

4912. 49/B 148 57 35 3 35/C

(14)

PRA Training 10109

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.

#####

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 Earlier overlooked	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 hearing
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*

h+h
73118

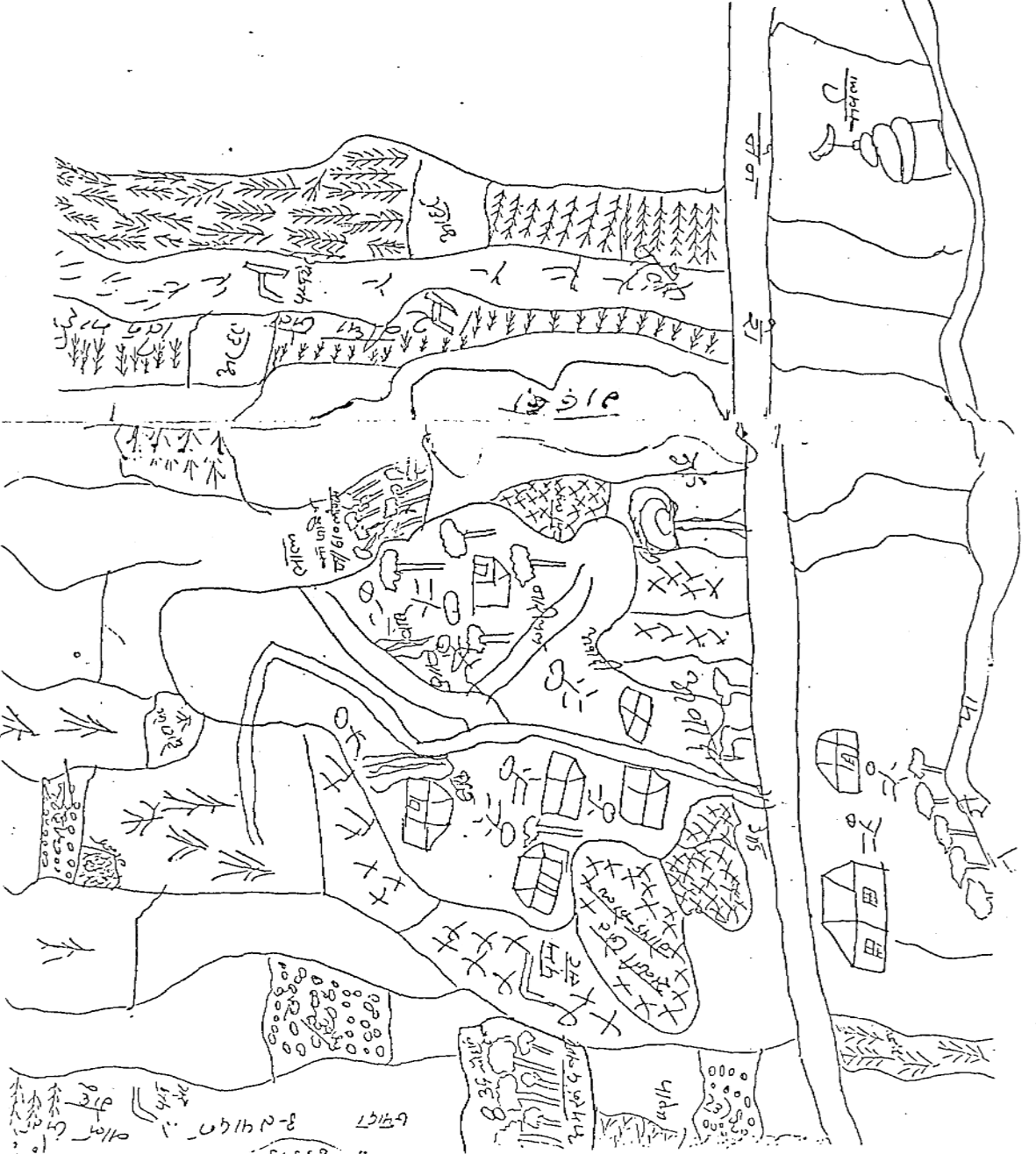


196
14/11
2/11

3/11

196
14/11
2/11

15-16
17-18
19-20
21-22
23-24
25-26
27-28
29-30
31-32
33-34
35-36
37-38
39-40
41-42
43-44
45-46
47-48
49-50
51-52
53-54
55-56
57-58
59-60
61-62
63-64
65-66
67-68
69-70
71-72
73-74
75-76
77-78
79-80
81-82
83-84
85-86
87-88
89-90
91-92
93-94
95-96
97-98
99-100
101-102
103-104
105-106
107-108
109-110
111-112
113-114
115-116
117-118
119-120
121-122
123-124
125-126
127-128
129-130
131-132
133-134
135-136
137-138
139-140
141-142
143-144
145-146
147-148
149-150
151-152
153-154
155-156
157-158
159-160
161-162
163-164
165-166
167-168
169-170
171-172
173-174
175-176
177-178
179-180
181-182
183-184
185-186
187-188
189-190
191-192
193-194
195-196
197-198
199-200
201-202
203-204
205-206
207-208
209-210
211-212
213-214
215-216
217-218
219-220
221-222
223-224
225-226
227-228
229-230
231-232
233-234
235-236
237-238
239-240
241-242
243-244
245-246
247-248
249-250
251-252
253-254
255-256
257-258
259-260
261-262
263-264
265-266
267-268
269-270
271-272
273-274
275-276
277-278
279-280
281-282
283-284
285-286
287-288
289-290
291-292
293-294
295-296
297-298
299-300
301-302
303-304
305-306
307-308
309-310
311-312
313-314
315-316
317-318
319-320
321-322
323-324
325-326
327-328
329-330
331-332
333-334
335-336
337-338
339-340
341-342
343-344
345-346
347-348
349-350
351-352
353-354
355-356
357-358
359-360
361-362
363-364
365-366
367-368
369-370
371-372
373-374
375-376
377-378
379-380
381-382
383-384
385-386
387-388
389-390
391-392
393-394
395-396
397-398
399-400
401-402
403-404
405-406
407-408
409-410
411-412
413-414
415-416
417-418
419-420
421-422
423-424
425-426
427-428
429-430
431-432
433-434
435-436
437-438
439-440
441-442
443-444
445-446
447-448
449-450
451-452
453-454
455-456
457-458
459-460
461-462
463-464
465-466
467-468
469-470
471-472
473-474
475-476
477-478
479-480
481-482
483-484
485-486
487-488
489-490
491-492
493-494
495-496
497-498
499-500
501-502
503-504
505-506
507-508
509-510
511-512
513-514
515-516
517-518
519-520
521-522
523-524
525-526
527-528
529-530
531-532
533-534
535-536
537-538
539-540
541-542
543-544
545-546
547-548
549-550
551-552
553-554
555-556
557-558
559-560
561-562
563-564
565-566
567-568
569-570
571-572
573-574
575-576
577-578
579-580
581-582
583-584
585-586
587-588
589-590
591-592
593-594
595-596
597-598
599-600
601-602
603-604
605-606
607-608
609-610
611-612
613-614
615-616
617-618
619-620
621-622
623-624
625-626
627-628
629-630
631-632
633-634
635-636
637-638
639-640
641-642
643-644
645-646
647-648
649-650
651-652
653-654
655-656
657-658
659-660
661-662
663-664
665-666
667-668
669-670
671-672
673-674
675-676
677-678
679-680
681-682
683-684
685-686
687-688
689-690
691-692
693-694
695-696
697-698
699-700
701-702
703-704
705-706
707-708
709-710
711-712
713-714
715-716
717-718
719-720
721-722
723-724
725-726
727-728
729-730
731-732
733-734
735-736
737-738
739-740
741-742
743-744
745-746
747-748
749-750
751-752
753-754
755-756
757-758
759-760
761-762
763-764
765-766
767-768
769-770
771-772
773-774
775-776
777-778
779-780
781-782
783-784
785-786
787-788
789-790
791-792
793-794
795-796
797-798
799-800
801-802
803-804
805-806
807-808
809-810
811-812
813-814
815-816
817-818
819-820
821-822
823-824
825-826
827-828
829-830
831-832
833-834
835-836
837-838
839-840
841-842
843-844
845-846
847-848
849-850
851-852
853-854
855-856
857-858
859-860
861-862
863-864
865-866
867-868
869-870
871-872
873-874
875-876
877-878
879-880
881-882
883-884
885-886
887-888
889-890
891-892
893-894
895-896
897-898
899-900
901-902
903-904
905-906
907-908
909-910
911-912
913-914
915-916
917-918
919-920
921-922
923-924
925-926
927-928
929-930
931-932
933-934
935-936
937-938
939-940
941-942
943-944
945-946
947-948
949-950
951-952
953-954
955-956
957-958
959-960
961-962
963-964
965-966
967-968
969-970
971-972
973-974
975-976
977-978
979-980
981-982
983-984
985-986
987-988
989-990
991-992
993-994
995-996
997-998
999-1000



196
14/11
2/11

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, births, deaths, disabilities etc. can be collected through different maps like:

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

PVA
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

EPA 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

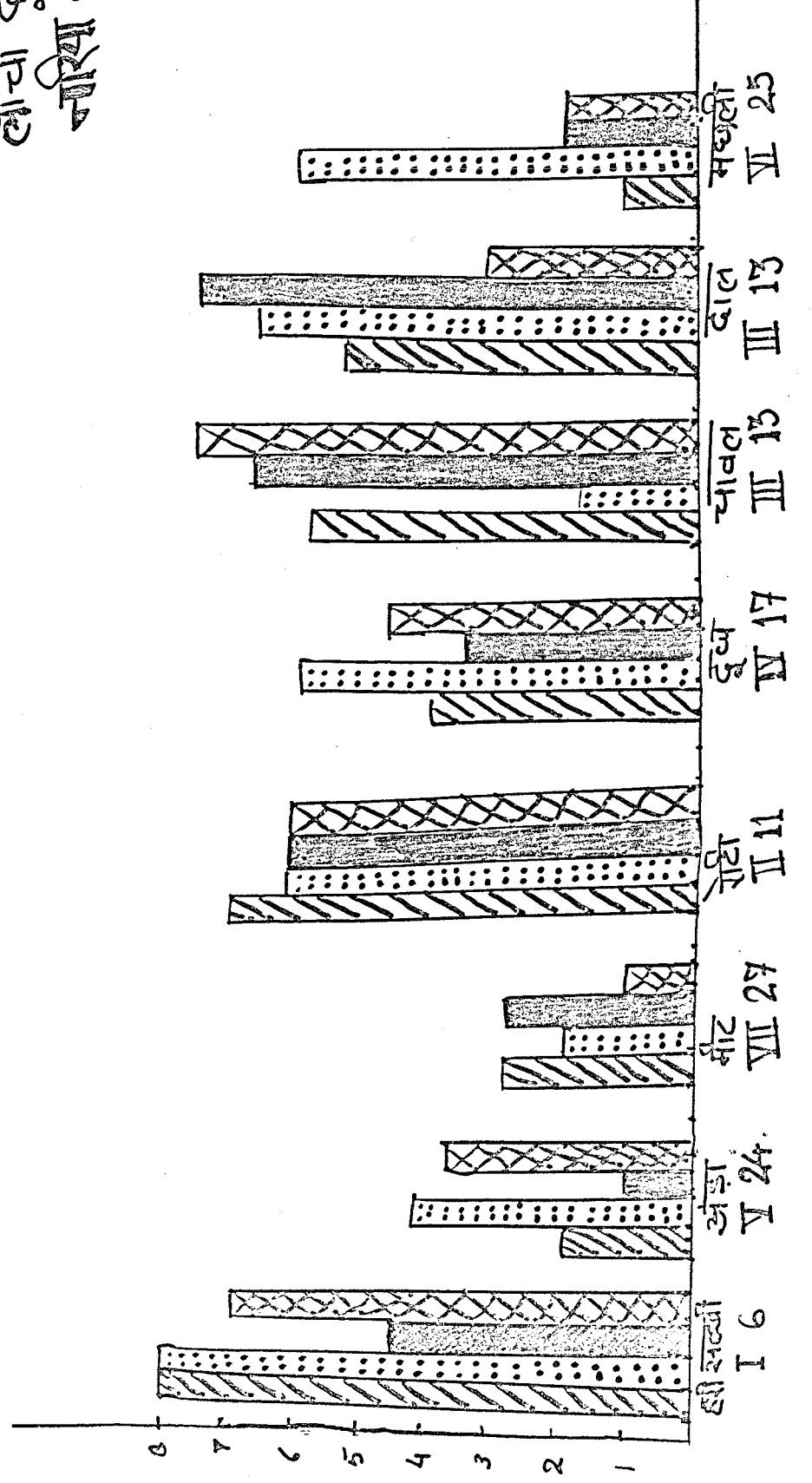
☞ REMEMBER

- ☞ 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.....

क्रमांकन (Ranking)

- स्वाक्षिप्त
- भाक्ति
- उपलब्धता
- सरिता

लोचो कल
नारिया 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.

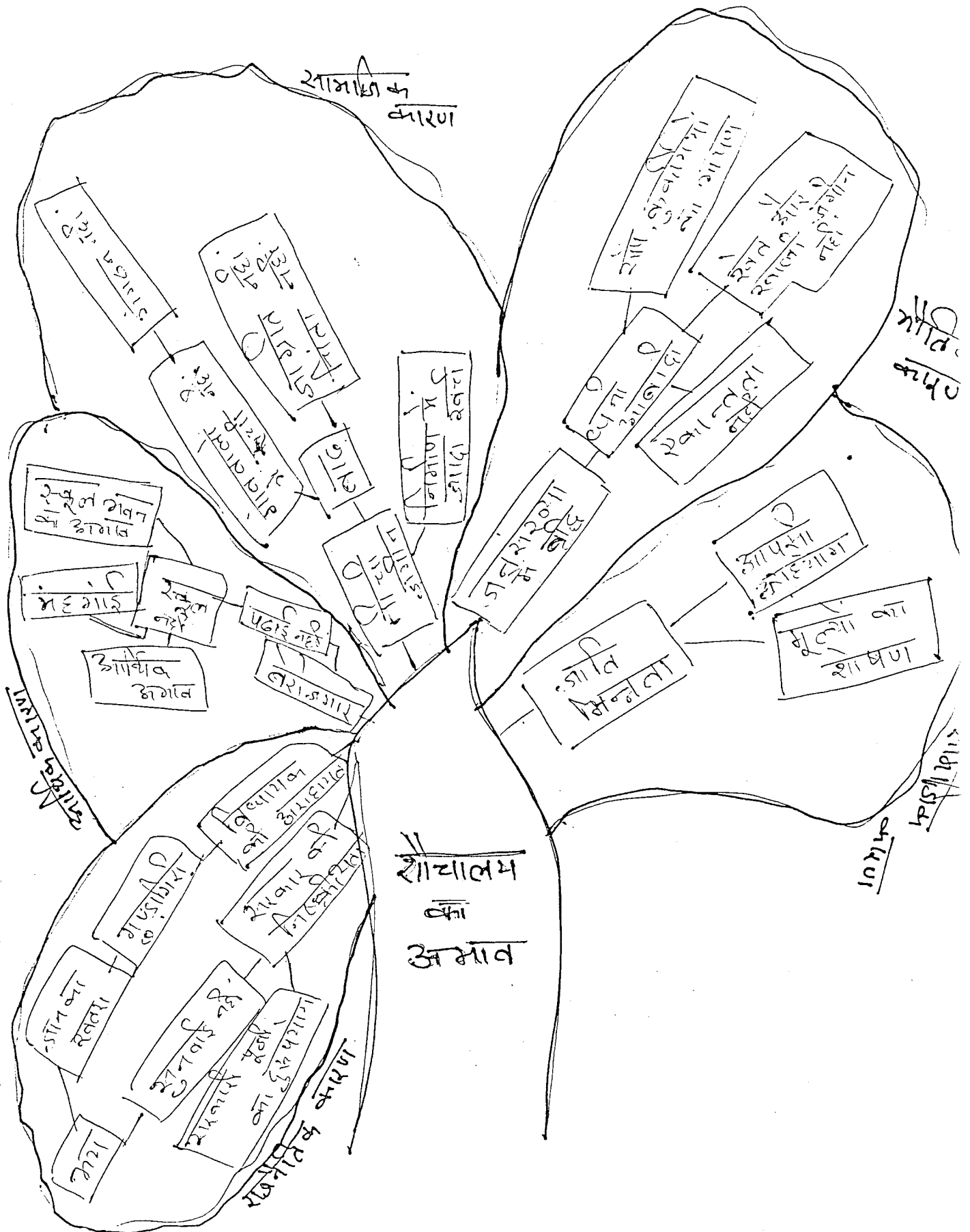
The matrix can be used for various subjects like preference ranking, health/disease, etc.

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 illiteracy will get higher markings, whereas it is a negative order.

समस्या वृक्ष

लीचा दल
नीर्या टेलना



LIVELIHOOD AND DAILY ROUTINE

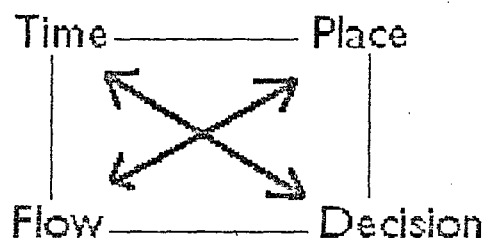
Livelihood analysis depicts the general pattern of livelihood of the area or individuals and the behavior and adjustment strategies of households with different socio-economical characteristics. The livelihood pattern can change with the time and situations. The analysis can be shown in form of a pie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