use of Body language*

Guidelines for Group Presentation on field exercises:

- * Problems faced
- * Agreement/Disagreement
- * Skill identification
- * If asked to repeat, scope for improvement

TIME LINE

The exercise proves effective in finding out from the community what they remember about the major incidents or the changes that affected their villages. The exercise does not provide exact history of the village but helps to understand the changes happened and how people adopted/responded to such changes. The exercise relates with the major incidence also (i.e. floods, earthquake, epidemic, political happenings and other social incidences).

The exercise helps in understanding the village and establishing good rapport with the people/community. The informers are usually from different age groups who can remember and relate the situations/changes.

MAPPING

Participatory Mapping is good, logical, starting points for people to present, share and analyze their knowledge of life and conditions. This is then used to plan and to act. The maps made by people on the floor, ground or paper are used for identifying, presenting, checking analysis, planning and monitoring. The maps show quantities, size and locations.

For health/nutrition, education and development purpose informations on men, women, children, age groups, social groups, class, caste, pregnant women, illness by local and social groups, booths, deaths, disabilities etc. can be collected through different maps like:

- * Social Map
- * Natural Resource Map
- * Health Map or any other

RVA,
Wahid

CRITERIA USED TO DETERMINE
WEALTH / WELL BEING:

- * Land holding
- * Livestock
- * Katcha/Pucca houses
- * Access to Radio/TV
- * Bicycles, Vehichels
- * Earning members in the family

ERA gives us the opportunity to think/reach till least-advantaged person which is not available in conventional approach.

Innovative Ideas from Participants:

The Orange Group used wealth ranking cards to collect information like family size, literacy, Male: female ratio of different households in the village.

SEMI-STRUCTURED INTERVIEWVS

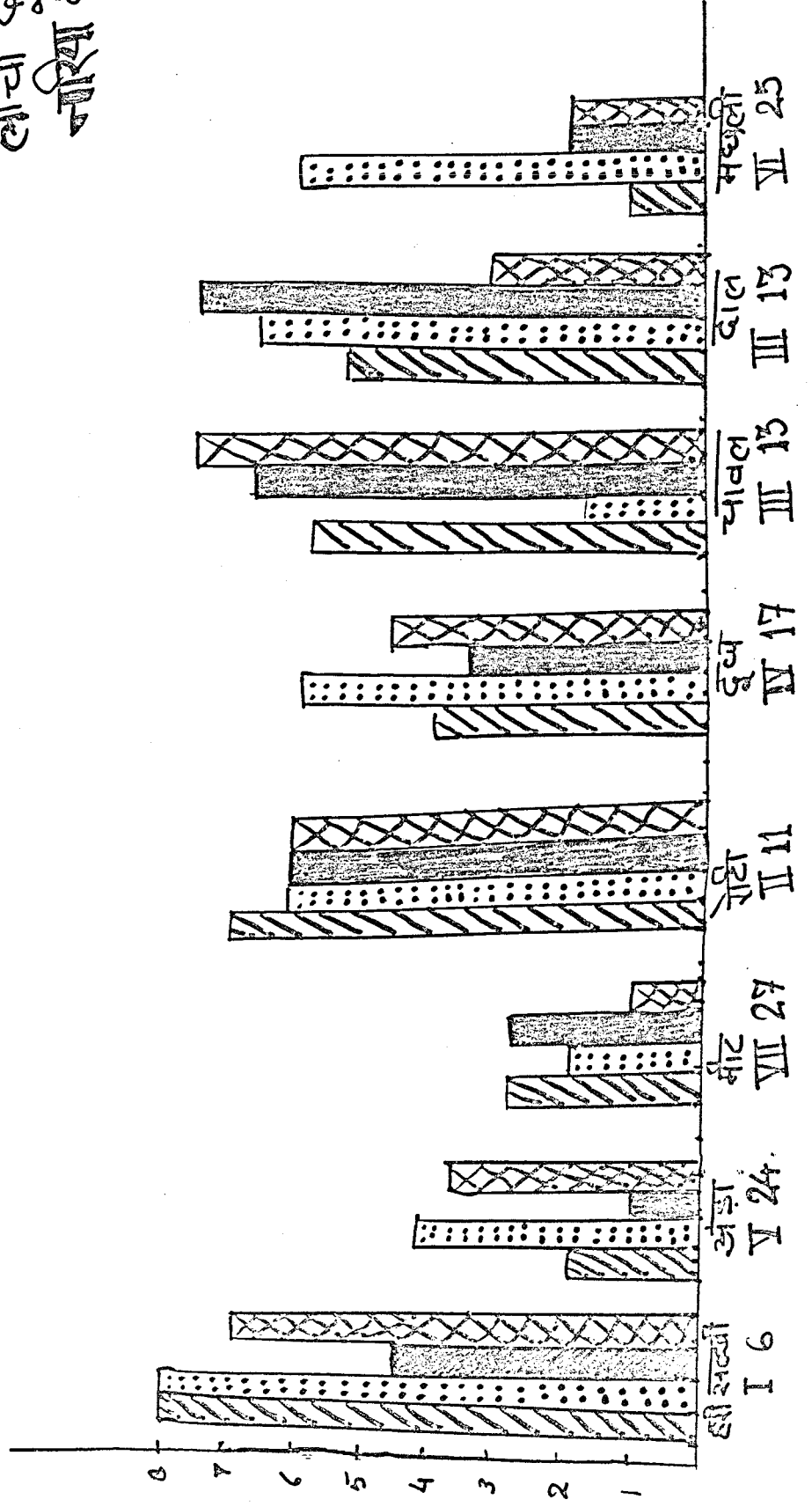
☞ REMEMBER

- ⌘ Foreignity concept to be kept at lowest level and efforts for quickest ice-breaking
- ⌘ Attitude and behaviour of practitioner is important: never impose own ideas on villagers.
- ⌘ Art of listening has to be developed by practitioners. Discussions amongst the group of practitioners should be avoided.
- ⌘ Use seven helpers: who, what, where, when, why, how, what else.....

क्रांतिपत्र (Ranking)

- स्वाकृष्ट
- भाक्ति
- उपलब्धता
- अस्त

लोचो कल
नरिया टोला



CHAPATI DIAGRAM

This is a useful method for establishing how groups (or individuals) in the community see themselves and others and how different actors in the community relate to each other - community members use circles of varying size to show their internal relationship and their relationship with other individuals, organization and institutions. The size of the circle and its proximity to the center circle (the village/ community) reveal the significance of relationship.

MATRIX

The matrix ranking is an important tool to compare and study the merits and demerits of variety of items such as different types of crops, animal breeds, trees etc. The matrix can be used to study a range of subjects eg. tree, fodder, type of cattle, breeds, crops, soil types etc.

The exercise is performed by preparing a visual chart with the items on one side (axis) and the criteria for comparing these items on the other axis. These criteria are to be listed by villagers themselves eg. in case of animals the criteria may be milk yields, fat percentage, disease resistance, requirement of green fodder etc.

The matrix can be used for various subjects like preference ranking, health/disease, etc.

CAUTION !

It fixed scoring is done for separate criterias in matrix ranking, there may be confusions if scores are summed-up. In such cases the emerging priority may differ from the actual one. Also the practitioners should be very clear about the positive or negative nature of the criteria while giving fixed scoring. This can be understood by an example: If any exercise has Illiteracy and food availability as the criteria and scoring is made 1,2,3...10 pattern, more illeteracy will get higher markings, whereas it is a negative order.

LIVELIHOOD AND DAILY ROUTINE

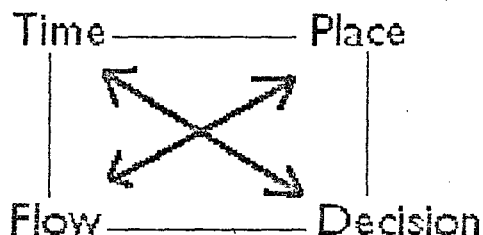
Livelihood analysis depicts the general pattern of livelihood of the area or individuals and the behavior and adjustment strategies of households with different socio-economical characteristics. The livelihood pattern can change with the time and situations. The analysis can be shown in form of a pie diagram.

It is very important that such analysis is re-verified with the villagers.

Daily routine reflects the kind of activities one does on a daily basis. It not only shows the time spent in different activities but also the size of the work. The daily routine of different groups (male, female, agriculture laborers etc.) may differ and can be compared. This daily routine can be depicted on a seasonal basis in order to identify constraints and workloads of different groups related to different activities. On the basis of daily routine participatory exercises can be made to analyze the time devoted for productive, supportive and non-productive activities.

SYSTEM DIAGRAM (DIAGNOSIS)

A system diagram depicts the system underlying village life or of an individual villager and helps in understanding the mechanism and constraints. It comprises the time, the place, the decision and the flow system. The flow pattern indicates the relationship between inputs (resource, energy, information) and outputs.



SOME SUGGESTIONS FROM THE PARTICIPANTS

- Use of video and audio cassetts maybe more he lpful in making the training effective.
- Time was very short - it should be extended to atleast 7 days.
- Time alloted for preparing presentation was inadequate.
- Follow - up is very much required in our oprational areas.
- Some time the technical components were difficult for clear understanding.
- "As it was a mixed group of Hindi and non-Hindi speaking participants, language at some occasion (esp. technical) became a problem".

List of Participants

S.No.	Name	Place
1.	Sr. Rita Denis	Hata
2.	Mr. Ramashray	"
3.	Mr. Ugrasen	"
4.	Sr. Lilly	Gorakhpur
5.	Sr. Elseena	"
6.	Sr. Regina	"
7.	Sr. Sofiya	"
8.	Sr. Rita	"
9.	Mr. A. Hamid	"
10.	Sr. Thrisa	"
11.	Sr. Christable	"
12.	Sr. Ruby	Khorabar
13.	Sr. Elseena SRA	Gorakhnath
14.	Sr. Mercia	"
15.	Sr. Molly	Dumari
16.	Sr. Bibiana	"
17.	Sr. Aimy	Kasia
18.	Sr. Mercilet	"
19.	Sr. Therese Raj	Kaptainganj
20.	Sr. Carmine	"
21.	Mr. Jagarnath Panday	Dumariaganj
22.	Sr. Lily SRM	Deoria
23.	Sr. Abhaya SRA	"
24.	Sr. Betsy SRA	"
25.	Sr. Florin SRA	"
26.	Sr. Mercy SRA	Kalilabad
27.	Sr. Lisa SRA	"
28.	Mr. Ram Narayan	Dumariaganj
29.	Sr. Fatima	Nauthanwah
30.	Fr. Francis	Gorakhpur
31.	Mr. Mahavirandra	Deoria
32.	Mr. Mohmmed Yaseen	Kasia
33.	Sr. Amravati Mishra	Deoria
34.	Sh. Amali F.S.J.	Hallaur

List of Resource Persons

1. Dr. Ajay Kumar
2. Dr. Shiraz A. Wajih
3. Ms. Preeti Jindal
4. Mr. Vijay Kumar Pandey