



# LIVELIHOOD SOLUTIONS

[Innovative Solutions Based on Conviction]

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Report

Training Workshop

On

Participatory Rural Appraisal (PRA) Batch-II

(Conducted from 9<sup>th</sup> to 13<sup>th</sup> January, 2006 at Jhansi)

Facilitated By

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## 1. Introduction

Development Alternatives (DA) has been conducting various capacity building training programs for its partner NGOs under the DFID supported PACS programme. In continuation of the earlier series, and as per the need of partner NGOs, a 5 day training programme on PRA was organized at hotel Srinath, Jhansi. The programme started on 9<sup>th</sup> and concluded on the 13<sup>th</sup> of January 2006.

The representatives/field workers (23) belonging to various NGOs from Jharkhand, Madhya Pradesh, Maharashtra, Bihar and Uttar Pradesh were present. The training aimed at equipping the grass root level workers with basic concepts, attitude & behavior of development professional, communication skill, methods/tools and techniques and practical application of PRA.

## 2. Methodology

Keeping the spirit of participatory development work, the training was organised in a manner whereby participants could have theoretical understanding as well as hands on experience of data collection using PRA. The training per se was conducted in interactive workshop mode involving all the participants and not a one-way class room process. A good mix of games, energizers and creative learning methods were used.

## 3. Process Adopted

Mr. Santosh Pathak, training organizer- Development Alternatives welcomed the participants and the resource persons. He introduced the objective of the training to the participants and shared that it is designed to equip the grassroot workers in participatory approaches in the context of PACS programme. To introduce and familiarize the participants with each other a interactive technique of pairing two participants together on certain key questions and later introducing each other in plenary was used. A benchmark was also established regarding the existing knowledge base of the participants on PRA, its techniques and usage in the past by them personally.

Later, the participants were asked to share their expectations from the training programme and to write each of their expectation on one card. The cards were then displayed on the pin-board and were clustered. Later, the participants were requested to share their observations about group exercise in the plenary.

The exercise was a classic case to understand the concept of participation

- Some people took the lead to have a go at the exercise quickly. Some others who were watching joined in later. Though some of the participants tried to facilitate while others formed a clique.
- In the process of discussing and arriving at common conclusion on clustering of the cards, some people were trying to convince the other quite aggressively to the point of physically snatching the card to put it under one cluster.
- Some of the participants were just watching and observing the show (Passive Participants)

- Though at the initial stage there was conflicting situations, these were sorted out through a consultation process within the group itself. (Storming to performing stages of group formation)

Most of the subject matter classroom sessions were followed by rigorous exercises in small groups to strengthen participants' participation in discussion and learning from each other. The exercise also helped in practicing the tools & techniques. The groups made presentations to the plenary that were followed by questions and answer sessions. The exercise helped the participants to understand the subject in a more analytical way.

To get a feel of participants' perceptions and understanding an innovative technique of discretely selecting one participant as an 'eye' and 'ear' of the group was used. Each of them was expected to present in the plenary what did they 'see' and what did they 'hear' from rest of the group? Also 2 rapporteurs were selected who helped in recapitulating the previous day's work. Two others were asked to take care of logistic issues on a rotation basis.

Each day was started with the recap of the previous day's learning through presentation by the rapporteurs. The development songs created conducive atmosphere to start the day. This was complimented by comments from the eye and the ear of the group.

At the end, the programme and the participants' learning level were evaluated through two sets of questionnaires. The detailed analysis of the same has been given on the following pages in the report. The programme was concluded by DA team and the certificates were distributed to the participants.

#### **4. Content**

The content covered in the training programme included;

##### **Participation**

- Why participation?
- Whose participation is required?
- How to achieve an active participation of all the stakeholders?

##### **Origin and evolution of PRA**

- Rapid Rural Appraisal (RRA) was popular in early 1980s.
- Participatory Rural Appraisal (PRA) became popular in 1990s.
- Participatory Learning and Action (PL&A).

##### **From RRA to PRA**

- Methods are more or less same.
- RRA focus is on extracting information from whereas PRA is encourages sharing and empowering of local people.

- Outsider's role in RRA is investigator whereas the outsider facilitates the learning process in PRA.
- Information is owned, analyzed and used by the outsiders in RRA whereas the same is done jointly with the local people in PRA.

### **PRINCIPLES of PRA**

- A reversal of learning
- Learning rapidly and progressively
- Offsetting biases
- Triangulating

PRA emphasizes on reversal of biases such as:

- Focus on relaxed and not rushing
- Focus on listening and not lecturing
- Probing instead of passing on to the next topic
- Being unimposing instead of important
- Seeking out the poorer people and women, and learning their concerns and priorities

### **Reversals and reality**

- From closed to open
- From individual to group
- From verbal to visual
- From counting to comparing
- From lecturing to listening and learning
- From extracting to empowering
- From tedium to fun

### **Pillars of PRA**

- Attitude and Behavior
- Methods/Tools
- Sharing

### **Attitude & Behaviour Change (ABC)**

- Whose ABC counts?

### **Development Biases**

- Spatial
- Project
- Personal

- Seasonal
- Professional

### JOHARI WINDOW

1.  
We Know,  
They Know

2.  
We Know,  
They Don't  
Know

3.  
We Don't  
Know,  
They Know

4.  
We don't  
Know,  
They Don't  
Know

### Changing Communication Styles

- Authoritarian
- Manipulative
- Needs Satisfaction

### Communication blocks

- Solution or Advice
- Order or Threat
- Lecturing
- Praise/Sympathy

- Criticism
- Questioning

### **Communication aids**

- Passive Listening
- Acknowledgements
- Door Openers
- Content Paraphrase
- Active Listening

### **Building self-esteem**

- High Self-esteem
- Low Self-esteem
- Strong Self-esteem

### **Verbal and visual mode**

- Why visual is preferred in PRA?
- Advantages of diagramming on paper
- Advantages of diagramming on the ground

### **Before practicing PRA methods**

- Rapport Building
- Handing Over the Stick, Stone, Pen or Ice Breaking
- Group Functioning Process
- Dealing with Saboteurs
- Observing and Learning in Process
- Choice of Color, Material and Sign to Depict

### **PRA methods practiced**

- Social map
- Resource map
- Services and opportunities map
- Transect walk
- Time line
- Time trends
- Seasonal calendar
- Preference ranking/scoring
- Wellbeing/wealth ranking
- Pie diagram
- Venn/chapati diagram

- Process diagram
- Semi structured interviewing

## 5. Use of the information

Development Alternative is in the process of developing a project proposal for Sitapur village. The staff of DA had already conducted primary survey to collect the information. However, the information gap was felt by the team involved in preparation of the proposal. The list for the same was analysed and appropriate PRA tools were selected to gather this information. The participants applied these tools in the village and collected the required information as per the annexure -2.

## 6. Participants' Evaluation

The level of participants' understanding on participatory rural appraisal was done after the training programme. The participants were given a set of questionnaire as per the annexure-3 to test their learning level and to get their feedback on various aspects of the programme. The questions were quite tricky to answer and hence only the best and middle level participants could score above 50%. The details of the marks scored by participants are given in the table below.

*Table: Marks scored by the participants*

S.No.	Name of the Participant	Name of the organisation	Marks scored (Out of 10)
1.	Mr. Raja Ram Mahto	NBJK-Hajaribagh, Jharkhand	4
2.	Mr. Sanchet Kumar Prajapat	ASCS-Madhuban, Mau-UP	7
3.	Mr. Sudhakar Pratap Singh	SES-Siddharthnagar, UP	6
4.	Mr. Sagir Ahmed	KSRA-Ranchi, Jharkhand	3
5.	Mr. Sanjay Kumar	GSMT, Yavatmal, Maharashtra	3
6.	Mr. Lallan Kumar Chauhan	ANWS-Bhopal, MP	3
7.	Mr. Kanhaya Lal Tiwari	Tarun Chetna Sansthan, UP	8
8.	Mr. Kuldeep Kumar Srivastav	ABGSS, Bahraich, UP	7
9.	Ms. Sunita Devi	ABGSS, Bahraich, UP	4
10.	Mr. Arun Kumar Singh	GPSVS-Madhubani, Bihar	8
11.	Mr. Arun Kumar pandey	Vikalp-Gorakhpur, UP	6
12.	Mr. Soma Banara	SLADS-Jharkhand	7
13.	Ms. Lalita Sombrui	SLADS-Jharkhand	4
14.	Mr. Satish Chand Shukla	Sewa-Lucknow, UP	7
15.	Mr. Ram Parvesh	PGSS-Gorakhpur, UP	5
16.	Mr. Ram Sewak	CSR, New Delhi	3
17.	Mr. Ramcharan Yadav	Krishnarpit Sewashram, Attarra, UP	5
18.	Ms. Sweta Verma	ABSSS, Chitrakoot, UP	9
19.	Mr. yashwant Sonvane	NIWCYD, Nagpur	4
20.	Ms. Vandita Sachan	Shramik Bharti, Kanpur, UP	7
21.	Mr. Sanjay Karosiya	Aarohi, Mandla, MP	5
22.	Mr. Amit Kumar Sahu	Udyogini, Mandla, MP	5
23.	Mr. Rajesh Kumar Singh	Aragati, Jharkhand	4

On the question of what they liked about the training programme, the participants shared some of their experiences as below:

- They will avoid biases while interacting with the communities
- They will try their best to listen to the village people actively
- They will try to learn through visual aids
- They will analyse the problem before suggesting the solutions to the rural community
- They will improve their presentation skills
- They will participatory methods to build rapport with the community

## **7. Participants' Suggestions**

The participants were asked to give suggestions for improving quality of training programme in future. Most of the participants wanted that should be given chance in the second round of PRA training so as enhance their learning level to reach a perfection level.

## **8. Observations**

A few observations are as below;

- Some participants joined at the second half of the first day of the training while some others joined at the end of the first day. This hampers the process of learning and rhythm of the group processes. The organizers should ensure that the participants reach the venue the evening before the day of commencement of the training.
- The trainees group was observed to be enthusiastic to learn from the trainers and the villagers. Many of the participants were able to practice the change in attitude and behavior during the field exercise. They were also able to practice different PRA methods without much support from the facilitators.
- The leaders of partners NGOs should brief the participants about the subject and purpose of the training in advance before coming to training. In fact some of the participants were completely unaware of the training programme.
- The duration of training programme should be designed on the basis of course content and methodology to be adopted to deliver the quality inputs to the end users through the process of training needs assessment. This would help the participants to make the best use of the capacity building inputs in their day-to-day work. The participants realized lack of time availability for practice in the field.
- The follow up mechanism will help in understanding the impact of training programme in the field.

### Annexure-1; Training Schedule for Participatory Rural Appraisal

Date	Duration	Topics covered
09/01/06	09.00-10.00 AM	Registration
	10.00-10.30 AM	Welcome to the participants & introduction to the programme
	10.30-11.15 AM	Introduction to the participants
	11.15-11.30 AM	Tea break
	11.30-01.00 PM	Level & expectations of the participants & training design
	01.00-02.00 PM	Lunch break
	02.00-02.30 PM	Concept of participation
	02.30-03.30 PM	Evolution of PRA
	03.15-03.30 PM	Tea break
	03.30-04.00 PM	Principles of PRA
	04.00-05.00 PM	Communication skills in PRA
10/01/06	09.00-10.00 AM	Recap of previous day's learning
	10.00-11.00 AM	Attitude & behavior in PRA
	11.00-11.15 AM	Tea break
	11.15-12.00 AM	Verbal & visual mode of communication
	11.45-1.00 PM	Mapping & modeling in PRA
	01.00-02.00 PM	Lunch break
	02.00-03.00 PM	Mapping exercises (Social, resource, mobility, services & opportunities) in small groups
	03.00-03.15 PM	Tea break
	03.15-04.00 PM	Presentation of mapping exercises
	04.00-05.00 PM	Time related exercises (Seasonal colander, time line and time trends)
11/01/06	09.00-10.00 AM	Recap of previous day's learning
	10.00-11.00	Exercises relating comparisons (Preferences, wellbeing ranking, pie diagram)
	11.00-11.15 AM	Tea break
	11.15-01.00 PM	Exercises related to relationship (Venn diagram, process diagram)
	01.00-02.00 PM	Lunch break
	02.00-03.15 PM	Transect walk
	03.15-03.45 PM	Semi-structured interviews
	03.45-04.00 PM	Tea break
	04.00-04.30	Do's and Don'ts for field visit
	04.30-05.00 PM	Preparation for field visit
12/01/06		Visit to villages in groups for field exercise
13/01/06	09.00-11.30 AM	Preparation for presentation
	11.30-1.00 PM	Presentations by each group
	01.00-02.00 PM	Lunch break
	02.00-03.00 PM	Presentations continue
	03.00-04.00 PM	Develop action plan
	04.00-04.30 PM	Concluding & summing up programme
	04.30-05.00 PM	Evaluation of the programme

*PS: Games and energizers would be applied as per the need*

## Annexure-2: Key Findings from PRA exercise in Sitapur village

### A. Historical Time Line

1856	Village established
1886	First temple constructed ( <i>KARAS DEV</i> )
1906	First well constructed ( <i>Sarju Saran Samadhiya</i> )
1970	Stone crusher established
1970	First grocery shop
1975	PDS public distribution system (fair price shop)
1980	Panchayat Bhawan constructed
1980	First Primary school started
1982	Electrification of the village
1983	Water supply scheme
1986	PDS go-down
2001	Meeting platform (Gandhi chabutara)
2002	Middle school
2003	RCC road with drain
2004	Men SHGs formed
2004	Telephone (6 lines)
2005	Community Hall (swaraj bhawan)
2005	Flour mill
2006	Aganwadi started

### B. Caste composition:

Sl No	Caste	HH	Category
1	Brahamins	10	Gen
2	Pal	20	OBC
3	Kushwaha	11	OBC
4	Ahirwar	20	SC
5	Dhobi	09	SC
6	Vanshkar	02	SC
7	Tribes	04	ST
	<b>Total HH</b>	<b>76</b>	
	<b>Dalit HH</b>	<b>35</b>	

### C. Women Activity Profile

Time	Activities	No of hrs spent
6:00 am	Rising from the bed	---
6:30	Daily routine	½
7:00	Cooking for the family (reproductive work)	2
8:00	Fetching water (reproductive work)	1.30
9:00	Clearing the livestock sheds & making cow dung cakes (productive work)	1
10:00	Cleaning the house (reproductive work)	1/2
12:00	Fetching water (reproductive work)	2
1:00	Getting fodder	2
2:00	Cleaning the utensils	1
4:00	Fetching water (reproductive work)	2
5:00	Watering the animals - chopping & feeding (productive work)	2
6:00	Going to the temple (community managing)	1
7:00	Cooking for the family (reproductive work)	2
8:00	Making the beds for the family (reproductive work)	½
9:00	Cleaning the utensils (reproductive work)	1
10:00	Going to the bed	----

### D. Community Aspirations

#### Men's aspiration:

1. Secondary school for higher and quality education
2. Primary health center
3. Veterinary hospital and breed improvement
4. Physical Instructor for training children and various sports
5. Irrigation for increased crop production
6. Piped water supply
7. Employment generation
8. Regular electricity supply

#### Children's aspiration:

1. Better drinking water facilities
2. PHC
3. Jobs with decent earnings
4. Each person has access to employment
5. Paved roads
6. Family well being

#### E. Prioritization of key problems/issues

1. Lack of irrigation
2. Unemployed educated youth
3. Link road (kaccha road polluted with fly ash)
4. Lack of potable drinking water
5. Inaccessible health services

#### F. Land holding pattern:

Land holding	No of farmers
20-50 bigha	5
10-20 bigha	27
05-10 bigha	14
landless	14

#### G. Soil Classification:

Soil Type	area (%)
Black soil	25
Red soil	25
Rakar (red soil with gravels)	25
Gravels (at mining sites)	25

#### H. Cropping pattern

Rabi

Crop	Area under cultivation (%)
Wheat	50
Mustard	12
Pea	13
Gram	13
Alsi	12

Kharif

Crop	Area under cultivation (%)
Sorghum (jowar)	50
Ground nut	25
Black gram	15
Sesamum (tili)	10

#### I. Availability of Labour –employment opportunities

Name of the month	No of days	No of days
Jan	20	Mines & crushing

Feb	25	Mines & crushing
Mar	30	Agri
Apr	30	Agri
May	20	Mines & crushing
June	20	Mines & crushing
Jul	15	Mines & crushing
Aug	15	Mines & crushing
Sep	20	Mines & crushing
Oct	25	Mines & crushing
Nov	20	Mines & crushing
Dec	20	Mines & crushing

#### J. Livelihood pattern (prioritization)

Activity	No of HH ( <i>women involved in labour</i> )	Duration	Monthly income (in Rs.)
Crushing stone	4	8 month	800/-
Agriculture labour	10	3 month	600/-
Unskilled labour in crushers	4	8 month	800/-
Activity	No of HH ( <i>Men involved in labour</i> )	Duration	Monthly income in Rs.
Crushing stone	20	12 month	1500/-
Unskilled labour in crushers	25	12 month	1250/-
Agriculture labour	10	8 month	900/-
Transportation in crusher	7	12 month	1000/-

#### K. Village Infrastructure (basic amenities)

- Panchayat Bhawan
- Swaraj bhawan
- PDS
- Grain godown
- Handpumps (7- only 2 functional)
- Personal handpumps-4
- Drinking water wells – 2
- Irrigation wells located at agri. Fields-50
- Electricity
- Grocery shop
- Flour mill
- Telephone (Land line -6, mobile-1)
- Stone quarries 4
- Water harvesting structures ( under construction-2)

L. Livelihood pattern:

Occupation	Percentage
Agriculture	75
Service	3
Trading	2
Crusher	20

M. Gendered Division of Labour:

Activity	Male	Female
Agriculture		
• Ploughing	Yes	
• Sowing	Yes	Yes
• Weeding	Yes	Yes
• Irrigation	Yes	Yes
• Harvesting	Yes	Yes
• Thrashing	Yes	Yes
• Storage of straw	Yes	Yes
Brick Kiln	Yes	Yes
House constriction	Yes	
Crusher Activities	Yes	
Technicians	Yes	
Compressor operator	Yes	
Un-skilled stone crushing	Yes	
Earth filling	Yes	Yes
Service sector	Yes	Yes
Grocery	Yes	

N. Vulnerable Groups:

- Widows: 25
- Physically challenged persons: 2
- Widowers: 4

Annexure-3: Question paper for evaluation

Name of the participant

Name of the organization

- |  |        |
|--|--------|
| 1. The participation of women and dalits is sufficient in PRA                                    | Yes/No |
| 2. It is not bad to go with glass full of water for enhancing community participation in PRA     | Yes/No |
| 3. What is the difference between active and passive listening? Give 2 differences only?         | Yes/No |
| 4. The process diagram helps in understanding proportions of any information                     | yes/No |
| 5. The simple addition & subtraction in matrix scoring lead to some useful results               | Yes/No |
| 6. Writing of some events in sequence is called time trend                                       | Yes/No |
| 7. It leads to better results to conduct wellbeing exercise in large group or Gramsabha meetings | Yes/No |
| 8. The chapatti diagram helps in identification of big farmers in the village                    | Yes/No |
| 9. Mention 3 ways for triangulation of information in PRA?                                       | Yes/No |
| 10. What is the full form of PRA? Name the village visited by you for field work?                | Yes/No |